

**HAMILTON UNIFIED SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA**
Hamilton High School Library/Zoom/Facebook Live
620 Canal Street, Hamilton City, CA 95951
Wednesday, January 24, 2024
www.husdschools.org

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

Hamilton Unified School District Board Meetings are open to the public. Please join the meeting by attending in person or via the livestream on Facebook Live on the District's Facebook Group page or through the below Zoom link or dial by phone as listed below:

Join Zoom Meeting

<https://us02web.zoom.us/j/84688330892?pwd=aGdCb1VRZFgyTURmeW5POUU5WHIVZz09>

Meeting ID: 846 8833 0892

Passcode: board

Dial in by phone:

+1 669 900 6833 US

Meeting ID: 846 8833 0892

Passcode: 826421



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, Personnel Issue. To consider public employee, evaluation, reassignment, resignation, release, dismissal, or discipline of a classified and/or certificated employee.
- b. Government Code Section 54957.6, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.
- c. 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. ASB President and Student Council President Reports
 - i. Hamilton High School – Hanne Porter
 - ii. Hamilton Elementary School - Dalila Martinez-Barron
- c. District Reports (written)
 - i. Technology Report by Frank James (p. 4)
 - ii. Nutrition Services Report by Erendida Moreno (handout)
 - iii. Operations Report by Alan Joksch (p. 5)
- d. Principal and Dean of Student Reports (written)
 - i. Ulises Tellechea, Hamilton Elementary School Principal (handout)
 - ii. Maria Reyes, District Dean of Students (handout)
 - iii. Cris Oseguera, Hamilton High School Principal (handout)
 - iv. Silvia Robles, Adult School (p. 6)
- e. Chief Business Official Report by Kristen Hamman (written) (p. 7)
- f. Superintendent Report by Jeremy Powell (written) (p. 8)

8.0 PRESENTATIONS:

- a. Dual Immersion by Maggie Sawyer (handout)
- b. Nutrition Services by Erendido Moreno (handout)
- c. Adult Ed (handout)

9.0 CORRESPONDENCE:

- a. None

10.0 INFORMATION ITEMS:

- a. HUSD Enrollment History for 5 years (p. 9)
- b. Bond Status: Fund 21 Update (p. 11)
- c. School Services of California Inc. Pocket Budget (p. 12)

11.0 DISCUSSION ITEMS:

- a. None

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

13.0 ACTION ITEMS:

- a. Approve Public Disclosure of Proposed Collective Bargaining Agreement for HTA for 2023-24 and 2024-25. (p. 13)
- b. Approve Resolution 23-24-104 Authorizing Participation in the HVIP Public School Bust Set-Aside (p. 17)
- c. Approve CSEA intention to negotiate with Hamilton USD “Sunshine” requirements for the 2024-25 school year consistent with Government Code Section 3547 “Sunshine” requirements. (p. 19)
- d. Approve Proposal for New Google Certification Class through Hamilton Adult School (p. 20)
- e. Approve Tentative Agreement between HTA and HUSD for 2023-24 and 2024-25. (p. 23)
- f. Approve Facilities Master Plan Prioritization of Projects as Presented (p. 27)
- g. Direct the District to Enter into Negotiations for Architectural Services with Eagle Architects (p. 28)

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 December 13, 2023 (p. 29)
- b. Approve 2022-23 School Accountability Report Cards (SARC) for:
 - i. Hamilton High School (p. 34)
 - ii. Ella Barkley High School (p. 56)

iii. Hamilton Elementary School (p. 76)

**Note: The California Department of Education (CDE) is working the release of all available data. They anticipate that some data will be delayed until after the February 1st due date to post our SARC's. CDE encourages schools/LEAs to post their Board Approved (2022) SARC's by the February 1st due date without the data tables populated. A second board review/approval of the missing data once populated is not required.*

- c. Approve 2023-24 Certificated and Classified Seniority Lists (p. 96)
- d. Approve Modified HUSD 2023-24 District Calendar (p. 98)
- e. Warrants and Expenditures (p. 99)
- f. Interdistrict Transfers (new only; elementary students reapply annually).

i. Out

- 1. Hamilton Elementary School
 - a. None
- 2. Hamilton High School
 - a. None

ii. In

- 1. Hamilton Elementary School
 - a. None
- 2. Hamilton High School
 - a. None

g. Personnel Actions as Presented:

| | | | |
|------------|---------------------|---|------|
| New Hires: | Marco Jimenez Reyes | District Custodian | HUSD |
| | Kenneth Mason | Volunteer Assistant JV Girls Basketball Coach | HHS |

Resignations/Retirement: None

15.0 ADJOURNMENT:

Technology Report
Board Meeting on January 24th, 2024
Frank James, Director of Technology

Completed and in Progress Tasks

- Completing Tech tickets and troubleshooting of any technical issues.
- Implemented a new remote PC access tool to better support staff with faster Tech assistance.
- Network Upgrades Completed (Faster Internet and Additional Security)
 - Programmed and installed 40 new WIFI access points throughout the district.
 - Installed new network communication from HHS campus to HHS Bus Barn location.
- Implementing additional security settings throughout the network and end users.
 - Additional log in steps to ensure network protection from outside threats.
- Clayful Health access for students.
 - Program launched successfully and site councilors are utilizing Clayful Health as an additional student health resource.
- Working on E-Rate projects and documents for 24-25 School Year.
 - Possible additional WiFi upgrades
 - Equipment maintenance, software and hardware upgrades along with support and protection plans.
 - Ongoing Professional Development Plans for Tech trainings.
- District wide audio system project.
 - Purchase orders created and preparing for scheduling installation.
- We are continuing to work with HUSD Staff regarding Go Guardian updates for additional security and protection for students. This includes reducing inappropriate use of Chromebooks and websites.
- District wide: Setting up new devices for staff and updating tech in classrooms and offices.

MOT January 2024

Maintenance:

- New ceiling installed in HS Cafeteria
- New flooring in HES room 402 and 405
- Shrubs around HS Library and Gym were trimmed low or removed all together.
- Soccer fields were mowed and painted for home games.
- Rock on West side of HS Library was bonded to aid in keeping it inside the flower bed area.
- Over 15 maintenance tickets were completed and closed over break.
- HS Gym, set up for home Basketball as needed.
- Campuses are regularly being cleaned of leaves and debris.
- We are working with Westlake Commercial (Ace Hardware Chico) and IPP Chico, to qualify for up to \$40,000.00 in vouchers for new Electric, (zero emission) lawn care equipment.
 - This will come through the Carl Moyer Commercial Lawn and Garden Program. We will have to trade in some older internal combustion equipment.

Operations:

- Marco Jimenez, our new part time custodian, began working for us on December 18th.
- All sites were cleaned and readied for classes to resume.
- Buildings were 'webbed, as we could, when weather allowed.

Transportation:

- Several 'Recalls' were completed on district vehicles and on Bus 2.
- Vehicles were smog checked as needed, per the state BARFLEETS requirements
- Buses have been serviced and safety inspected as needed.
- Vans are seeing plenty of use, with the busy basketball schedules, both HHS and HES.

Hamilton Adult Education
Board Meeting Report-January, 2024

Silvia Robles

Completed and in Progress Tasks and Highlights – January, 2024

Enrollment:

Since last year, and with the incorporation of Cake Decorating and Mixed Media Art enrollment incremented. Last year's total enrollment was 201. This year we aim to meet or exceed 201.

We took a little hit this fall of 2023 because of the hours the Cake Decorating Instructor was allowed, but, we're back on track this spring. We are kicking off with Saturday Specials where participants can get a taste of what it's all about and decide if they want to participate in the full course starting in February.

| 2021-22 | 2022-23 | 2023-24 |
|---------|---------|---------|
| 131 | 201 | 201+ |

Computers:

On Mondays the class is "All in one Microsoft Office". This course provides a foundational exploration of Microsoft Office Word, Excel, PowerPoint, and Outlook. **In Microsoft Office Word we cover:** Saving and Sharing Documents (this includes OneDrive), Formatting Text, Using Find and Replace, Indents and Tabs, Line and Paragraph Spacing, Lists and Links, Breaks & Columns, Headers & Footers. **In Microsoft Office Excel we cover:** Modifying Columns, Rows, and Cells, Formulas, Relative and Absolute Cell References, Functions, Freezing Panes and View Options, Sorting Data, Filtering Data, Tables & Charts, Conditional Formatting. **In Microsoft Office PowerPoint we cover:** Slide and Text Basics, Themes & Transitions, Inserting & Formatting Pictures, Aligning, Ordering, and Grouping objects, Animation Text and Objects, Inserting Videos & Audio. **In Microsoft Office Outlook we cover:** Sending and Receiving Email, Organizing and Managing Email, Managing Contacts, Managing Calendar & Scheduling, Email security & Settings, Email signature.

ESL:

This January we are renewing Burlington English seat licenses. A total of 15 seats are being purchased at a cost of \$96.00 per seat which totals \$1,440. Even though we have 26+ students already enrolled it allows for student mobility to maximize use. This program allows students to practice outside of the classroom and improves student's learning gains.

High School Diploma:

A total of 23 students are enrolled in high school diploma for credit completion, of which seventeen (17) are concurrent, and five (5) are adults. Nine (9) concurrent students have completed their credit referral, and one (1) former Hamilton High School adult student received his diploma in December.

Office:

"Since joining Hamilton Adult Ed August 2023, a lot has been learned and accomplished. In such a short amount of time, we have managed to continue the classes/programs in addition to learning about the process and protocols of Adult Ed. We've communicated with the CASAS team with training, data entry and ordering. We were successfully able to get the scantron scanner working again with the help of our HUSD IT team and CASAS. An organizing system has been discussed for our paper record keeping. Currently, we are in the process of implementing a new CASAS testing series while still finishing with the old series. Although our storage capacity is very limited, we have found techniques of how to use the space we have. We the staff at Adult Ed have done a great job communicating in regards to the filing system we have in place with our paper records. Cleaning and re-organization is being accomplished".

**Hamilton Unified School District
General Fund - Unrestricted and Restricted
January 24, 2024 Board Report**

| | 2023-24 First Interim Budget | 2023-24 Year To Date As of 1/5/24 | 2022-23 First Interim Budget | 2022-23 Year To Date As of 1/5/23 |
|---|---|--|---|--|
| Revenues | | | | |
| LCFF Sources | \$ 10,580,737 | \$ 2,948,728 | \$ 9,681,706 | \$ 3,648,579 |
| All Other Federal Revenue | \$ 589,000 | \$ 101,516 | \$ 1,230,881 | \$ 184,337 |
| Other State Revenue | \$ 1,607,273 | \$ 619,719 | \$ 2,876,242 | \$ 1,340,926 |
| Other Local Revenue | \$ 63,148 | \$ 35,560 | \$ 104,545 | \$ 46,321 |
| Total Revenues | \$ 12,840,158 | \$ 3,705,523 | \$ 13,893,374 | \$ 5,220,163 |
| Expenditures | | | | |
| Certificated Personnel Salaries | \$ 4,380,441 | \$ 1,933,220 | \$ 3,811,032 | \$ 1,763,487 |
| Classified Personnel Salaries | \$ 1,704,109 | \$ 793,811 | \$ 1,417,099 | \$ 689,175 |
| Employee Benefits | \$ 2,543,314 | \$ 1,182,886 | \$ 2,210,508 | \$ 1,057,170 |
| Books and Supplies | \$ 691,078 | \$ 281,983 | \$ 777,770 | \$ 299,240 |
| Travel and Conferences | \$ 160,038 | \$ 42,172 | \$ 149,050 | \$ 54,293 |
| Dues and Memberships | \$ 19,836 | \$ 19,450 | \$ 13,650 | \$ 15,865 |
| Other Insurance | \$ 174,631 | \$ 181,341 | \$ 112,347 | \$ 112,347 |
| All Other Utilities | \$ 330,000 | \$ 159,723 | \$ 273,000 | \$ 180,204 |
| Rents/Leases/Repairs | \$ 68,975 | \$ 54,162 | \$ 79,100 | \$ 37,363 |
| Other Operating Expenditures | \$ 687,269 | \$ 317,533 | \$ 433,464 | \$ 250,736 |
| Capital Outlay | \$ 296,434 | \$ 124,179 | \$ 407,475 | \$ 85,837 |
| Other Outgo | \$ 1,642,192 | \$ 45,608 | \$ 1,436,102 | \$ 81,002 |
| Interfund Transfers Out | \$ 525,000 | \$ - | \$ 72,384 | \$ (31,016) |
| Total Expenditures | \$ 13,223,317 | \$ 5,136,068 | \$ 11,192,981 | \$ 4,595,703 |
| Net Increase (Decrease) in Fund | \$ (383,159) | \$ (1,430,545) | \$ 2,700,393 | \$ 624,460 |
| Beginning Fund Balance 7/1/23 from 22/23 Unaudited Actuals as of 6/30/23 | \$ 5,695,166 | | | |
| Projected Ending Fund Balance 6/30/24 | \$ 5,312,007 | | | |

HUSD Superintendent's Report
Board Meeting on January 24, 2024
Jeremy Powell, Ed., D.

HUSD has returned from our Winter Break with a renewed focus on serving our students and supporting our staff and community. Although it was a wet start to the new year, our teachers, students, and community are excited to return! There are multiple facility projects we are continuing to complete and I am excited for what the upcoming year will hold for HUSD!

District Highlights for December & January:

- The Maintenance Department spent their winter break focusing on cleaning our campuses and completing some much needed maintenance.
- Nutrition Services continues to serve our students fresh and healthy meals. They are constantly asking for feedback and changing their menus to meet the nutritional needs of our students!
- Our High School Door Project is complete and has changed the look of HHS!! We are excited for the completion of the project when we receive our new front office door.
- Our HES Trash Enclosure Project is complete and has made a huge impact on student safety and cleanliness at HES!
- We have gone out to bid for Architectural work on the various projects we have scheduled in the near future!

ACSA Administrators of the Year:

- I am happy to tell you that Kristen Hamman was named the Butte-Glenn ACSA CBO of the Year and Maggie Sawyer has been named the Butte-Glenn ACSA Co-Administrator of the Year!! We were able to honor them on Thursday January 18th at Sierra Nevada!

Make sure to Follow us on:

- Instagram: HamiltonUnified
- Facebook: HamiltonUnifiedSchool District

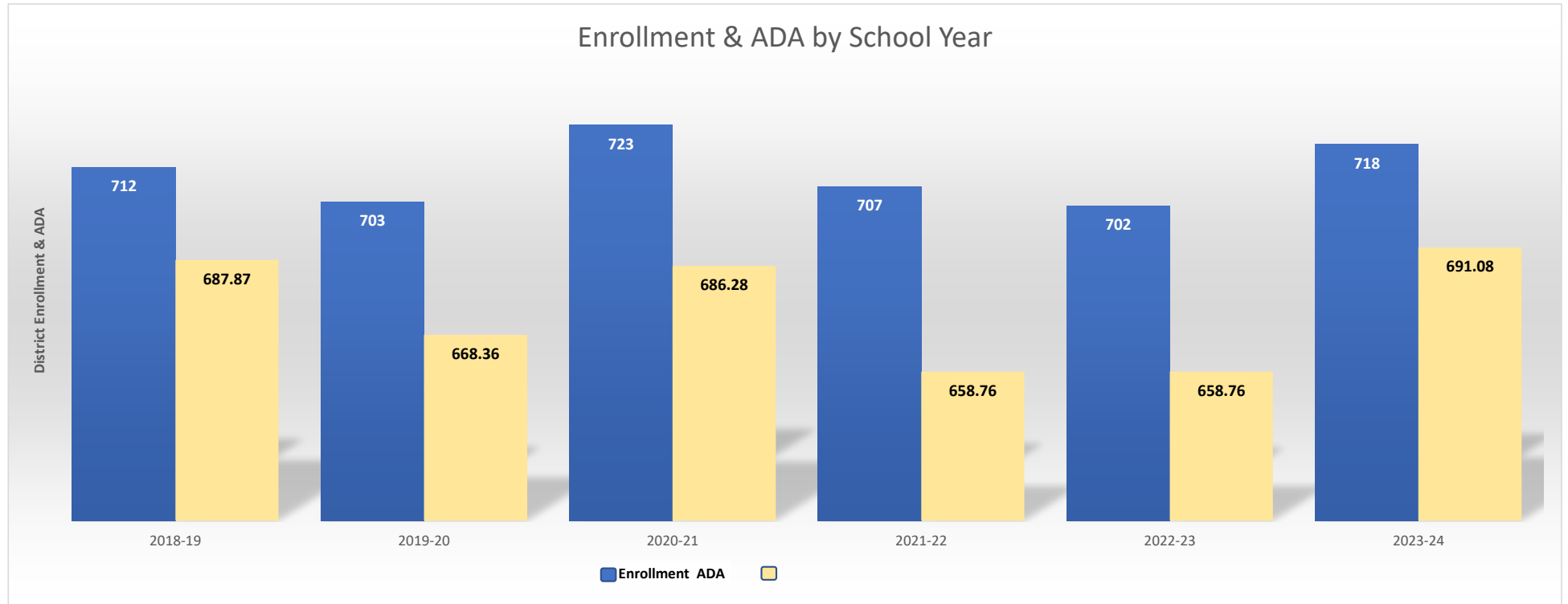
Upcoming Events:

- January 26: HULC @ 2:15 in the HHS Library
- February 5: Citizens Bond Oversight Committee Meeting @ 5:30 in HHS Cafeteria
- February 22 :HULC @ 2:15 in the HHS Library
- February 12: Lincoln's Birthday Observed–No School
- February 19: President's Day Observed-No School
- February 28: HUSD Board Meeting @ 5:30 in HHS Library
- March 3: HULC @ 2:15 in the HHS Library

HUSD ENROLLMENT OVER SIX YEARS 2018-2024

| 1 | 2 | 3 | 4 | 5 | 6 |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | 2023-24 |
| 286 HHS | 265 HHS | 295 HHS | 288 HHS | 288 HHS | 295 HHS |
| 9 EBHS | 13 EBHS | 11 EBHS | 10 EBHS | 20 EBHS | 17 EBHS |
| 292 K-5 | 272 K-5 | 269 K-5 | 260 K-5 | 265 K-5 | 267 K-5 |
| 125 6-8 | 153 6-8 | 146 6-8 | 149 6-8 | 129 6-8 | 139 6-8 |
| 712 ENROLLMENT | 703 ENROLLMENT | 723 ENROLLMENT | 707 ENROLLMENT | 702 ENROLLMENT | 718 ENROLLMENT |
| 687.87 ADA | 668.36 ADA | 686.28 ADA | 658.76 ADA | 658.76 ADA | 691.08 ADA |

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



HUSD ENROLLMENT OVER SIX YEARS 2018-2024

| 2023-24 8/7/2023 | | |
|---------------------|-------|--|
| #STU | GRADE | |
| 10 | TK | |
| 29 | K | |
| 34 | 1 | |
| 49 | 2 | |
| 51 | 3 | |
| 45 | 4 | |
| 47 | 5 | |
| 43 | 6 | |
| 41 | 7 | |
| 54 | 8 | |
| 71 | 9 | |
| 100 | 10 | |
| 64 | 11 | |
| 81 | 12 | |
| 719 TOTAL | | |

| 2023-24 8/7-9/01/23 | | |
|------------------------|-------|---------------|
| #STU | GRADE | |
| 10 | TK | 9.64 |
| 29 | K | 28.5 |
| 34 | 1 | 32.36 |
| 49 | 2 | 46.93 |
| 51 | 3 | 48.79 |
| 45 | 4 | 43.86 |
| 47 | 5 | 45.5 |
| 43 | 6 | 42.39 |
| 41 | 7 | 40.30 |
| 54 | 8 | 52.52 |
| 71 | 9 | 69.43 |
| 100 | 10 | 92.06 |
| 64 | 11 | 62.5 |
| 81 | 12 | 76.3 |
| 719 TOTAL | | 691.08 |

| 2023-24 9/4/23-9/29/23 | | ADA |
|---------------------------|-------|---------------|
| #STU | GRADE | |
| 10 | TK | 9.48 |
| 29 | K | 28.39 |
| 34 | 1 | 32.61 |
| 50 | 2 | 47.48 |
| 51 | 3 | 49.06 |
| 46 | 4 | 44.21 |
| 47 | 5 | 45.42 |
| 43 | 6 | 41.85 |
| 41 | 7 | 40.12 |
| 54 | 8 | 51.97 |
| 71 | 9 | 68.55 |
| 96 | 10 | 92.88 |
| 64 | 11 | 61.79 |
| 81 | 12 | 76.49 |
| 717 TOTAL | | 690.30 |

| 2023-24 10/2/23-10/27/23 | | ADA |
|-----------------------------|-------|---------------|
| #STU | GRADE | |
| 10 | TK | 9.62 |
| 30 | K | 28.52 |
| 34 | 1 | 32.60 |
| 50 | 2 | 47.77 |
| 51 | 3 | 49.40 |
| 46 | 4 | 44.29 |
| 47 | 5 | 45.31 |
| 43 | 6 | 41.77 |
| 41 | 7 | 40.15 |
| 54 | 8 | 52.04 |
| 71 | 9 | 67.79 |
| 98 | 10 | 94.63 |
| 64 | 11 | 61.42 |
| 80 | 12 | 76.06 |
| 719 TOTAL | | 691.37 |

| 2023-24 10/30/23-11/24/23 | | ADA |
|------------------------------|-------|---------------|
| #STU | GRADE | |
| 10 | TK | 9.58 |
| 29 | K | 28.42 |
| 34 | 1 | 32.64 |
| 50 | 2 | 47.80 |
| 51 | 3 | 49.32 |
| 46 | 4 | 44.29 |
| 47 | 5 | 45.32 |
| 44 | 6 | 41.91 |
| 41 | 7 | 40.11 |
| 54 | 8 | 52.14 |
| 71 | 9 | 67.42 |
| 97 | 10 | 93.93 |
| 64 | 11 | 60.62 |
| 79 | 12 | 75.60 |
| 717 TOTAL | | 689.10 |

| 2023-24 11/27/23-12/22/23 | | ADA |
|------------------------------|-------|---------------|
| #STU | GRADE | |
| 10 | TK | 9.53 |
| 29 | K | 28.11 |
| 34 | 1 | 32.49 |
| 50 | 2 | 47.79 |
| 51 | 3 | 49.11 |
| 46 | 4 | 44.15 |
| 47 | 5 | 45.3 |
| 44 | 6 | 41.81 |
| 41 | 7 | 40.02 |
| 54 | 8 | 52.05 |
| 71 | 9 | 67.08 |
| 96 | 10 | 91.71 |
| 63 | 11 | 59.97 |
| 79 | 12 | 75.84 |
| 715 TOTAL | | 684.96 |

| 2023-24 | | ADA |
|----------------|-------|-------------|
| #STU | GRADE | |
| | TK | |
| | K | |
| | 1 | |
| | 2 | |
| | 3 | |
| | 4 | |
| | 5 | |
| | 6 | |
| | 7 | |
| | 8 | |
| | 9 | |
| | 10 | |
| | 11 | |
| | 12 | |
| 0 TOTAL | | 0.00 |

| 2023-24 | | ADA |
|----------------|-------|-------------|
| #STU | GRADE | |
| | TK | |
| | K | |
| | 1 | |
| | 2 | |
| | 3 | |
| | 4 | |
| | 5 | |
| | 6 | |
| | 7 | |
| | 8 | |
| | 9 | |
| | 10 | |
| | 11 | |
| | 12 | |
| 0 TOTAL | | 0.00 |

| 2023-24 | | ADA |
|----------------|-------|-------------|
| #STU | GRADE | |
| | TK | |
| | K | |
| | 1 | |
| | 2 | |
| | 3 | |
| | 4 | |
| | 5 | |
| | 6 | |
| | 7 | |
| | 8 | |
| | 9 | |
| | 10 | |
| | 11 | |
| | 12 | |
| 0 TOTAL | | 0.00 |

| 2023-24 | | ADA |
|----------------|-------|-------------|
| #STU | GRADE | |
| | TK | |
| | K | |
| | 1 | |
| | 2 | |
| | 3 | |
| | 4 | |
| | 5 | |
| | 6 | |
| | 7 | |
| | 8 | |
| | 9 | |
| | 10 | |
| | 11 | |
| | 12 | |
| 0 TOTAL | | 0.00 |

**Building Fund 21 (Bond) Expenditures for 2023-24
 For January 24, 2024 HUSD Board Meeting
 Total Expenditures through January 5, 2024**

| PO # | Date | Vendor | Description | Amount |
|-------------|-------------|-------------------------|--|---------------|
| PO24-00076 | 7/12/2023 | Bank of New York Mellon | Paying Agent Fee; RE: Election of 2018, GO Bonds, Series A | \$ 750.00 |
| PO24-00365 | 11/15/2023 | Twin Builders | HES Trash Enclosure project | \$ 81,121.00 |

Total expenditures through 1/5/24 \$ 81,871.00

STATE REVENUES

Governor Newsom identifies a budget shortfall of **\$37.9 Billion**

The Governor's Budget makes significant reductions to the "Big Three" tax revenues relative to the 2023-24 Enacted Budget across the three-year budget window, for a total downward adjustment of \$42.9 billion

Big Three Tax Revenues
(In millions)

| | 2022-23 | | 2023-24 | | 2024-25 | |
|---------------------|------------------------|-------------------|------------------------|-------------------|------------------------|-------------------|
| | 2023-24 Enacted Budget | Governor's Budget | 2023-24 Enacted Budget | Governor's Budget | 2023-24 Enacted Budget | Governor's Budget |
| Personal Income Tax | \$122,769 | \$101,749 | \$118,161 | \$113,768 | \$118,903 | \$114,730 |
| Corporation Tax | \$42,091 | \$37,140 | \$42,081 | \$36,913 | \$43,369 | \$38,055 |
| Sales and Use Tax | \$33,072 | \$33,186 | \$33,366 | \$34,643 | \$34,383 | \$35,123 |



PROPOSITION 98

Proposition 98 Minimum Guarantee
(In billions)

| | 2023-24 Enacted Budget | Governor's Budget Adjustments | 2024-25 Budget Proposal |
|---------|------------------------|-------------------------------|-------------------------|
| 2022-23 | \$107.4 | -\$9.1 | \$98.3 |
| 2023-24 | \$108.3 | -\$2.7 | \$105.6 |
| 2024-25 | \$111.6 | -\$2.5 | \$109.1 |



LOCAL CONTROL FUNDING FORMULA (LCFF)

LCFF Entitlements for School Districts and Charters

| Grade Span | 2023-24 Base Grant per ADA* | 0.76% COLA | 2024-25 Base Grant per ADA |
|------------|-----------------------------|------------|----------------------------|
| TK-3 | \$9,919 | \$75 | \$9,994 |
| 4-6 | \$10,069 | \$77 | \$10,146 |
| 7-8 | \$10,367 | \$79 | \$10,446 |
| 9-12 | \$12,015 | \$91 | \$12,106 |

Note: Reliant on one-time funds to support ongoing LCFF costs
*Average daily attendance

COST-OF-LIVING ADJUSTMENT (COLA)



| | 2024-25 | 2025-26 | 2026-27 | 2027-28 | 2028-29 |
|--|---------|---------|---------|---------|---------|
| | 0.76% | 2.73% | 3.11% | 3.17% | 3.24% |

RAINY DAY FUND

One of the strategies to address the budget gap is to tap into the Proposition 98 Rainy Day Fund



2023-24
\$3.0 billion withdrawal

2024-25
\$2.7 billion withdrawal



The projected balance in 2023-24 triggers the local reserve cap requirement for non-basic aid districts with ADA greater than 2,500

PROGRAMS UNCHANGED BY THE GOVERNOR'S BUDGET

There are no midyear cuts, no deferrals, and no program rollbacks proposed. The Governor remains committed to maintaining the following programs:



- Expanded Learning Opportunities Program
- Universal Transitional Kindergarten
- Universal Meals
- California Community Schools Partnership Program
- Home-to-School Transportation
- Special Education funding
- Educator Workforce programs

INSTRUCTIONAL CONTINUITY

The Governor's Budget includes a series of proposals aimed at offsetting student absences and mitigating learning loss:



Expanding the allowable days and times of day used for the purpose of recovering attendance



Requiring local educational agencies to offer remote instruction during emergencies



Encouraging hybrid or remote learning for students who are unable to attend school

LEARNING RECOVERY EMERGENCY BLOCK GRANT

No proposed cut to the Learning Recovery Emergency Block Grant, but the Governor proposes narrowing the use of remaining funds to focus on students most impacted by learning loss



FACILITIES

- Proposes to reduce 2024-25 funding for the School Facility Program by \$500 million—from \$875 million to \$375 million
- Proposes to further delay the \$550 million planned investment in the Preschool, Transitional Kindergarten, and Full-Day Kindergarten Facilities Grant Program by an additional year, to 2025-26

| | |
|---|-------------------------------|
| Agenda Item Number: 13 a | Date: January 24, 2024 |
| Agenda Item Description: Approve the Form for Public Disclosure of Proposed Collective Bargaining Agreement between HUSD and HTA for 2023-24 and 2024-25. | |
| Background: The District has reached a tentative agreement with HTA for fiscal year 2023-24 and 2024-25. 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 detail these costs, and substantiates that the District can meet the financial obligation of the CBA, including certification to this affect by Superintendent, Jeremy Powell, and Chief Business Official, Kristen Hamman. The agreement and accompanying AB 1200 calculations effectively covers HTA. | |
| Status: Pending board approval. | |
| Fiscal Impact: Under the tentative agreement with HTA, the ongoing District cost of a 6% and 1.5% increase on the certificated salary schedule for 2023-24 and 2024-25 respectively and \$2,500 health cap increase effective 7/1/23 can be met by HUSD. The total cost increase for salaries and employee benefits in the proposed agreement for 2023-24 and 2024-25 is \$436,165 (this includes the increase in the health cap). | |
| Educational Impact: None. | |
| Recommendation: Recommend board approve the Form for Public Disclosure of Proposed Collective Bargaining Agreement between HUSD and HTA for 2023-24 and 2024-25. | |

**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**

Hamilton Teachers Association BARGAINING UNIT

To be acted upon by the Governing Board at its meeting on 01/24/24

A. **PERIOD OF AGREEMENT:**
 The proposed bargaining agreement covers the period beginning and ending for the following fiscal years

| | | | | |
|--|--|----------|---------|---------|
| | | 07/01/23 | | |
| | | 06/30/25 | | |
| | | | 2023-24 | 2024-25 |

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 | 4,827,254 |
| 2. | Current-Year Costs After Agreement | 5,185,634 |
| 3. | Total Cost Increase | 358,380 |
| 4. | Percentage Increase | 7.42% |
| 5. | Cost of 1 % Increase | 48,272 |

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) | 7.50% |
| 2. | Step & Column (Average % Increase Over Prior-Year Salary Schedule) | 3.00% |
| 3. | TOTAL PERCENTAGE INCREASE FOR THE AVERAGE REPRESENTED EMPLOYEE | 10.50% |

**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 | 12,370 | /employee |
| 2. | Cost of Benefits After Agreement | 14,870 | /employee |
| 3. | Percentage Increase in Cost | 20.21% | |

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: | \$ 13,223,317.00 | |
| 2. | Percentage Reserve Level Required for District: | 4% | |
| 3. | Amount of required minimum Reserve: | \$ 528,932.68 | |

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 (Accounts 9789) | \$ 1,521,281.00 | |
| 5. | Unappropriated Amount (Accounts 9790) | \$ 482,889.00 | |
| 6. | Total Reserves | \$ 2,004,170.00 | |
| | Board Designated Reserves for Salary/Benefits (9780) | \$ - | |

SPECIAL RESERVE FUND 17 (Fund 17 ONLY)

| | | | |
|----|--|----------------------|--|
| 7. | Unappropriated Amount/Designated for Economic Uncertainties (Accounts 9789/9790) | \$ 462,217.00 | |
|----|--|----------------------|--|

TOTAL DISTRICT RESERVES

| | | | |
|----|--|------------------------|--|
| 8. | General Fund & Special Reserve Fund: | \$ 2,466,387.00 | |
| 9. | Percentage of General Fund Expenditures/Uses | 18.65% | |
| | Difference between District Reserves and Minimum State Requirement | \$1,937,454 | |

**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

| |
|--|
| HUSD and HTA have reached a tentative agreement for a 6% increase on the salary schedule and \$2,500 increase on the benefit cap in 23-24 and a 1.5% increase on the salary schedule for 24-25. |
| |
| HUSD's 2023-24 presented Budget and First Interim already includes a 6% salary and \$2,500 benefit cap increase as a result of the Governor's January 2023 Budget and May 2023 Revise along with the district's present finances and progress of negotiations. |

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.

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.

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.

| | |
|--|--------------------------|
|  _____ Hamilton Unified School District Superintendent (signature) | 1-12-24 _____ Date |
|  _____ Chief Business Official (signature) | 1/11/24 _____ Date |

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on January 24th, 2024, took action to approve the proposed Agreement with the HTA Bargaining Unit.

| | |
|--|---------------|
| _____ President, Governing Board (signature) | _____ Date |
|--|---------------|

| | |
|--|-------------------------------|
| Agenda Item Number: 13 b | Date: January 24, 2024 |
| Agenda Item Description: Resolution 23-24-104 Authorizing Participation in the HVIP Public School Bust Set-Aside | |
| <p>Background:</p> <p>The California Air Resources Board (CARB) approved a \$130 million set-aside intended to cover nearly, if not all, of the full cost of new zero-emission school buses for public school districts and other qualifying entities located in small-sized air districts and in medium-sized air districts. We would be able to replace an older bus and replace it with a new electric bus for not cost to HUSD.</p> <p>On January 11, 2024 our application was tentatively approved and we are now able to move on to application part B that includes Board approval of the attached resolution.</p> | |
| Status: Pending Board approval. | |
| Fiscal Impact: A positive impact by replacing an old diesel bus with a new electric bus | |
| Educational Impact: This would allow for the District to transport students locally more efficiently. | |
| <p>Recommendation:</p> <p>Approve Resolution 23-24-104 Authorizing Participation in the HVIP Public School Bust Set-Aside</p> | |

RESOLUTION NO. 23-24-104

**A RESOLUTION OF THE GOVERNING BOARD OF THE HAMILTON
UNIFIED SCHOOL DISTRICT AUTHORIZING PARTICIPATION IN THE
HVIP PUBLIC SCHOOL BUS SET-ASIDE**

WHEREAS, on January 24, 2024, the Governing Board of the Hamilton Unified School District met in regular session; and

WHEREAS, California Climate Investments are funded by the State proceeds from Cap-and-Trade auctions. These funds provide an opportunity for the State to invest in projects that help achieve our climate goals and provide benefits to disadvantaged communities; and

WHEREAS, the California Air Resources Board (CARB) created the Public School Bus Set-Aside, and has allocated funding from the California Climate Investments; and

WHEREAS, CALSTART has been selected to administer the Public School Bus Set-Aside on behalf of CARB; and

WHEREAS, CALSTART requires the submission of information, on standardized forms (application forms), to determine eligibility and to prioritize projects; and

WHEREAS, if selected to receive funding, in order to participate in the Public School Bus Set-Aside, the grantee is required to enter into an agreement with CALSTART wherein the fulfillment of terms and conditions is required in order to receive the funding.

NOW THEREFORE, BE IT RESOLVED, that the Governing Board of the Hamilton Unified School District authorizes the submission of applications for the Public School Bus Set-Aside; and

BE IT FURTHER RESOLVED, that if selected for funding, the Superintendent (school official or job title) or Designee, is authorized to enter into binding Voucher Agreements by signing Terms and Conditions on behalf of the school district and to act, as needed, to ensure the terms are satisfied.

On motion of _____, Seconded by _____, the foregoing resolution is hereby PASSED and ADOPTED BY the Governing Board of the Hamilton Unified School District on this _____, 2024 by the following votes:

AYES: _____ NOES: _____ ABSTAIN: _____ ABSENT: _____

ATTEST:

DATE:

Secretary

President

CSEA CHAPTER #623 SUNSHINE PROPOSAL TO HAMILTON UNIFIED SCHOOL DISTRICT

Ratified on 1/12/2024 at unit Sunshine meeting.

- [Article 10, Article 11 Appendix A: Pay and Allowance & Health and Welfare Benefits.
- Job Descriptions, Review & Changes
- “In Lieu Of Compensation” Added to Article 11. (See CTA Language)
- Salary Study Group: District Custodian, Child Nutritional Lead, Child Nutritional Assistant, and Office Assistant

Ratified on 1/12/2024
at unit Sunshine
meeting.

| | |
|---|--------------------------------|
| Agenda Item Number: 13 d | Date: 1/24/24 |
| Agenda Item Description: Proposal-New Google Certification Class through Hamilton Adult School | |
| <p>Background: Google offers educator certifications known as the Google Certified Educator Level 1 and Level 2. These certifications are designed to validate educators' proficiency in using Google for Education tools and integrating them effectively into the teaching and learning process.</p> <p>Google Certified Educator Level 1 (Key Topics Covered):</p> <ol style="list-style-type: none"> 1. Google Workspace Basics 2. Collaboration and Productivity Tools 3. Classroom Management 4. Assessment and Feedback <p>Google Certified Educator Level 2 (Key Topics Covered):</p> <ol style="list-style-type: none"> 1. Advanced Google Workspace Skills 2. Teaching with Advanced Google Tools 3. Data Analysis and Research 4. Effective Classroom Implementation 5. Digital Citizenship: <p>Certification Process: Both Level 1 and Level 2 certifications involve passing an online exam that assesses practical skills and knowledge related to Google for Education tools.</p> | |
| Status: Instructor has been certified as a trainer that qualifies him to teach an in-person class. | |
| Fiscal Impact: ~42 days X \$33.82 = \$4,261.32 | |
| <p>Educational Impact:</p> <p>Teachers: Google Certified Educator Level 1 and Level 2 certifications offer educators a pathway to develop essential digital skills, improve teaching practices, and stay abreast of modern educational trends. This, in turn, positively impacts both educators and their students in the ever-evolving landscape of education technology.</p> <p>High School: High school students can enhance their digital skills, academic performance, and overall readiness for future educational and career endeavors. It's important for students to consider their individual goals and interests in pursuing such certifications.</p> <p>Adult Students: Google Certified Educator Level 1 and Level 2 certifications offer adult students the chance to develop digital literacy, enhance employability, and gain valuable skills for professional and personal success in today's technology-driven world.</p> | |

1. **Digital Literacy:** Adult students gain essential digital literacy skills by using Google Workspace tools such as Gmail, Google Drive, Docs, Sheets, and Slides. This empowers them to navigate and utilize technology effectively in both personal and professional contexts.
2. **Enhanced Employability:** Google certifications are recognized in various industries, and having these certifications can enhance the employability of adult students. Many workplaces require employees to have proficiency in digital tools, and these certifications validate that proficiency.
3. **Efficient Collaboration:** Google tools facilitate collaboration and teamwork. Adult students with Google certifications can work more efficiently on group projects, share documents, and collaborate with colleagues in professional settings.
4. **Increased Productivity:** Learning to use Google Workspace effectively can lead to increased productivity in both personal and professional tasks. Adult students can streamline their work processes, manage information more effectively, and stay organized using these tools.
5. **Flexible Learning Opportunities:** Google tools support various modes of learning, including online collaboration and remote access to educational resources. This flexibility is particularly beneficial for adult students who may have work or family commitments, allowing them to access learning materials at their convenience.
6. **Continued Professional Development:** Google Certified Educator certifications encourage a mindset of continuous learning. Adult students can pursue additional certifications, stay updated on new features and tools, and continue to develop their digital skills throughout their careers.
7. **Effective Communication Skills:** Google tools emphasize communication and presentation skills. Adult students can enhance their ability to communicate ideas effectively, both in writing and through presentations, which is valuable in professional environments.
8. **Access to Educational Resources:** Google Workspace provides a platform for accessing a wide range of educational resources. Adult students can benefit from a wealth of online materials, tutorials, and collaborative projects that can support their learning journey.
9. **Community and Networking:** Google Certified Educators become part of a global community of educators and professionals. Adult students can connect with others who share similar interests and goals, creating opportunities for networking and knowledge exchange.
10. **Preparation for Lifelong Learning:** Obtaining Google certifications equips adult students with the skills and mindset needed for lifelong learning. As technology evolves, these certifications provide a foundation for staying adaptable and continuously updating their knowledge and skills.

Recommendation:

We are recommending that this class be offered for credit to high school students in the area of 9th and 10th grade requirement, Career Tech Ed (CTE) technology. Participant will have the opportunity to earn a credit per competency. A total of 14 competencies are possible under Level 1.

Google Level 1 & 2 Certification Classes

Unlock Your Potential with Google Certification!

if a e ci g pp i bec e ge e ed e e e a begi e
ig adva ce i eve 1 2 ge e ca ca e i e p e
i e edge a d e pe e eeded e ce i e digi a d.

Details

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| | |
|--|-------------------------------|
| Agenda Item Number: 13 e | Date: January 24, 2024 |
| Agenda Item Description: Approve Tentative Agreement between HTA and HUSD dated December 20, 2023. | |
| Background: The Certificated Unit (HTA) and Hamilton USD agreed on a Tentative Agreement for 2023-24, retro 7/1/23. Negotiated Articles/Appendixes included: <ul style="list-style-type: none"> • Article XII: Work Hours/Work Year • Article XIII: Leaves • Article XIV: Class Size • Article XXI: Salary Regulations • Article XXII: Employee Benefits • Side Letter: Recess Duty • Appendix A: Certificated Salary Schedule • Appendix B: Employee Benefits • Appendix C: Extra Duty Salary Schedule • Appendix E: Single Subject Certificated Job Description & Multiple Subject Certificated Job Description <p>The Certificated Unit (HTA) and Hamilton USD agreed on a Tentative Agreement for 2024-25. Negotiated Articles/Appendixes included:</p> <ul style="list-style-type: none"> • Article XXI: Salary Regulations • Appendix A: Certificated Salary Schedule <p>The Parties agree that that two non-financial based reopeners for the 2024-25 school year may be brought forward by each side, subject to the sunshine process;</p> <p>The current Collective Bargaining Agreement which expires on July 1, 2024, is amended to be extended through July 1, 2025;</p> | |
| Status: Pending board approval. | |
| Fiscal Impact: Changes to Article XXI: Salary Regulations, Article XXII: Employee Benefits, Appendix A: Certificated Salary Schedule, Appendix B: Employee Benefits, and Appendix C: Extra Duty Salary Schedule are accounted/outlined in public disclosure. | |
| Educational Impact: None. | |
| Recommendation: Recommend board approve the Tentative Agreement between HTA and Hamilton Unified School District dated December 20, 2023. | |

**Tentative Agreement between
Hamilton Unified School District and
Hamilton Teachers' Association, Local Chapter No. 0378**

The Hamilton Unified School District and the Hamilton Teachers Association, collectively Parties, have convened in impasse mediation on December 4 and 20, 2023, with a State Mediator from PERB. The Parties have reached agreement on the following terms:

- (1) For the 2023-24 school year, salary shall be increase by 6% on an ongoing basis, with retro pay July 1, 2023;
- (2) For the 2024-25 school year, salary shall be increased by 1.5% ongoing;
- (3) Based upon the above agreed-to terms as outlined in Paragraphs 1, and 2, above, the Parties agree that this resolves negotiations on financial terms through the 2024-25 school year; this Agreement is a two-year deal.
- (4) Article 12: Work Hours/Work Year: 12.2.2 - 8th grade and senior trip transportation be covered by the District if the trip is within a 2-hour travel radius or 300 miles round trip;
- (5) The Parties agree that that two non-financial based reopeners for the 2024-25 school year may be brought forward by each side, subject to the sunshine process;
- (6) The current Collective Bargaining Agreement which expires on July 1, 2024, is amended to be extended through July 1, 2025;
- (7) All other terms contained within the prior attached tentative agreement are a part of this Tentative Agreement, and include the following terms:

(a) Article 12.3.2 Elementary Schools

12.3.2.2 When Middle School teaching schedules are rotating with multiple teaching periods daily, Middle School teachers will follow 12.3.3 for the Preparation Period schedule.

(b) Article 12.9.0 - Required Travel Between School Sites

A \$125 annual travel compensation to be issued with the June Payroll for Certificated Employees who are scheduled daily at Hamilton High School/Ella Barkley and Hamilton Elementary School or Hamilton Adult School for more than 20 school days annually using their personal vehicle.

(c) Article 13 Leaves:

13.1.4: "Immediate Family" is defined as mother, father, grandmother, grandfather, grandchild, spouse, registered domestic partner, or significant other, son, daughter, step-children, step-parents, brother, sister, in-laws, aunt, uncle, nieces or nephews, any other person living in the immediate household of the employee.

13.1.4: "Designated Person" an individual related to the employee by blood or whose association with the employee is equivalent to a family member.

13.12 Bereavement Leaves:

Update to match Assembly Bill 1949 Bereavement Language

~~13.12.1 Every unit member shall be entitled to three (3) days' paid leave of absence; or five (5) days if travel of more than four hundred (400) miles is involved) on account of the death of any member of that person's immediate family.~~

13.12.1 Unit members are entitled to up to five (5) days of a bereavement leave of absence. When travel is within 200 miles one way, three (3) days of leave will be paid for by the District. Unit members may use up to two (2) additional leave days of any available time off to cover the days not paid by the District. If out-of-state travel or travel is over 200 miles one way, unit members are entitled to five (5) days of bereavement paid for by the District.

13.13 Catastrophic Leave

~~13.13.113.13.1 Under the catastrophic leave program, District employees may voluntarily donate sick leave credits to other eligible employees within their employment group who have been granted leaves of absence due to a catastrophic illness or injury. Leave credits may not be exchanged between classified and certificated employees. (E.C. 44043.5)~~

13.13.1 Under the catastrophic leave program, District employees may voluntarily donate sick leave credits to other eligible employees within the District who have been granted leaves of absence due to a catastrophic illness or injury.

13.13.3.5 "Participant" means any ~~unit member~~ eligible employee within the District.

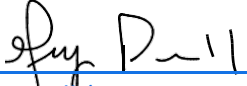

- (d) Article 22: Employee Benefits (Appendix B): Increase to Benefit CAP \$2,500 from \$12,370 to \$14,870.
- (e) Side Letter: Middle School Recess Duty: Status Quo
- (f) Appendix A1: HUSD Certificated Salary Schedule Teachers & District Dean of Students
Add Column V (MA+PPS): Continue Column V to Step 36
- (g) Appendix C: Extra Duty Salary Schedule (see attached)

Change All Junior High Sports from 4.00% to 2.00%
Junior High Sports (7 Coach Stipends) @ 2%. New Stipends will be approved annually by the Superintendent by July 1.

Remove "7th/8th Grade" label from Junior High Sports
Middle school Football will remain @ 4%.
Approved with grandfathering of the coaches paid this current year.
i. District's Response: If a certificated employee coached a sport during 2022-2023, the coach will be grandfathered-in with a 4% stipend for that sport as long as continual service is provided.
Move the 4 Assistant Coaches at the High School level from the inactive to the active column @ 2% of the certificated salary schedule. Assignment will be at the discretion of the Athletic Director and High School Principal.

Re-assign Assistant Coach Stipend from Inactive to Active (4) @ 2% HUSD Column II, Step 1; Principal and Athletic Director to decide.

- (h) Appendix E: Add Hamilton USD Single Subject Teacher Job Description; Add Hamilton USD Multiple Subject Teacher Job Description

| For the District | For the Association |
|---|---|
|  | <p>Maria Reyes</p> |
| <p>Jeremy Powell (Dec 20, 2023 13:46 PST)</p> | <p>Maria Reyes (Dec 20, 2023 13:42 PST)</p> |
| <p>Jeremy Powell, Superintendent Hamilton Unified School District</p> | <p>Maria Reyes, President Hamilton Teachers Association</p> |
| <p>Date: Dec 20, 2023</p> | <p>Date: Dec 20, 2023</p> |
|  | <p>Sean Ferguson</p> |
| <p>Matt Juhl-Darlington (Dec 20, 2023 13:37 PST)</p> | <p>Sean Ferguson (Dec 20, 2023 13:42 PST)</p> |
| <p>Matt Juhl-Darlington, Attorney for District</p> | <p>Sean Ferguson, Regional Representative California Teachers Association</p> |
| <p>Date: Dec 20, 2023</p> | <p>Date: Dec 20, 2023</p> |

Agenda Item Number: 13 f

Date: January 24, 2024

Agenda Item Description: Facilities Master Plan – Project Prioritization

Background: On December 13, 2023, the Board of Education was presented with community and staff feedback regarding District Facilities Master Plan project priorities, their estimated costs, and potential state funding opportunities. The Projects and Priorities are as follows:

| Project | Cost | Funding Source | Target Start Date |
|--|----------------|----------------------|-------------------|
| Build Turf Field/Track & Field with All Weather Track | ~\$5,000,000 | Bond Funds | Fall 2024 |
| Upgrade Baseball Facility (Convert JV Field to Varsity) | \$ 350,000 | Bond/Building Funds | Summer 2024 |
| Relocate student & visitor parking to former soccer field/New property | \$ 285,000 | Building Funds | 2024-2025 |
| HHS: Room 9 Update (Community School Partnership) | \$ 60,000 | CCSPP Grant | Summer 2024 |
| HHS Tennis Court Resurfacing | \$ 65,000 | ELOP Funding | Spring 2024 |
| Elementary After School Building | \$ 1.2 Million | ELOP Funding | 2024-2025 |
| Update HHS Interior of Classrooms (Carpet & Paint) | \$ 25,000 | Deferred Maintenance | 2024-2027 |
| Update HES Interior of Classrooms (Carpet & Paint) | \$ 25,000 | Deferred Maintenance | 2024-2025 |
| Begin Planning for HES available modernization funds in 2027/2028 | \$ 5.1 Million | Modernization Funds | 2026-2027 |
| Begin Planning for HHS available modernization funds in 2029/2030 | \$ 4.2 Million | Modernization Funds | 2028-2029 |
| Renovate/Update main HHS Restrooms (Boys and Girls) | ~\$ 500,000 | Modernization Funds | 2029-2030 |

Status: Pending Board Approval District will begin working with Architects to begin project planning.

Fiscal Impact: Based on estimated project costs (above) and length of time to complete

Educational Impact: Will allow for upgraded facilities and student wellness and health.

Recommendation: It is requested that the Board of Education approve the prioritization of projects as presented and direct staff to move forward with programming and conceptual design services for the Hamilton High School Track and Soccer Field Project first and then other projects as presented.

| | |
|--|-------------------------------|
| Agenda Item Number: 13 g | Date: January 24, 2024 |
| Agenda Item Description: Architect Selection for Facilities Master Plan (FMP) Projects | |
| <p>Background: On November 27, 2023, the District issued a Request for Qualifications (RFQ) for architectural services for Facilities Master Plan projects listed below.</p> <ul style="list-style-type: none"> • Hamilton High School Campus Wide Athletic Improvements • Parking Lot Upgrades • Hamilton High School Restroom Improvements • Hamilton High School Modernization • Hamilton Elementary School Modernization <p>Three Statement of Qualifications were received on January 9, 2024. They were from Eagle Architects (Chico, Ca), Enso (Davis, Ca), and Studio W (Sacramento, Ca). All firms were deemed qualified to perform the services requested.</p> <p>The goal is to select the firm that provides the best value and fit for the District's upcoming projects. After careful consideration and proven success, I recommend the selection of Eagle Architects.</p> | |
| Status: Pending board approval, the District would like to move forward with Eagle Architects for the above projects. | |
| Fiscal Impact: Based on Projects | |
| Educational Impact: New upgraded facilities will support ongoing health and wellness of students and the community. | |
| Recommendation: It is recommended that the Board of Education direct the District to enter into negotiations for Architectural Services with Eagle Architects for the programming and conceptual design of the Hamilton High School Track and Soccer Field project. | |

**HAMILTON UNIFIED SCHOOL DISTRICT
REGULAR BOARD & ORGANIZATIONAL MEETING MINUTES
Hamilton High School Library/Zoom/Facebook Live
620 Canal Street, Hamilton City, CA 95951
Wednesday, December 13, 2023
www.husdschools.org**

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

Hamilton Unified School District Board Meetings are open to the public. Please join the meeting by attending in person or via the livestream on Facebook Live on the District’s Facebook Group page or through the below Zoom link or dial by phone as listed below:

Join Zoom Meeting

<https://us02web.zoom.us/j/84688330892?pwd=aGdCb1VRZFgyTURmeW5POUU5WHIVZz09>

Meeting ID: 846 8833 0892

Passcode: board



Dial in by phone:

+1 669 900 6833 US

Meeting ID: 846 8833 0892

Passcode: 826421

1.0 OPENING BUSINESS:

a. Call to order and roll call at 5:31 pm.

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

2.0 IDENTIFY CLOSED SESSION ITEMS:

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

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

- a. Government Code Section 54957, Personnel Issue. To consider public employee, evaluation, reassignment, resignation, release, dismissal, or discipline of a classified and/or certificated employee.
- b. Government Code Section 54957.6, Labor Negotiations. To confer with the District’s Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.
- c. 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. Direction was given to the lead negotiator.

5.0 PUBLIC SESSION/FLAG SALUTE: lead by Wendell Lower.

6.0 ADOPT THE AGENDA: (M)

Motion to adopt the agenda by Mr. Leal 2nd by Mr. Boone Motion Carried 4-0

| | |
|------------|------------|
| Leal: AYE | Lower: AYE |
| Boone: AYE | Reyes: AYE |
| Odom: AYE | |

7.0 AJOURN TO ORGANIZATIONAL MEETING: at 6:34 p.m.

- a. Seating of board members
 - i. Elect 2024 Board President
 - 1. Mr. Leal nominated Mr. Lower for 2024 Board President
 - 2. Mr. Lower moved to close nominations.

Motion to nominate Mr. Lower for 2024 Board President by Mr. Leal 2nd by Mr. Reyes. Motion Carried 5-0

| | |
|------------|------------|
| Leal: AYE | Lower: AYE |
| Boone: AYE | Reyes: AYE |
| Odom: AYE | |

- ii. Elect 2024 Board Clerk
 - 1. Mr. Reyes nominated Mr. Boone for 2024 Board Clerk
 - 2. Mr. Lower moved to close the nominations

Motion to nominate Mr. Boone for 2024 Board Clerk by Mr. Odom 2nd by Mr. Leal. Motion Carried 5-0

| | |
|------------|------------|
| Leal: AYE | Lower: AYE |
| Boone: AYE | Reyes: AYE |
| Odom: AYE | |

- b. Set 2024 Board Meeting Dates (p. 4)

Motion to set the meeting dates as posted by Mr. Reyes 2nd by Mr. Leal. Motion Carried 5-0

| | |
|------------|------------|
| Leal: AYE | Lower: AYE |
| Boone: AYE | Reyes: AYE |
| Odom: AYE | |

8.0 CLOSE ORGANIZATIONAL MEETING AND RE-OPEN REGULAR MEETING at 6:10 p.m.

9.0 COMMUNICATIONS/REPORTS:

- a. Board Member Comments/Reports
- b. ASB President and Student Council President Reports
 - i. Hamilton High School – Hanne Porter
 - ii. Hamilton Elementary School
- c. District Reports (written)
 - i. Technology Report by Frank James (p. 5)
 - ii. Nutrition Services Report by Erendida Moreno (p. 6)
 - iii. Operations Report by Alan Joksch (p. 8)
- d. Principal and Dean of Student Reports (written)
 - i. Ulises Tellechea, Hamilton Elementary School Principal (p. 9)
 - 1. Mr. Tellechea presented.
 - ii. Maria Reyes, District Dean of Students (p. 11)
 - 1. Ms. Reyes presented.
 - iii. Cris Oseguera, Hamilton High School Principal (p. 12)
 - 1. Mr. Oseguera presented.
 - iv. Silvia Robles, Adult School (p. 13)
- e. Chief Business Official Report by Kristen Hamman (First Interim see 15.L)
- f. Superintendent Report by Jeremy Powell (written) (p. 14)
 - 1. Dr. Powell presented.

10.0 PRESENTATIONS:

- a. Future HHS Facility Upgrades (handout)
 - i. Dr. Powell reviewed.

11.0 CORRESPONDENCE:

- a. None

12.0 INFORMATION ITEMS:

- a. HUSD Enrollment History for 5 years (p. 15)
 - i. Dr. Powell reviewed.
- b. Bond Status: Fund 21 Update (p. 17)
 - i. Dr. Powell reviewed.

13.0 DISCUSSION ITEMS:

- a. None

14.0 PUBLIC COMMENT: Public comment on any item of interest to the public that is within the Board’s jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon.
None.

15.0 ACTION ITEMS:

- a. Adopt Resolution# 23-24-103 Authorizing Continued Funding Application to the California Department of Education (p. 22)
 - i. Dr. Powell reviewed.

Motion to adopt Resolution #23-24-103 by Mr. Boone 2nd by Mr. Leal. Motion Carried 5-0

| | |
|------------|------------|
| Leal: AYE | Lower: AYE |
| Boone: AYE | Reyes: AYE |
| Odom: AYE | |

- b. Approve purchase of new Walk-In Cooler from NorCal Food Equipment (p. 23)
 - i. Dr. Powell reviewed.

Motion to approve purchase by Mr. Leal 2nd by Mr. Reyes. Motion Carried 5-0

| | |
|------------|------------|
| Leal: AYE | Lower: AYE |
| Boone: AYE | Reyes: AYE |
| Odom: AYE | |

- c. Approve Developer Fee Report 2022-23 (p. 27)
 - i. Dr. Powell reviewed.

Motion to approve report by Mr. Boone 2nd by Mr. Odom. Motion Carried 5-0

| | |
|------------|------------|
| Leal: AYE | Lower: AYE |
| Boone: AYE | Reyes: AYE |
| Odom: AYE | |

- d. Approve Butte-Glenn Community College District Allocation Agreement for California Adult Education Program (p. 29)
 - i. Dr. Powell reviewed.

Motion to approve agreement by Mr. Reyes 2nd by Mr. Leal. Motion Carried 5-0

| | |
|------------|------------|
| Leal: AYE | Lower: AYE |
| Boone: AYE | Reyes: AYE |
| Odom: AYE | |

- e. Approve Clayful Program (p. 35)
 - i. Ms. Reyes reviewed.

Motion to approve program by Mr. Boone 2nd by Mr. Leal. Motion Carried 5-0

| | |
|------------|------------|
| Leal: AYE | Lower: AYE |
| Boone: AYE | Reyes: AYE |
| Odom: AYE | |

- f. Approve District Audio Upgrades by North State Audio Visual, Inc. (p. 37)

- i. Dr. Powell reviewed.
- ii. Mr. Watson reviewed.

Motion to approve upgrades by Mr. Leal 2nd by Mr. Boone. Motion Carried 5-0

| | |
|------------|------------|
| Leal: AYE | Lower: AYE |
| Boone: AYE | Reyes: AYE |

| | |
|-----------|--|
| Odom: AYE | |
|-----------|--|

- g. Approve Resurface of High School Gym floor by Parks Flooring (p. 49)
 - i. Mr. Joksch reviewed.

Motion to approve project by Mr. Leal 2nd by Mr. Odom. Motion Carried 5-0

| | |
|------------|------------|
| Leal: AYE | Lower: AYE |
| Boone: AYE | Reyes: AYE |
| Odom: AYE | |

- h. Approve District Office Door Replacement (p. 52)
 - i. Dr. Powell reviewed.

Motion to approve project by Mr. Boone 2nd by Mr. Reyes Motion Carried 5-0

| | |
|------------|------------|
| Leal: AYE | Lower: AYE |
| Boone: AYE | Reyes: AYE |
| Odom: AYE | |

- i. Approve HES Flooring replacement by Carpet One of Chico (p. 54)
 - i. Dr. Powell reviewed.
 - ii. Mr. Joksch reviewed.

Motion to approve project by Mr. Leal 2nd by Mr. Boone. Motion Carried 5-0

| | |
|------------|------------|
| Leal: AYE | Lower: AYE |
| Boone: AYE | Reyes: AYE |
| Odom: AYE | |

- j. Approve Replacement of Drop Ceiling Tiles in High School Cafeteria (p. 57)
 - i. Dr. Powell reviewed.

Motion to approve project by Mr. Boone 2nd by Mr. Leal. Motion Carried 5-0

| | |
|------------|------------|
| Leal: AYE | Lower: AYE |
| Boone: AYE | Reyes: AYE |
| Odom: AYE | |

- k. Approve High School Door Wrap Project by LRT Graphics (p. 59)
 - i. Dr. Powell reviewed.

Motion to approve project by Mr. Leal 2nd by Mr. Reyes. Motion Carried 5-0

| | |
|------------|------------|
| Leal: AYE | Lower: AYE |
| Boone: AYE | Reyes: AYE |
| Odom: AYE | |

- l. Approve 2023-24 First Interim Report (p. 64)
 - i. Ms. Hamman reviewed.

Motion to approve First Interim by Mr. Odom 2nd by Mr. Reyes. Motion Carried 5-0

| | |
|------------|------------|
| Leal: AYE | Lower: AYE |
| Boone: AYE | Reyes: AYE |
| Odom: AYE | |

16.0 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 October 25, 2023 (p. 190)
- b. Williams Quarterly Report for October 2023 (p. 194)
- c. Winter Break 2023-24 Office Hours (p. 195)
- d. Warrants and Expenditures (p. 196)
- e. 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

f. Personnel Actions as Presented:

| | | | |
|------------|------------------|---------------------------------------|-----|
| New Hires: | Cristian Aguilar | Soccer Coach - Girls | HHS |
| | Courtney Carrier | Volunteer Soccer Coach - Girls | HHS |
| | Sandra Puente | Paraeducator/Library Media Technician | HHS |

Resignations/Retirement: None

Motion to approve consent agenda by Mr. Boone 2nd by Mr. Reyes Motion Carried 5-0

| | |
|------------|------------|
| Leal: AYE | Lower: AYE |
| Boone: AYE | Reyes: AYE |
| Odom: AYE | |

17.0 ADJOURNMENT: 8:34 pm.

X _____
 Rod Boone
 HUSD Board Clerk

X _____
 Jeremy Powell
 HUSD Superintendent

Hamilton High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

| | |
|--|--------------------------|
| School Name | Hamilton High School |
| Street | 620 Canal Street |
| City, State, Zip | Hamilton City, CA 95951 |
| Phone Number | 530.826.3261 |
| Principal | Cris Oseguera |
| Email Address | coseguera@hudschools.org |
| School Website | www.hudschools.org/HHS |
| County-District-School (CDS) Code | 11765621133701 |

2023-24 District Contact Information

| | |
|-------------------------|----------------------------------|
| District Name | Hamilton Unified School District |
| Phone Number | 530-826-3261 |
| Superintendent | Dr. Jeremy Powell |
| Email Address | ccarrier@hudschools.org |
| District Website | www.hudschools.org |

2023-24 School Description and Mission Statement

Hamilton High School, with a current enrollment of 294 students, is located in Hamilton City, along Highway 32 approximately 10 miles from both Chico and Orland. Our school is a 23-acre campus with five main buildings, including a gymnasium, cafeteria, a 15,000 book capacity modern library, and an agricultural farm and facility with maturing olive and mandarin trees. Over the last three years, our school has added a modern hog barn and a new sheep barn. In November 2018, our community voters passed a \$7 million bond to expand the high school plant and subsequently (2020) purchased approximately 45 acres just north of the current high school. Recently, we celebrated 100 years of providing an exceptional educational experience for the greater Hamilton City community.

As a comprehensive 9-12 high school, we offer a challenging curriculum for our students and enjoy a strong academic record and reputation. Students at Hamilton High School can choose Advanced Placement courses, Career Tech education courses, fine arts and Spanish language courses, Agricultural-based courses in addition to our rigorous core curriculum offerings in Math, English, Science, and the Social Sciences. In Spring 2022, Hamilton High School was awarded a six year accreditation by the Western Association of Schools and Colleges (WASC)- the highest level that can be achieved by a secondary school. We are also expanding our college opportunities by offering Dual Enrollment courses for our students through Butte College.

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

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

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

2023-24 School Description and Mission Statement

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

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 9 | 96 |
| Grade 10 | 62 |
| Grade 11 | 75 |
| Grade 12 | 66 |
| Total Enrollment | 299 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 47.8% |
| Male | 52.2% |
| American Indian or Alaska Native | 0.7% |
| Asian | 1% |
| Hispanic or Latino | 69.6% |
| Two or More Races | 0.3% |
| White | 16.1% |
| English Learners | 10% |
| Homeless | 0.3% |
| Migrant | 1.3% |
| Socioeconomically Disadvantaged | 61.9% |
| Students with Disabilities | 16.7% |

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 13.00 | 81.55 | 31.00 | 87.81 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 0.70 | 2.12 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 2.50 | 16.15 | 3.00 | 8.74 | 12115.80 | 4.41 |
| Unknown | 0.30 | 2.31 | 0.40 | 1.33 | 18854.30 | 6.86 |
| Total Teaching Positions | 16.00 | 100.00 | 35.30 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 16.40 | 81.87 | 34.10 | 86.68 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.10 | 0.70 | 0.30 | 0.99 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 1.50 | 7.82 | 2.50 | 6.39 | 11953.10 | 4.28 |
| Unknown | 1.90 | 9.56 | 2.30 | 5.91 | 15831.90 | 5.67 |
| Total Teaching Positions | 20.00 | 100.00 | 39.40 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.10 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.10 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.30 | 0.70 |
| Local Assignment Options | 2.20 | 0.70 |
| Total Out-of-Field Teachers | 2.50 | 1.50 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

With the transition to Common Core State Standards, Hamilton High School reviewed and recommended to the HUSD school board California state CDE approved textbooks in the core subject areas. Math adoption occurred in 2014-2015, with state CDE approved textbooks. English Language Arts text book adoptions occurred in the 2016-17 school year. Science textbook adoptions occurred in 2020 in time for the 2020-21 school year. Our Social Science curriculum was updated with new purchases made for the 2018-19 and 2019-20 school year.

| | |
|--|---------------|
| Year and month in which the data were collected | December 2023 |
|--|---------------|

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent | Percent Students Lacking Own |
|---------|--|------------------|------------------------------|
|---------|--|------------------|------------------------------|

| | | Adoption ? | Assigned Copy |
|---|---|------------|---------------|
| Reading/Language Arts | Writer's Inc., 2003 The American Reader, 2007 Holt, Literature and Language Arts, 3rd Course, 2003 Holt, Literature and Language Arts, 4th Course, 2003 The Language of Composition, 2nd Edition, 2013 StudySync, BookheadEd Learning, LLC, 2019 | Yes | 0% |
| Mathematics | CPM-Core Connections, Integrated 1, 2014 CPM-Core Connections, Integrated 2, 2nd Edition, 2015 CPM- Core Connections, Integrated 3, 2nd Edition, 2015 The Practice of Statistics, 5th Edition, 2015 Single Variable Calculus-AP Edition, 2012 Precalculus w/Trigonometry Concepts & Applications, 2003 | Yes | 0% |
| Science | Earth Science, Geology, and the Universe, 2007 Physics: Principles & Problems, 2000 Biology:CA The Living Earth Biology, 2020 Intro to Plant Science, 2002 Chemistry CA Experience Chemistry in the Earth System, Vol. 1, 2020 Holt's Essentials of Human Anatomy & Physiology, 2005 | Yes | 0% |
| History-Social Science | Psychology: Prentice Hall Psychology, Pearson Education, 2016 U.S. Government: Democracy in Action, 2006 US History: American History; Reconstruction to the Present, Houghton Mifflin Harcourt, 2019 Economics: Principles in Action, 2004 World History: Modern World History, Houghton Mifflin Harcourt, 2019 By The People, A History of the United States, AP Edition-Pearson, 2015 | Yes | 0% |
| Foreign Language | Temas, AP Spanish Language & Culture- Vista, 2014 Senderos Level 1, Vista Higher Learning, 2023 Senderos Level 2, Vista Higher Learning, 2023 Senderos Level 3, Vista higher Learning, 2023 | No | 0% |
| Health | Health: Glencoe Health, McGraw-Hill Education, 2022 | | 0% |
| Visual and Performing Arts | | | 0% |
| Science Laboratory Equipment (grades 9-12) | N/A | N/A | 0% |

School Facility Conditions and Planned Improvements

Hamilton High School, with a current year enrollment of 294 students, is located in Hamilton City on a 23 acre campus. The school library has a 20-station computer lab, two conference rooms, faculty work/copy room, a 30-station computer work area, and a reference area with a capacity of 15,000 books. In Spring 2014, an additional portable classroom was added to our site to provide needed classroom space. Additionally, an upgraded server and technologically updated system were purchased and put into service in 2013-2014. In Spring 2015, the district backup devices were increased from 3TB to 6TB to assist in capacity. Internet and Network speed improvements completed in December 2016 increased network speed to 1,000MB. Our Internet/Network now has 10x faster internet access as well as improved school to school access. Over 300 chromebooks were purchased for student use, with our district now 1:1. As well, in Spring 2022, nearly each high school classroom was outfitted with interactive computerized smart screen monitors for increased technological use, with a remaining 3 other smart screen monitors purchased for 2023-24.

In the Summer of 2016, HUSD repaired and updated the roofs of the Gym, the cafeteria, the library building, and the industrial technology building. In the winter of 2021-22, our gymnasium receive a facelift paint job. Previously, in September 2005, a \$2.2 million modernization program was completed on Buildings 100, 200, and 300- the gym received newer locker rooms and public restrooms as well as new bleachers and a refinished floor (the gym floor is refinished each summer). In Buildings 100 and 200, the office was expanded and all classrooms were modernized. Over \$150,000 in new furniture and equipment was purchased during the modernization. The Home Economics and Science rooms were modernized in the summer of 2008. Finally, in winter of 2021-22 new state-of-the art fire and communications systems were installed.

In Winter 2018, a new 9,000 square foot hog barn was completed for use beginning in January 2019. This barn allows our school agricultural department to double the amount of animals we can house on site and increase the number of students participating in our CTE program. In Fall 2020, a new 6,000 square foot sheep barn was erected and used during the Spring 2021 semester.

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

Our campus is recognized as one of the most attractive in the area with an abundance of trees, shrubs, and flowers among the courtyards, playing fields, and grassy areas. A 1000-seat football stadium was finished in 2004, funded by a joint venture with the Friends of Athletics. In March 2005, the softball complex was completed. Other outdoor areas include two soccer fields, two baseball fields, an agriculture farm with both olive and mandarin trees, two tennis courts, and two basketball courts. In Summer 2022, safety lighting was added in the south campus area between Ella Barkley and Hamilton High campus.

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

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Our district allocates at least \$50,000 yearly to this fund.

In the November 2018 election, our community approved a \$7 million bond aimed at the purchase of land located north of Hamilton High School and the construction of new high school facilities, which would include modern classrooms as well as a new gymnasium. Meetings will be held with community stakeholders to assist in the process of design and best ideas for the future facilities.

Year and month of the most recent FIT report

11/20/2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|--|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | Boys Locker Rm: Needs new HVAC and new epoxy floor Girls Locker Rm: Needs new HVAC and new epoxy floor |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|---|--|--|
| Interior: Interior Surfaces | | X | | 100 Restrooms: Partitions and tile floors are in need of replacement. Boys Locker Rm: Needs new HVAC and new epoxy floor Cafeteria: Girls Locker Rm: Needs new HVAC and new epoxy floor Room 14: Needs carpet replaced. Room 9: Needs carpet and converted from a computer lab. |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | : Grounds: Squirrels and gophers are a constant issue. |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 53 | 43 | 23 | 23 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 23 | 22 | 13 | 15 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 70 | 68 | 97.14 | 2.86 | 42.65 |
| Female | 31 | 30 | 96.77 | 3.23 | 43.33 |
| Male | 39 | 38 | 97.44 | 2.56 | 42.11 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 50 | 50 | 100.00 | 0.00 | 42.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 11 | 10 | 90.91 | 9.09 | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 46 | 45 | 97.83 | 2.17 | 42.22 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 18 | 17 | 94.44 | 5.56 | 17.65 |

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 70 | 69 | 98.57 | 1.43 | 21.74 |
| Female | 31 | 30 | 96.77 | 3.23 | 16.67 |
| Male | 39 | 39 | 100.00 | 0.00 | 25.64 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 50 | 50 | 100.00 | 0.00 | 24.00 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | 11 | 11 | 100.00 | 0.00 | 18.18 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 46 | 45 | 97.83 | 2.17 | 20.00 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 18 | 18 | 100.00 | 0.00 | 0.00 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 30.56 | 25.78 | 19.16 | 19.57 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 133 | 129 | 96.99 | 3.01 | 26.36 |
| Female | 62 | 60 | 96.77 | 3.23 | 23.33 |
| Male | 71 | 69 | 97.18 | 2.82 | 28.99 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 93 | 90 | 96.77 | 3.23 | 25.56 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 13 | 12 | 92.31 | 7.69 | 16.67 |
| White | 26 | 26 | 100.00 | 0.00 | 34.62 |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 82 | 78 | 95.12 | 4.88 | 26.92 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 26 | 25 | 96.15 | 3.85 | 12.00 |

2022-23 Career Technical Education Programs

Each year at Hamilton High School, students complete a battery of assessments aimed at assisting the student in choosing possible career paths. Students research a number of careers and the education required for those careers in Career Life Planning (CLP), a required course for all students at Hamilton High School. Approximately 86% of our students are enrolled in Career Technical Education (CTE) classes and these programs provide students with valuable job skills. Similarly, many of the skills taught in CLP are utilized throughout the student's academic career at HHS. Hamilton High has required 10 credits of CTE as a graduation requirement for each student. Each of our special populations receives needed support in all courses, not just CTE.

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

We have also received additional funding through the CTEIG as well as applied for Strong Workforce Program funding through CDE, which continues into 2023-24. These additional funds will be utilized to enhance the exposure and awareness to CTE through our school pathways.

Most of these courses are articulated with Butte College in 2+2 agreements where students can earn college credit for high school courses. Faculty and staff from HHS also meet with Butte College instructors to ensure course curriculum and standards are aligned. Hamilton High participates in the Youth Employment Skills program where students learn job skills and then are placed in paid work experience positions. Additionally, new state funding will allow for increased dual enrollment as well as potentially courses for Butte College offered on site by HHS staff members. Hamilton High School is committed to encouraging and providing Dual Enrollment courses for our students with Butte College and we expect to offer several more over the next couple of years as currently we have two Dual Enrollment courses for our students.

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

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 252 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | 100 |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 100 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 52.05 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|-------------------------------|---|--|--|--------------------------|
| Grade 5 | 97.6 | 100 | 100 | 100 | 100 |
| Grade 7 | 96.0 | 96.0 | 96.0 | 94.0 | 96.0 |
| Grade 9 | 100 | 100 | 100 | 100 | 98.9 |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Hamilton High School staff and administration believe that parent involvement is vital to our student's success. Our school offers several opportunities for involvement, including Back-to-School Night in the fall and Open House in the spring for parents to meet and communicate with their child's teachers as well as viewing the new, exciting, and challenging curriculum students have completed. Parent/Teacher conferences are held once each semester, one of the few high schools to still offer these conferences. At Open House, samples of student work from throughout the year are also showcased and student success is at the core of the evening. The principal also readily makes home visits to establish personal relationships and build positive rapport.

Parents are welcome to visit our campus, take school tours, or visit with the Principal. A visitor's pass and school information can be obtained in the school office. Regular school newsletters are produced and shared via AERIES communication, social media, and are available in local business establishments.

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

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

| Indicator | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|------------------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 0 | 0 | 6 | 0 | 0 | 8.8 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 100 | 97.3 | 94 | 96.1 | 97.4 | 91.3 | 83.6 | 87 | 86.2 |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 67 | 63 | 94.0 |
| Female | 33 | 31 | 93.9 |
| Male | 34 | 32 | 94.1 |
| Non-Binary | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 0 | 0 | 0.00 |
| Black or African American | 0 | 0 | 0.00 |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 47 | 43 | 91.5 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | 0 | 0 | 0.00 |
| White | 15 | 15 | 100.0 |
| English Learners | -- | -- | -- |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 53 | 51 | 96.2 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | -- | -- | -- |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 304 | 300 | 37 | 12.3 |
| Female | 145 | 143 | 22 | 15.4 |
| Male | 159 | 157 | 15 | 9.6 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 2 | 2 | 0 | 0.0 |
| Asian | 3 | 3 | 1 | 33.3 |
| Black or African American | 0 | 0 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 212 | 210 | 24 | 11.4 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 2 | 1 | 0 | 0.0 |
| White | 50 | 49 | 5 | 10.2 |
| English Learners | 37 | 37 | 5 | 13.5 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 1 | 1 | 0 | 0.0 |
| Socioeconomically Disadvantaged | 200 | 199 | 30 | 15.1 |
| Students Receiving Migrant Education Services | 5 | 5 | 0 | 0.0 |
| Students with Disabilities | 52 | 52 | 6 | 11.5 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 1.69 | 0.99 | 0.00 | 2.30 | 3.52 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0.99 | 0 |
| Female | 0.69 | 0 |
| Male | 1.26 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0.94 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 2 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 1.5 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 3.85 | 0 |

2023-24 School Safety Plan

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

The HUSD and HHS School Safety Plan of Emergency Operations was adopted by the HUSD School Board on April 14, 2014. HHS Staff fully participated in the development of the plan and items are regularly reviewed in HHS Faculty meetings. Even through the coronavirus pandemic, our HHS School Site Council reviewed and updated the HHS School Safety Plan in Late Fall 2020 semester, with regular updates and discussion related to the pandemic and was approved by the HUSD School Board in Spring 2023.

The site administrator regularly provides timely and necessary in-service training for the purpose of prevention, compliance, and, importantly, awareness of issues that may affect our students, staff, and school culture. In 2020-21, these in-services have largely centered on meetings the health and safety protocols needed to best protect students and staff. In the 2019-20 school year, we were fortunate to have a school resource office assigned to Hamilton High School on a regular rotation basis, a placement beneficial to the safety of our school and this continued for 2020-21 school year. Currently, a school resource officer is not assigned to HHS; however, we work closely with the Glenn County Sheriff Department to ensure the safety of our students and staff. In Fall 2018, we had various informational meetings with the Glenn County Sheriff's Office regarding lockdown training and procedures- with consideration of the "fight or flight" procedures- as well as on the mental health SMART program and on internet postings concerning students. Our school safety coordinator keeps us well informed of new safety policies and procedures. Our school staff is provided with regular safety training on a variety of topics germane to Hamilton High School

2023-24 School Safety Plan

Hamilton High School continues to work closely with local law enforcement and the local fire department and we are fortunate that both agencies are attentive to our needs. In 2020-22, due to the coronavirus pandemic, the majority of our meetings, trainings, and discussions have centered on our protocols for student and staff safety though we have returned to in-person meetings the last two school years.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 19 | 10 | 5 | 1 |
| Mathematics | 20 | 9 | 4 | |
| Science | 12 | 4 | | |
| Social Science | 19 | 7 | 2 | 2 |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 18 | 12 | 5 | |
| Mathematics | 16 | 11 | 6 | |
| Science | 20 | 3 | 2 | |
| Social Science | 24 | 3 | 7 | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 18 | 12 | 4 | 1 |
| Mathematics | 19 | 12 | 6 | 0 |
| Science | 17 | 4 | 1 | 1 |
| Social Science | 20 | 5 | 5 | 0 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|-------------------------------------|-------|
| Pupils to Academic Counselor | 168:1 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|--|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 1.75 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 1 |
| Psychologist | .5 |
| Social Worker | 0 |
| Nurse | .15 |
| Speech/Language/Hearing Specialist | .15 |
| Resource Specialist (non-teaching) | 0 |
| Other | 0.8 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$12,490 | \$167 | \$12,323 | \$63,060 |
| District | N/A | N/A | \$12,044 | \$74,403 |
| Percent Difference - School Site and District | N/A | N/A | 2.3 | -16.5 |
| State | N/A | N/A | \$7,607 | \$77,993 |
| Percent Difference - School Site and State | N/A | N/A | 47.3 | -21.2 |

Fiscal Year 2022-23 Types of Services Funded

The following programs and services represent the sources from which funding is secured to assist students at Hamilton High School- these monetary sources are generally either state or federal programs: Title II (Teacher Quality); Title III (LEP & Immigrant); Title IV (Student Support & Academic Enrichment); Title V (Rural & Low Income); Career Tech Education Incentive Grant (CTEIG); Carl Perkins Vocational Education; Agricultural Incentive Grant; College Readiness Block Grant (CRBG), which expired in June 2019.

We have also received additional funding through CTEIG as well through CDE. These additional funds will be utilized to enhance the exposure and awareness to CTE through our school pathways.

Since Fall 2020, HUSD has received significant state and federal funding to assist with covid pandemic related expenditures. Additionally, for the 2022-2028 school years, funding is provided for learning loss, expanded learning opportunities, as well as other interventions necessary due to covid related learning issues. We are also receiving GEAR UP funds for a cohort of students (10th & 11th grades currently) to enhance college awareness, college & career opportunities, and general instructional growth.

Since the pandemic, HUSD has received both state and federal monies aimed at enhancing learning opportunities for our students with funding used for increased technology, to provide additional support to our students with personnel and materials, and to provide experiential academic opportunities as well.

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

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$44,548 | \$47,616 |
| Mid-Range Teacher Salary | \$72,294 | \$75,580 |
| Highest Teacher Salary | \$94,328 | \$100,485 |
| Average Principal Salary (Elementary) | \$124,433 | \$114,067 |
| Average Principal Salary (Middle) | \$0 | \$123,622 |
| Average Principal Salary (High) | \$133,321 | \$125,386 |
| Superintendent Salary | \$161,997 | \$157,977 |
| Percent of Budget for Teacher Salaries | 30.16% | 27.82% |
| Percent of Budget for Administrative Salaries | 6.57% | 5.78% |

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|--|----|
| Percent of Students in AP Courses | 10 |
|--|----|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | 0 |
| English | 2 |
| Fine and Performing Arts | 0 |
| Foreign Language | 1 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 3 |

Professional Development

In the 2021-22 and 2022-23 school years, HUSD provided Hamilton High School with four full days of professional development/in-service days. Additionally, every Friday is a student minimum day with the afternoons scheduled as a Professional Learning Community (PLC) team opportunity. Focus areas for staff development for our school are safety, especially once the pandemic affected our schools, structured English immersion, common assessments, integrated math implementation, and NGSS implementation. These areas of professional development were selected based on the needs of our students, particularly the structured English immersion trainings which are aimed at improving access to our educational programs for all students. These will continue to be a focus as well as health and safety procedures due to the pandemic. We also focus on our WASC improvement goals from the successful 2022 accreditation cycle.

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

Beginning with the 2021-22 school year, our master schedule was changed to a modified block schedule, allowing for students and teachers to meet four times a week while still having lengthier periods on two of the schooldays for labs, projects, and presentations. We are looking for the next school year to add back sections to allow for more core classes and more electives. Continued training is provided for the implementation of data analysis and data analysis programs with the intent of improving the teachers use of data to inform and improve instruction to help our students achieve academically. Weekly collaboration time in the schedule on Friday afternoon PD and PLC time is utilized for the structured department collaboration time, work on pacing guides and essential standards and information on CAASPP and other mandated testing. PLC time is a time during which our teachers fully collaborate, discuss, and seek out solutions to better assist instruction, curriculum, and student achievement.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 4 | 4 |

Ella Barkley High School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

| | |
|--|------------------------------|
| School Name | Ella Barkley High School |
| Street | Hwy. 32 And Los Robles St. |
| City, State, Zip | Hamilton City, CA 95951-0488 |
| Phone Number | (530) 826-3331 |
| Principal | Dr. Jeremy Powell |
| Email Address | twilhelm@husdschools.org |
| School Website | www.husdschools.org |
| County-District-School (CDS) Code | 11765621130053 |

2023-24 District Contact Information

| | |
|-------------------------|----------------------------------|
| District Name | Hamilton Unified School District |
| Phone Number | (530) 826-3261 |
| Superintendent | Dr. Jeremy Powell |
| Email Address | twilhelm@husdschools.org |
| District Website | www.husdschools.org |

2023-24 School Description and Mission Statement

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

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|-------------------------|--------------------|
| Grade 10 | 1 |
| Grade 11 | 5 |
| Grade 12 | 10 |
| Total Enrollment | 16 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|---------------------------------|-----------------------------|
| Female | 56.3% |
| Male | 43.8% |
| Hispanic or Latino | 100% |
| English Learners | 31.3% |
| Homeless | 6.3% |
| Migrant | 6.3% |
| Socioeconomically Disadvantaged | 75% |
| Students with Disabilities | 12.5% |

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 0.60 | 85.71 | 31.00 | 87.81 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 0.70 | 2.12 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.00 | 0.00 | 3.00 | 8.74 | 12115.80 | 4.41 |
| Unknown | 0.10 | 14.29 | 0.40 | 1.33 | 18854.30 | 6.86 |
| Total Teaching Positions | 0.70 | 100.00 | 35.30 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 0.50 | 54.72 | 34.10 | 86.68 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.00 | 0.00 | 0.30 | 0.99 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.40 | 37.74 | 2.50 | 6.39 | 11953.10 | 4.28 |
| Unknown | 0.00 | 6.60 | 2.30 | 5.91 | 15831.90 | 5.67 |
| Total Teaching Positions | 1.00 | 100.00 | 39.40 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|---------|---------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.00 | 0.00 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.00 | 0.00 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.00 | 0.10 |
| Local Assignment Options | 0.00 | 0.30 |
| Total Out-of-Field Teachers | 0.00 | 0.40 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 0 | 0 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

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

Year and month in which the data were collected

09/2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|-----------------------------|--|
| Reading/Language Arts | Basic English Grammar 2003 Basic English Composition 2003 English for the World of Work 2003 Exploring Literature 1999 Word Literature 1999 Study Sync, BookheadEd Learning, LLC 2019 | Yes | 0% |
| Mathematics | Life Skills Math 2003 Consumer Mathematics 2003 CPM-Core Connections, Integrated 1, 2014 CPM-Core Connections, Integrated 2, 2nd Edition, 2015 CPM- Core Connections, Integrated 3, 2nd Edition, 2015 | Yes | 0% |
| Science | Biology: Cycles of Life 2006 Biology 2004 Physical Science 2004 Earth Science 2004 | Yes | 0% |
| History-Social Science | Economics 2005 United States History 2008 United States Government 2005 US History: American History; Reconstruction to the Present, Houghton Mifflin Harcourt, 2019 World History: Modern World History, Houghton Mifflin Harcourt, 2019 | Yes | 0% |
| Health | Life Skill Heath 2005 | Yes | |

School Facility Conditions and Planned Improvements

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

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

The District Library serves the school with more than 7,500 books and a capacity of 15,000. The school has 12 computers connected to the internet used for learning and instruction and a greenhouse that is used by the ROP classes of Ornamental Horticulture. The entire school has access for the disabled. There are two class rooms and an administrative building / offices, all built in 1986. All elements of the School Facilities were inspected on September 20, 2021.

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

Year and month of the most recent FIT report

09/20/2022

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|---|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | X | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | | X | | |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| English Language Arts/Literacy (grades 3-8 and 11) | -- | -- | 23 | 23 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | -- | -- | 13 | 15 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | -- | -- | -- | -- | -- |
| Female | -- | -- | -- | -- | -- |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | -- | -- | -- | -- | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- | -- |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | -- | 5.26 | 19.16 | 19.57 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 21 | 19 | 90.48 | 9.52 | 5.26 |
| Female | 11 | 11 | 100.00 | 0.00 | 9.09 |
| Male | -- | -- | -- | -- | -- |
| American Indian or Alaska Native | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 20 | 18 | 90.00 | 10.00 | 5.56 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | -- | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 15 | 13 | 86.67 | 13.33 | 7.69 |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | -- | -- | -- | -- | -- |

2022-23 Career Technical Education Programs

Career preparation courses and programs include the following: Life Skills, Career Life Planning, and Study Skills. Each year at Ella Barkley High School, students complete a battery of assessments aimed at assisting the student in choosing possible career paths. Students research a number of careers and the education required for those careers in Career Life Planning (CLP), a course offered for all students at Ella Barkley Continuation High School. Elective course offerings also include Environmental Horticulture, Careers with Children, Plant Science, and Animal Science.

2022-23 Career Technical Education (CTE) Participation

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of Pupils Participating in CTE | 6 |
| Percent of Pupils that Complete a CTE Program and Earn a High School Diploma | |
| Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education | |

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

| UC/CSU Course Measure | Percent |
|---|---------|
| 2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission | 100 |
| 2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission | 0 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
| | | | | | |

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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

Parents are welcome to attend their student's classes or take school tours. A visitor's pass and a class schedule can be obtained at the Alternative Education office. Interested parents may contact Maria Reyes, Dean of Students, at (530) 826-3331 or mreyes@hudschools.org or Martha Jaeger at mjaeger@hudschools.org for more information about ways of getting involved in the school's programs. School hours are from 8:00am to 3:15pm.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

| Indicator | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-----------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Dropout Rate | 0 | -- | 23.1 | 0 | 0 | 8.8 | 9.4 | 7.8 | 8.2 |
| Graduation Rate | 72.7 | -- | 76.9 | 96.1 | 97.4 | 91.3 | 83.6 | 87 | 86.2 |

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

| Student Group | Number of Students in Cohort | Number of Cohort Graduates | Cohort Graduation Rate |
|--|------------------------------|----------------------------|------------------------|
| All Students | 13 | 10 | 76.9 |
| Female | -- | -- | -- |
| Male | -- | -- | -- |
| Non-Binary | | | |
| American Indian or Alaska Native | 0 | 0 | 0.00 |
| Asian | 0 | 0 | 0.00 |
| Black or African American | 0 | 0 | 0.00 |
| Filipino | 0 | 0 | 0.00 |
| Hispanic or Latino | 13 | 10 | 76.9 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0.00 |
| Two or More Races | 0 | 0 | 0.00 |
| White | 0 | 0 | 0.00 |
| English Learners | -- | -- | -- |
| Foster Youth | 0.0 | 0.0 | 0.0 |
| Homeless | -- | -- | -- |
| Socioeconomically Disadvantaged | 12 | 9 | 75.0 |
| Students Receiving Migrant Education Services | -- | -- | -- |
| Students with Disabilities | -- | -- | -- |

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 25 | 25 | 18 | 72.0 |
| Female | 14 | 14 | 12 | 85.7 |
| Male | 11 | 11 | 6 | 54.5 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 0 | 0 | 0 | 0.0 |
| Asian | 0 | 0 | 0 | 0.0 |
| Black or African American | 0 | 0 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 23 | 23 | 18 | 78.3 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 0 | 0 | 0 | 0.0 |
| White | 1 | 1 | 0 | 0.0 |
| English Learners | 5 | 5 | 4 | 80.0 |
| Foster Youth | 0 | 0 | 0 | 0.0 |
| Homeless | 1 | 1 | 1 | 100.0 |
| Socioeconomically Disadvantaged | 18 | 18 | 12 | 66.7 |
| Students Receiving Migrant Education Services | 1 | 1 | 1 | 100.0 |
| Students with Disabilities | 5 | 5 | 3 | 60.0 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 0.00 | 0.00 | 0.00 | 2.30 | 3.52 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 0 | 0 |
| Female | 0 | 0 |
| Male | 0 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 0 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 0 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 0 | 0 |
| Socioeconomically Disadvantaged | 0 | 0 |
| Students Receiving Migrant Education Services | 0 | 0 |
| Students with Disabilities | 0 | 0 |

2023-24 School Safety Plan

The HUSD and EBH School Safety Plan of Emergency Operations was adopted by the HUSD School Board on April, 2021. EBHS Faculty participated in the development of the plan and items are regularly reviewed. The School Safety Plan is reviewed and updated yearly. The District's School Safety Plan details Ella Barkley High School's policies regarding transportation, student discipline, emergencies and disaster preparedness, dress codes, and child abuse reporting. This plan is available in the District office for public inspection. An updated updated School Safety Plan was reviewed in Fall 2019 and updated by the HUSD School Board by April 2020. Our district Safety Coordinator regularly provides timely and necessary in-service training for the purpose of prevention, compliance, and, importantly, awareness of issues that may affect our students, staff, and school culture.

For the 2021-22 school year, in-services have largely centered on reviewing and meeting the health and safety protocols needed to best protect students and staff. In the 2019-20 school year, we were fortunate to have a school resource office assigned to Ella Barkley and Hamilton High School on a regular rotation basis, a placement beneficial to the safety of our school and we hope this returns in the near future. In Fall 2018, we had various informational meetings with the Glenn County Sheriff's Office regarding lock-down training and procedures- with consideration of the "fight or flight" procedures- as well as on the mental health SMART program and on internet postings concerning students. Our school safety coordinator keeps us well informed of new safety policies and procedures. Our school staff is provided with regular safety training on a variety of topics germane to Hamilton High School

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 4 | 2 | | |
| Mathematics | 4 | 2 | | |
| Science | 4 | 2 | | |
| Social Science | 4 | 2 | | |

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 3 | 3 | | |
| Mathematics | 3 | 3 | | |
| Science | 3 | 3 | | |
| Social Science | 3 | 3 | | |

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

| Subject | Average Class Size | Number of Classes with 1-22 Students | Number of Classes with 23-32 Students | Number of Classes with 33+ Students |
|-----------------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| English Language Arts | 4 | 4 | 0 | 0 |
| Mathematics | 4 | 4 | 0 | 0 |
| Science | 5 | 3 | 0 | 0 |
| Social Science | 4 | 4 | 0 | 0 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 53.33 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0.1 |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 0.1 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$9,797 | \$916 | \$8,881 | \$64,281.00 |
| District | N/A | N/A | \$8,881 | \$74,403 |
| Percent Difference - School Site and District | N/A | N/A | 0.0 | -7.4 |
| State | N/A | N/A | \$7,607 | \$77,993 |
| Percent Difference - School Site and State | N/A | N/A | 29.6 | -12.7 |

Fiscal Year 2022-23 Types of Services Funded

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

Glenn County programs include a Youth Employment Services Program, as well as partnerships with the local community college. Glenn County programs also include a complete range of Special Education programs that include speech and language services, resource specialist, and a special day class.

On the Ella Barkley Continuation High campus, the district operates a State Preschool and an Adult Education School.

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

A school based counseling program is also available for students in need of emotional and mental support. This school based counseling program is a partnership with Glenn County Mental Health Department and Glenn County Of Education, SELPA department. School based counselors are available to meet weekly with students on campus.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$44,548 | \$47,616 |
| Mid-Range Teacher Salary | \$72,294 | \$75,580 |
| Highest Teacher Salary | \$94,328 | \$100,485 |
| Average Principal Salary (Elementary) | \$124,433 | \$114,067 |
| Average Principal Salary (Middle) | \$0 | \$123,622 |
| Average Principal Salary (High) | \$133,321 | \$125,386 |
| Superintendent Salary | \$161,997 | \$157,977 |
| Percent of Budget for Teacher Salaries | 30.16% | 27.82% |
| Percent of Budget for Administrative Salaries | 6.57% | 5.78% |

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

| | |
|--|---|
| Percent of Students in AP Courses | 0 |
|--|---|

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

| Subject | Number of AP Courses Offered |
|--|------------------------------|
| Computer Science | 0 |
| English | 0 |
| Fine and Performing Arts | 0 |
| Foreign Language | 0 |
| Mathematics | 0 |
| Science | 0 |
| Social Science | 0 |
| Total AP Courses Offered Where there are student course enrollments of at least one student. | 0 |

Professional Development

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

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 4 | 4 | |

Hamilton Elementary School
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

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

2023-24 School Contact Information

| | |
|--|---|
| School Name | Hamilton Elementary School |
| Street | 277 Capay Avenue |
| City, State, Zip | Hamilton City, CA 95951 |
| Phone Number | (530) 826-3474 |
| Principal | Ulises Tellechea |
| Email Address | utellechea@husdschools.org |
| School Website | https://www.husdschools.org/HES |
| County-District-School (CDS) Code | 11765626007447 |

2023-24 District Contact Information

| | |
|-------------------------|----------------------------------|
| District Name | Hamilton Unified School District |
| Phone Number | (530) 826-3261 |
| Superintendent | Dr. Jeremy Powell |
| Email Address | jpowell@husdschools.org |
| District Website | www.husdschools.org |

2023-24 School Description and Mission Statement

Hamilton Elementary School (HES), with a current enrollment of 405 students, is located in Hamilton City--approximately 10 miles from both Chico and Orland. We are the only K-8 school that serves the community of Hamilton City. Our vision is to create a K-8 school that is highly regarded for its academic excellence and for its contribution in actively serving and supporting the community in which it operates. The mission of the faculty, staff, and administration of Hamilton Elementary School is to provide a well-rounded and comprehensive academic program to ensure that all students learn at high levels.

HES offers both a Spanish Dual Immersion program and a traditional English program. Currently, the DI program is available to Kindergarten through 6th grade students (next year it will be offered to 7th grade students and then 8th grade the following year). This is our sixth year of implementing bilingual instruction and we currently have 184 students enrolled in our Dual Immersion program.

Our 6th-8th grade middle school structure offers junior high students the opportunity to work with highly qualified content specialist instructors to maximize their learning as they prepare for high school. Middle school students have options in electives such as: Art, Computer, Spanish, Yearbook/photography, and Agricultural Exploration. We offer extra curricular activities such as middle school athletics (flag football, volleyball, boys and girls basketball, track and field). Along with our athletic teams we also have an Associated Student Body with leader representatives and a CJSF club.

School and student safety are paramount for our students and staff at Hamilton Elementary School. Students are supervised throughout the day. A crossing guard is available before and after school and we have yard duty supervisors that assist with campus safety. Scheduled drills and training for fire, lock-downs, and other emergency situations are conducted monthly to enhance the preparedness of our staff and students if such an event occurred.

Hamilton Elementary School is committed to making a positive difference in the lives of our students, and we are proud to be a MTSS (Multi-Tiered System of Supports) school. We set high academic expectations for all children and support students socio-emotionally, behaviorally, and academically through our multi-tiered system of supports. By supporting a positive school culture, setting high standards for teacher performance, increasing academic expectations for all students and engaging the community in school-wide events, it is our goal at Hamilton Elementary School to foster independent life-long learners and college and career preparedness. We encourage parents to be involved with our Parent Teacher Organization (PTO), and to participate in all school activities. Our staff, parents and students are provided opportunities to create a collaborative culture with respect for individual differences and diverse community values.

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

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

About this School

2022-23 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 49 |
| Grade 1 | 43 |
| Grade 2 | 46 |
| Grade 3 | 45 |
| Grade 4 | 45 |
| Grade 5 | 40 |
| Grade 6 | 38 |
| Grade 7 | 47 |
| Grade 8 | 43 |
| Total Enrollment | 396 |

2022-23 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 50.5% |
| Male | 49.5% |
| American Indian or Alaska Native | 0.5% |
| Asian | 1.8% |
| Hispanic or Latino | 94.7% |
| White | 1% |
| English Learners | 43.9% |
| Homeless | 6.8% |
| Migrant | 5.1% |
| Socioeconomically Disadvantaged | 92.7% |
| Students with Disabilities | 11.4% |

A. Conditions of Learning **State Priority: Basic**

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

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

2020-21 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 17.30 | 93.29 | 31.00 | 87.81 | 228366.10 | 83.12 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4205.90 | 1.53 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.70 | 4.03 | 0.70 | 2.12 | 11216.70 | 4.08 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.50 | 2.69 | 3.00 | 8.74 | 12115.80 | 4.41 |
| Unknown | 0.00 | 0.00 | 0.40 | 1.33 | 18854.30 | 6.86 |
| Total Teaching Positions | 18.60 | 100.00 | 35.30 | 100.00 | 274759.10 | 100.00 |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

| Authorization/Assignment | School Number | School Percent | District Number | District Percent | State Number | State Percent |
|--|---------------|----------------|-----------------|------------------|--------------|---------------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | 17.10 | 93.87 | 34.10 | 86.68 | 234405.20 | 84.00 |
| Intern Credential Holders Properly Assigned | 0.00 | 0.00 | 0.00 | 0.00 | 4853.00 | 1.74 |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | 0.20 | 1.37 | 0.30 | 0.99 | 12001.50 | 4.30 |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | 0.50 | 2.96 | 2.50 | 6.39 | 11953.10 | 4.28 |
| Unknown | 0.30 | 1.81 | 2.30 | 5.91 | 15831.90 | 5.67 |
| Total Teaching Positions | 18.20 | 100.00 | 39.40 | 100.00 | 279044.80 | 100.00 |

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Permits and Waivers | 0.00 | 0.00 |
| Misassignments | 0.70 | 0.20 |
| Vacant Positions | 0.00 | 0.00 |
| Total Teachers Without Credentials and Misassignments | 0.70 | 0.20 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2020-21 | 2021-22 |
|--|-------------|-------------|
| Credentialed Teachers Authorized on a Permit or Waiver | 0.50 | 0.40 |
| Local Assignment Options | 0.00 | 0.10 |
| Total Out-of-Field Teachers | 0.50 | 0.50 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

| Indicator | 2020-21 | 2021-22 |
|--|---------|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | 5 | 2.9 |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | 0 | 0 |

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

Instruction at Hamilton Elementary School is aligned to the Common Core Standards and teachers use instructional materials and practices to best serve our students. Our primary grades use Everyday Math as their math curriculum and Benchmark for English Language Arts. The middle school grades use CPM for math and Study Sync for English Language Arts. For our science curriculum we have adopted Stemsscopes for all of the grades at our site (TK-8). My World Interactive is used for our social studies curriculum and it is also used school wide (K-8). In addition, all teachers have been trained in Capturing Kids Hearts to support classroom management and our students' socio-emotional well being. Our new intervention class is equipped with several programs to meet the different needs of our students (Read 180, System 44, Read Naturally etc.) All adopted core curriculum is also available online to fully support student access to instruction. Hamilton Elementary School is in compliance with the curriculum adoption cycle established by the California Department of Education. The District has aligned the curriculum with the State Frameworks and the Content Standards.

Year and month in which the data were collected

09/2022

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|-------------------------------|---|-----------------------------|--|
| Reading/Language Arts | Benchmark for K-5 grades, Benchmark Education Company Study Sync 6-8th grades, McGraw Hill | Yes | 0% |
| Mathematics | 1-5 Everyday Math, McGraw-Hill- Common Core Edition 2015 6-8 CPM Math | Yes | 0% |
| Science | Tk-8 Stemsscopes | Yes | 0% |
| History-Social Science | K-8 My World Interactive 2018- SAVVAS Learning Company | Yes | 0% |

School Facility Conditions and Planned Improvements

Hamilton Elementary School is a clean facility and rated in good repair. Hamilton City has maintained an elementary school on this location since the early 1900s. All of the original buildings have long ago been replaced by modern facilities. All buildings meet current fire and earthquake codes. Within the last decade, a new kindergarten complex with three classrooms, each containing restrooms, was added to our campus. We are currently in the middle of several projects to improve our campus. A middle school bathroom remodel has started and is projected to be completed by the end of January 2023. New HVAC Units are being installed throughout the campus, and a solar array which will also serve as a shade structure will be installed this winter.

Hamilton Elementary School occupies 4.8 acres which includes athletic fields and blacktop space for both primary and middle school students. There are separate playground facilities with rubber drop zones for both primary and middle school children. The cafeteria complex can also serve as a gymnasium. All buildings have handicap access. There are ample classrooms, restrooms, playground space and equipment.

A staff of two typically provides janitorial services and schedules are arranged so that no classrooms are interrupted during instructional time. Custodial services are available from 6:00 a.m. until 8:30 p.m. The cafeteria is cleaned after both breakfast and lunch. Restrooms are cleaned and sanitized daily. Trash cans are available throughout the campus. The lawns are mowed weekly. The District contracts with an arborist to annually perform necessary routine trimming of trees.

The District participates in the State's Deferred Maintenance Program to replace major components of the school's facilities. Deferred maintenance includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The district has budgeted \$35,500 in Fund 14 (Deferred Maintenance) in 22-23. It is less than 1% of the District's General Fund Budget.

Year and month of the most recent FIT report

12/15/2023

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | | X | | Several Classrooms/spaces received a floor upgrade: 402,405,406, 607, 608, Office Due to age and high use the carpets/flooring in the following rooms need replacement Plan to replace floors summer of 2024: 401, 404, 502, 503, Several ceiling tiles need to be replaced in these rooms: 203 |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | Vermin and pest have been a problem. When replacing the floor in 608 and 607 the rooms were treated for pests. |
| Electrical | X | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | 200 Bathrooms: Bathrooms were newly remodeled in spring of 2023 to meet current codes and regulations 100 bathrooms: partitions were replaced. The bathrooms have old tile and grout so smell is present even after cleaning. Drinking Fountains: planning to replace 2 old drinking fountains with filling/drinking stations. |

School Facility Conditions and Planned Improvements

| | | | | |
|---|---|--|--|---|
| | | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | Play structure needs updating. There are many gopher holes in the playing fields. |

Overall Facility Rate

| Exemplary | Good | Fair | Poor |
|-----------|------|------|------|
| | X | | |

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | 16 | 18 | 23 | 23 | 47 | 46 |
| Mathematics (grades 3-8 and 11) | 10 | 13 | 13 | 15 | 33 | 34 |

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 264 | 255 | 96.59 | 3.41 | 17.65 |
| Female | 132 | 127 | 96.21 | 3.79 | 18.11 |
| Male | 132 | 128 | 96.97 | 3.03 | 17.19 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 254 | 246 | 96.85 | 3.15 | 17.48 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 105 | 98 | 93.33 | 6.67 | 5.10 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 16 | 13 | 81.25 | 18.75 | 23.08 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 248 | 240 | 96.77 | 3.23 | 17.50 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 39 | 38 | 97.44 | 2.56 | 0.00 |

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

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

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

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

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 265 | 261 | 98.49 | 1.51 | 13.41 |
| Female | 133 | 130 | 97.74 | 2.26 | 9.23 |
| Male | 132 | 131 | 99.24 | 0.76 | 17.56 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 255 | 251 | 98.43 | 1.57 | 12.35 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | -- | -- | -- | -- |
| White | -- | -- | -- | -- | -- |
| English Learners | 106 | 105 | 99.06 | 0.94 | 11.43 |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | 16 | 16 | 100.00 | 0.00 | 12.50 |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 249 | 245 | 98.39 | 1.61 | 12.24 |
| Students Receiving Migrant Education Services | 11 | 11 | 100.00 | 0.00 | 9.09 |
| Students with Disabilities | 39 | 38 | 97.44 | 2.56 | 2.63 |

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

| Subject | School 2021-22 | School 2022-23 | District 2021-22 | District 2022-23 | State 2021-22 | State 2022-23 |
|--|----------------|----------------|------------------|------------------|---------------|---------------|
| Science (grades 5, 8 and high school) | 10.64 | 13.25 | 19.16 | 19.57 | 29.47 | 30.29 |

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|---|------------------|---------------|----------------|--------------------|-------------------------|
| All Students | 85 | 83 | 97.65 | 2.35 | 13.25 |
| Female | 42 | 41 | 97.62 | 2.38 | 7.32 |
| Male | 43 | 42 | 97.67 | 2.33 | 19.05 |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | 0 | 0 | 0 | 0 | 0 |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 84 | 82 | 97.62 | 2.38 | 13.41 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 0 | 0 | 0 | 0 | 0 |
| English Learners | 24 | 23 | 95.83 | 4.17 | 4.35 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | -- | -- | -- | -- | -- |
| Military | 0 | 0 | 0 | 0 | 0 |
| Socioeconomically Disadvantaged | 76 | 74 | 97.37 | 2.63 | 10.81 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 14 | 13 | 92.86 | 7.14 | 0.00 |

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

| Grade Level | Component 1: Aerobic Capacity | Component 2: Abdominal Strength and Endurance | Component 3: Trunk Extensor and Strength and Flexibility | Component 4: Upper Body Strength and Endurance | Component 5: Flexibility |
|-------------|----------------------------------|--|---|---|-----------------------------|
|-------------|----------------------------------|--|---|---|-----------------------------|

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

At Hamilton Elementary School, parents are encouraged to actively participate in their child's educational experience. We are proud to state that 100% of are parents are registered on the parent portal which has been a valuable tool for communicating with parents. At HES, parents can become involved in various ways. Some examples of parent involvement include: School Site Council, Parent Teacher Organization, family workshops, volunteering, and more. Our School Site Council helps school leadership plan for categorical funding expenditures as well as help refine the goals and objectives of Hamilton Elementary School. We also offer a quarterly Coffee with the Principal where parents or guardians can get updated on current initiatives, school events and also have an opportunity to voice suggestions or concerns regarding their experience at HES. Finally, the Parent Teacher Organization known to us as PTO also provides opportunities for parent input and activities for parent involvement. Our PTO parents work tirelessly to provide extra classroom and field trip monies for our teaching staff and students. PTO and HES have a great partnership which has been instrumental in providing meaningful experiences to our families such as carnivals, winter programs, and community concerts. Our School Site Council and PTO meetings are available in person and via zoom to accommodate our members. In addition, we provide translation as needed at each of these meetings.

Academic Parent Teacher Teams (APTT) have also been established by various teachers on campus. APTT is an opportunity for parents to meet with their child's teacher to discuss school performance. AT APTT workshops, teachers share student goals with parents and they teach parents specific activities to perform at home with their child. These activities are set to help student meet their learning goals. Teachers and parents meet four times a year to discuss the progress of the learning goals that were established. This process fosters a greater connection between home and school and supports students' educational growth.

Our school's social worker provides additional resources for parents. This resources include: home visits, bridging school/home relationships (meetings), and referrals to community and county agencies. Additionally, the social worker also facilitates workshops related to education, mental health, physical health, child development and more.

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

2022-23 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 420 | 406 | 38 | 9.4 |
| Female | 211 | 205 | 21 | 10.2 |
| Male | 209 | 201 | 17 | 8.5 |
| Non-Binary | 0 | 0 | 0 | 0.0 |
| American Indian or Alaska Native | 2 | 2 | 0 | 0.0 |
| Asian | 7 | 7 | 1 | 14.3 |
| Black or African American | 0 | 0 | 0 | 0.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 399 | 385 | 36 | 9.4 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 0 | 0 | 0 | 0.0 |
| White | 4 | 4 | 1 | 25.0 |
| English Learners | 201 | 191 | 19 | 9.9 |
| Foster Youth | 1 | 1 | 0 | 0.0 |
| Homeless | 36 | 31 | 2 | 6.5 |
| Socioeconomically Disadvantaged | 389 | 377 | 37 | 9.8 |
| Students Receiving Migrant Education Services | 20 | 20 | 0 | 0.0 |
| Students with Disabilities | 55 | 54 | 8 | 14.8 |

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

| Rate | School 2020-21 | School 2021-22 | School 2022-23 | District 2020-21 | District 2021-22 | District 2022-23 | State 2020-21 | State 2021-22 | State 2022-23 |
|-------------|----------------|----------------|----------------|------------------|------------------|------------------|---------------|---------------|---------------|
| Suspensions | 0.00 | 2.78 | 5.48 | 0.00 | 2.30 | 3.52 | 0.20 | 3.17 | 3.60 |
| Expulsions | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.07 | 0.08 |

2022-23 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|---|------------------|-----------------|
| All Students | 5.48 | 0 |
| Female | 1.9 | 0 |
| Male | 9.09 | 0 |
| Non-Binary | | |
| American Indian or Alaska Native | 0 | 0 |
| Asian | 0 | 0 |
| Black or African American | 0 | 0 |
| Filipino | 0 | 0 |
| Hispanic or Latino | 5.76 | 0 |
| Native Hawaiian or Pacific Islander | 0 | 0 |
| Two or More Races | 0 | 0 |
| White | 0 | 0 |
| English Learners | 5.97 | 0 |
| Foster Youth | 0 | 0 |
| Homeless | 5.56 | 0 |
| Socioeconomically Disadvantaged | 5.66 | 0 |
| Students Receiving Migrant Education Services | 10 | 0 |
| Students with Disabilities | 10.91 | 0 |

2023-24 School Safety Plan

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

A comprehensive safety plan that outlines all emergency procedures and processes is maintained in the school office. The School Safety Plan was last updated for approval in January of 2023 and was reviewed with staff and School Site Council. As part of the safety plan, a Crisis Response Plan was created and is annually reviewed in conjunction with the Glenn County Sheriff and the Hamilton Fire Department. A Vulnerability Assessment was conducted by the Glenn County Office of Education, School Safety Coordinator in December of 2022. This assessment provided valuable feedback to ensure student safety.

Hamilton Elementary School has a closed campus from 7:40 a.m. until 6:00 p.m. while school is in session. Prior to the start of the school day, one of two maintenance personnel inspects the campus for safety. During recesses and breaks, teachers, classified staff, and administration are assigned supervision duties. Fire drills are conducted monthly, and lock-down/intruder drills are conducted at least twice a year. As part of the Safety Plan Objectives, staff and students discuss scenarios and participate in needed trainings in an effort to develop muscle memory in response to potential incidents. Thirteen cameras are installed to provide 24 hours surveillance of two thirds of our campus. All visitors to the campus must check in with the office. During the school day access is limited to a single pedestrian gate in the front of the school. Student absences are confirmed by a phone call to the parent or guardian and no child is released from school during the day without previous approval by parents or guardians. Any removal of students during the school day is documented in the office and parents are required to report to the office for all inquiries. All classrooms and other student areas are equipped with phones capable of reaching 911.

Keeping students in school even when disciplinary matters occur is a priority. At times, students may be excluded from school because of certain violation of the education code section 48900. Usually such actions as fighting, bringing unsafe objects, including firearms and knives are usually met with immediate exclusion and may result in an expulsion under Education Code Section 48915. At Hamilton Elementary School we work as an administrative team with involved staff to find alternatives to

2023-24 School Safety Plan

removing students from school. Parents are contacted to keep them informed and to remind them to have conversations with their children about school and classroom expectations for schoolwide safety. Join us as a partner in safety by having family talks about how your child can be safe and learn at Hamilton Elementary School.

D. Other SARC Information Information Required in the SARC

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

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 13 | 4 | | |
| 1 | 8 | 8 | | |
| 2 | 11 | 8 | | |
| 3 | 11 | 6 | | |
| 4 | 11 | 6 | | |
| 5 | 11 | 8 | | |
| 6 | 16 | 15 | 5 | 1 |
| Other | 11 | 5 | | |

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 25 | | 4 | |
| 1 | 21 | 2 | 2 | |
| 2 | 28 | | 1 | |
| 3 | 21 | 2 | 2 | |
| 4 | 18 | 3 | 1 | |
| 5 | 19 | 3 | 1 | |
| 6 | 17 | 10 | 12 | |
| Other | 23 | 1 | 2 | |

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 16 | 2 | 1 | 0 |
| 1 | 26 | 0 | 2 | 0 |
| 2 | 26 | 0 | 1 | 0 |
| 3 | 23 | 1 | 3 | 0 |
| 4 | 21 | 1 | 2 | 0 |
| 5 | 20 | 3 | 1 | 0 |
| 6 | 15 | 16 | 1 | 0 |
| Other | 24 | 0 | 6 | 0 |

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | 0 |

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | |
| Library Media Teacher (Librarian) | |
| Library Media Services Staff (Paraprofessional) | |
| Psychologist | |
| Social Worker | |
| Nurse | |
| Speech/Language/Hearing Specialist | |
| Resource Specialist (non-teaching) | |
| Other | 2.5 |

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|--|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | 11,204 | 2,174 | 9,030 | 69,223 |
| District | N/A | N/A | 9,898 | \$74,403 |
| Percent Difference - School Site and District | N/A | N/A | -9.2 | 0.0 |
| State | N/A | N/A | \$7,607 | \$77,993 |
| Percent Difference - School Site and State | N/A | N/A | 31.2 | -5.3 |

Fiscal Year 2022-23 Types of Services Funded

Hamilton Elementary School receives the following funding:

- LCAP state funds to support programs and activities to assist all learners achieve proficiency in all subject areas.
- Title I funds to meet the educational needs of students enrolled in the highest poverty schools and to provide parent education.
- Title II federal funds to provide ongoing staff development for teachers and principals.
- Title III funds to improve education for English Learners.
- Safe Schools funds to provide training, resources, and technical assistance to establish a school/community environment which is physically and emotionally safe, well-disciplined, and conducive to learning.

With the funding mentioned above Hamilton Elementary School is able to provide:

- Special Education Services provided by our Glenn County Office of Education partners. Glenn County programs include a complete range of Special Education programs that include speech and language services, resource specialist, and a special day class. Additionally through the Glenn County Office of Education, Hamilton Elementary School partners with Migrant Education and First Five.
- An afterschool program, in partnership with the Boys and Girls Club, K-8th grade students stay after school to receive homework support and enrichment.
- Free Breakfast and Lunch for all students
- Intervention services delivered throughout the school day to bridge the learning gap
- SEL lessons delivered through the Second Step curriculum
- An athletic program for middle school students: Volleyball, flag football, Boys and Girls basketball, track and field.
- Associated Student Body activities and clubs
- Parent Outreach, support and education is provided through our school social worker and teachers.
- Summer School Program

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|--|-----------------|--|
| Beginning Teacher Salary | \$44,548 | \$47,616 |
| Mid-Range Teacher Salary | \$72,294 | \$75,580 |
| Highest Teacher Salary | \$94,328 | \$100,485 |
| Average Principal Salary (Elementary) | \$124,433 | \$114,067 |
| Average Principal Salary (Middle) | \$0 | \$123,622 |
| Average Principal Salary (High) | \$133,321 | \$125,386 |
| Superintendent Salary | \$161,997 | \$157,977 |
| Percent of Budget for Teacher Salaries | 30.16% | 27.82% |
| Percent of Budget for Administrative Salaries | 6.57% | 5.78% |

Professional Development

Hamilton Elementary School and Hamilton Unified School District is committed to providing ongoing professional development to meet the needs of our students. Instructional staff receive a total of 4 full non-student days and 6 minimum days of staff development. The trainings are focused on supporting our HUSD and HES visions and LCAP goals. The following are examples of the professional development provided: Quality Teaching for English Learners (QTEL), social-emotional learning with a focus on building strong student relationships (Capturing Kids Hearts), Professional Learning Communities (Solution Tree- PLC in small schools). We have partnered with the Glenn County Office of Education to provide training on Formative and Summative Assessments and the use of Data.

The Hamilton Elementary School staff also engage in ongoing collaboration to strengthen their practice in their PLC time. During this time, teachers are able to discuss school wide initiatives, analyze data and create common assessments and lessons to address the needs of their students. Our site is also receiving professional development on bilingualism and instructional coaching from Dr. Claudia Rodriguez-Mojica. In addition to districtwide and schoolwide professional development opportunities, we have many teachers involved in professional development in other areas such as: PBIS training, Biliteracy as a Resource: Investing in Literacy Across Languages for ALL (BRILLA) and the Multilingual California Project (MCAP), and several teachers have participated in trainings by the California Association for Bilingual Education (CABE) and the California MTSS Pathway online modules.

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2021-22 | 2022-23 | 2023-24 |
|--|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 7 | 7 | 7 |

HUSD Certificated Seniority List

| First Name | Last Name | Hire Date* | Status | Notes |
|---------------|--------------------|------------|------------------------------|---------------------------|
| Trudy | Bryan | 26-Aug-88 | | |
| Lynn | Larson | 24-Aug-89 | | |
| Liz (Adriana) | Cox (El Allie) | 25-Aug-95 | | |
| Maribel | Hernandez (Medina) | 25-Aug-97 | | |
| Maria | Gonzalez-Alvarez | 25-Aug-97 | | |
| Kelly | Langan | 19-Aug-98 | | |
| Bertha | Carter | 19-Aug-99 | | |
| Rina | Gonzalez | 23-Aug-00 | | |
| Alexandra | Charlon | 16-Aug-01 | | |
| Guadalupe | Funderburk | 15-Aug-02 | | |
| Ellese | Mello Buttitta | 29-Aug-03 | | |
| Margrit | Vogelesang | 12-Aug-04 | | |
| Maria | Llamas | 13-Aug-04 | | |
| Maria | Esquivel | 13-Aug-04 | | |
| Blanca | Godinez | 13-Aug-04 | | |
| Hogan | Brown | 8-Jan-07 | | |
| Janice | Lohse | 15-Aug-07 | | |
| Matthew | Steele | 15-Aug-07 | | |
| Maria | Reyes | 27-Aug-07 | | |
| Matthew | Jarvis | 15-Aug-12 | | |
| Raquel | Bocast | 9-Aug-13 | | |
| Jennifer | Firth | 11-Aug-14 | | |
| Paula | Garcia | 7-Aug-15 | | |
| Mary | Hansen | 7-Aug-15 | | |
| Patricia | Hernandez (Diaz) | 7-Aug-15 | | |
| Shelley | Whittaker | 7-Aug-15 | | |
| Nancy | Heffley | 14-Sep-15 | | |
| Andrew | Martin | 10-Aug-18 | | |
| Derek | Nall | 10-Aug-18 | | |
| Aimee | Curiel | 9-Aug-19 | | |
| Ashley | Thorpe | 6-Aug-21 | | |
| Trevor | Heyl | 6-Aug-21 | Prob II | Temp. to Prob II in 23/24 |
| Jocelyne | Duenas | 31-Jan-22 | Prob II | |
| Amanda | Avakian | 5-Aug-22 | Prob II | Temp. to Prob II in 23/24 |
| Cruz | Bryan | 5-Aug-22 | Prob II | Temp. to Prob II in 23/24 |
| Gelsey | Quiroz-Garcia | 5-Aug-22 | Prob II | Temp. to Prob II in 23/24 |
| Maricela | Almaraz | 11-Aug-23 | Prob I | |
| Elyse | Anderson | 11-Aug-23 | Temporary (through 12/15/23) | |
| Emily | Bladorn | 11-Aug-23 | Prob I | |
| Bryan | Buck | 11-Aug-23 | Prob I | |
| Claudia | Cruz | 11-Aug-23 | Prob I | |
| Kayla | Hall | 11-Aug-23 | Prob I | |
| Adam | Levine | 11-Aug-23 | Prob I | |

Developed: 3.4.2010
 Revised: 2.18.2011 / Adopted: 2.22.2011
 Revised: 2.25.2011 / Adopted: 3.9.2011
 Revised: 1.04.2012 / Adopted: 1.17.2012
 Revised: 3.5.2012 / Adopted: 3.19.2012
 Revised: 12.5.2012/ For Certificated Staff review
 Revised: 1.11.2013/ Adopted: 1.22.2013
 Revised: 2.08.2013/ Adopted: 2.12.2013
 Revised: 12.18.2013/For Certificated Staff review/Adopted: 1.21.2014
 Revised: 10.17.2014/For Certificated review/Adopted: 1.20.2015

Revised: 12.15.2015/For Certificated review/Adopted: 1.21.2016
 Revised: 10.25.2016/For Certificated review/Adopted: 1.25.2017
 Revised: 11.8.2017/For Certificated review/Adopted: 1.30.2018
 Revised: 10.24.2018/For Certificated review
 Revised: 11.28.2018/For Certificated review/Adopted: 1.23.2019
 Revised: 10.15.2019/For Certificated review/Adopted: 1.22.2020
 Revised: 10.22.2020/For Certificated review/Adopted: 2.24.2021
 Revised: 10.26.21/For Certificated review/Adopted: 1.26.2022
 Revised: 9.7.22/For Certificated review/Adopted: 1.25.2023
 Revised: 10.20.23/For Certificated review/Adopted:

(See Seniority Change log for details of revisions.)

* represents the beginning date of service

| Intern Teachers | Long Term Subs | Hire Date | Status | Notes |
|-----------------|----------------|-----------|--------------------------------------|-------|
| N/A | Ivan Barbontin | 9-Jan-23 | Timesheet 8/11/2023 through 6/7/2024 | |

HUSD CLASSIFIED SENIORITY LIST

| NAME | POSITION | SERVICE DATE | SERVICE DATE FROM BEGINNING OF EMPLOYMENT W/ DISTRICT(S) |
|-----------------------------|--|-------------------|---|
| DelaCruz, Yolanda (Bernice) | Paraeducator/Library Media Technician | 7/1/2019 | 2/5/1985 (Paraeducator) |
| | Paraeducator | 8/11/2014 | x |
| | Paraeducator II | 8/9/2010 | x |
| | Cook Helper | 8/24/2009 | x |
| | Instructional Aide | 8/28/1989 | x |
| | Teacher Aide | 2/5/1985 | x |
| Crosby, Clyde (Austin) | District Universal - Maintenance & Transportation | 7/1/2013 | (7/1/1996) Custodian |
| | Custodian/Sub Bus Driver | 7/1/2005 | x |
| | Custodian | 10/1/1996 | x |
| Lopez-Reyes, Bertha (Maria) | District Custodian | 10/08/2003 | |
| DeVries, Chris | Business Services Technician | 7/1/2019 | (4/29/2004) Accounting Clerk |
| | District Account Clerk | 5/10/2004 | x |
| Montgomery, Sean | Child Nutrition Lead | 10/1/2022 | x |
| | Director of Nutrition & Student Welfare (Mgmt, NON CSEA) | 7/1/2019 | 7/1/2019 to 9/30/2022, voluntary step down from Mgmt position |
| | Child Nutrition Lead | 8/9/2013 | x Assistant Cook 5/19/2006 |
| | Head Cook | 8/9/2010 | x |
| | Assistant Cook | 1/1/2007 | x |
| | Cook Helper/Dish | 5/19/2006 | x |
| Fitzgerald-Adams, Mariesa | Preschool Teacher (Classified) | 11/1/2021 | (8/12/2016) Paraeducator |
| | SPED Paraeducator | 1/11/2021 | (8/12/2016) Paraeducator |
| | Short-Term SPED Paraeducator | 10/19/2020 | Hired in Short-Term Position |
| | Short-Term Paraeducator | 8/10/2020 | Hired in Short-Term Position |
| | Paraeducator/Library Media Technician | 7/1/2019 | Placed on 39 Month Rehire List Effective 6/30/20 |
| | Paraeducator | 8/12/2016 | x |
| Elkin, Dave | District Universal - Maintenance & Transportation | 5/30/2017 | x |
| Rivera, Rosa | Office Assistant I | 1/11/2021 | (8/27/2018) Office Assistant I |
| | Temporary Office Assistant I | 9/30/2020 | Hired in Temp. position |
| | Office Assistant I | 8/27/2018 | Placed on 39 Month Rehire List Effective 6/30/20 |
| Rivera, Marcelina | Child Nutrition Lead | 8/9/2019 | |
| Romano, Jonathan | District Universal - Maintenance & Transportation | 10/7/2021 | (10/7/2021) District Universal - Maintenance & Transportation |
| | District Custodian | 1/11/2021 | (1/11/2021) District Custodian |
| | Short-Term District Custodian | 8/26/2020 | x Short-Term District Custodian 8/26/20 - 12/18/20 |
| McCarthy, Cierra | District Universal - Maintenance & Transportation | 8/6/2021 | (8/6/2021) District Universal - Maintenance & Transportation |
| | District Custodian | 1/11/2021 | (1/11/2021) District Custodian |
| | Short-Term District Custodian | 10/14/2020 | x Short-Term District Custodian 10/14/20 - 12/18/20 |
| Velazquez, Doris | Child Nutrition Assistant | 2/2/2021 | x |
| Rosales Ramirez, Josefina | Child Nutrition Assistant | 7/19/2021 | x |
| Martinez-Barron, Giovanni | Paraeducator/Library Media Technician | 11/1/2021 | (11/1/2021) Paraeducator/Library Media Technician |
| | Short-Term Child Nutrition Assistant | 12/14/2020 | x Short-Term Child Nutrition Assistant 12/14/20 - 6/4/21 |
| Acosta, Isaac | Paraeducator/Library Media Technician | 11/1/2021 | x |
| Rosales, Rodrigo | District Custodian | 12/13/2021 | x |
| Taylor, Shannon | Campus Supervisor/Crossing Guard | 2/10/2022 | x |
| | Temporary Preschool Teacher (Classified) | 2/19/2021 | x Temporary Preschool Teacher (Classified) 2/19/21 - 6/4/21 |
| Perez, Wendy | Paraeducator/Library Media Technician | 8/9/2022 | x |
| Aguilar, Cristian | Office Assistant I | 9/16/2022 | x |
| Moreno, Alissa | Paraeducator/Library Media Technician | 10/14/2022 | x |
| Medina-Duran, Nayeli | SPED Paraprofessional | 10/17/2022 | x |
| Watson, Michael | Information Systems Technician | 10/24/2022 | x |
| Vera Hernandez, Marisol | Administrative Technician | 8/7/2023 | x |
| Esparza-Esparza, Vanessa | Paraeducator/Library Media Technician | 8/11/2023 | x |
| Del Rio, Jasmine | Preschool Assistant | 8/11/2023 | x |
| Ledezma-Jimenez, Bianca | Paraeducator/Library Media Technician | 8/11/2023 | x |
| Mercado-Parra, Alexia | Preschool Assistant | 8/11/2023 | x |
| Palafox, Maria | SPED Paraprofessional | 9/18/2023 | x |
| Barker, Rebecca | Paraeducator/Library Media Technician | 9/27/2023 | x |

EMPLOYED FROM 39 MONTH REHIRE LIST

N/A

(See Seniority Change Log for details of revisions)

Revision: October 6, 2023

Adopted:

Bold text = your current position and corresponding seniority date

Hamilton Unified School District

2023-2024 V 3.0 HULC Quarterly Pending Board Approval 01/24/24

Fall 2023

| Jul-23 | | | | | | | Aug-23 | | | | | | | Sep-23 | | | | | | | Oct-23 | | | | | | | Nov-23 | | | | | | | Dec-23 | | | | | | | | | | | | | | | | | | | | | |
|--------|----|----|----|----|----|----|--------|----|----|----|----|----|----|--------|----|----|----|----|----|----|--------|----|----|----|----|----|----|--------|----|----|----|----|----|----|--------|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---|--|--|--|--|--|--|
| Su | M | T | W | Th | F | S | Su | M | T | W | Th | F | S | Su | M | T | W | Th | F | S | Su | M | T | W | Th | F | S | Su | M | T | W | Th | F | S | Su | M | T | W | Th | F | S | | | | | | | | | | | | | | | |
| | | | | | | 1 | | | 1 | 2 | 3 | 4 | 5 | | | | | | 1 | 2 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | | | | 1 | 2 | 3 | 4 | | | | | | | 1 | 2 | | | | | | | 1 | 2 | | | | | | |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | | | | | | | | | | | | | | | |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | | | | | | | | |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 | 27 | 28 | 29 | 30 | 31 | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 29 | 30 | 31 | | | | | 26 | 27 | 28 | 29 | 30 | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | | | | | | | 81 | | | | | | | |
| 30 | 31 | | | | | 0 | | | | | | 13 | | | | | | 33 | | | | | | | 54 | | | | | | | 70 | | | | | | | | | | | | | | | | | | | | | | | | |

Spring 2024

| Jan-24 | | | | | | | Feb-24 | | | | | | | Mar-24 | | | | | | | Apr-24 | | | | | | | May-24 | | | | | | | Jun-24 | | | | | | |
|--------|----|----|----|----|----|----|--------|----|----|----|----|-----|----|--------|----|----|----|-----|----|----|--------|----|----|----|-----|----|----|--------|----|----|----|-----|----|----|--------|----|----|----|-----|----|----|
| Su | M | T | W | Th | F | S | Su | M | T | W | Th | F | S | Su | M | T | W | Th | F | S | Su | M | T | W | Th | F | S | Su | M | T | W | Th | F | S | Su | M | T | W | Th | F | S |
| | 1 | 2 | 3 | 4 | 5 | 6 | | | | | 1 | 2 | 3 | | | | | | 1 | 2 | | 1 | 2 | 3 | 4 | 5 | 6 | | | | 1 | 2 | 3 | 4 | | | | | | | 1 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 28 | 29 | 30 | 31 | | | | 25 | 26 | 27 | 28 | 29 | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 28 | 29 | 30 | | | | | 26 | 27 | 28 | 29 | 30 | 31 | | 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| | | | | | | 98 | | | | | | 117 | 31 | | | | | 136 | | | | | | | 153 | | | | | | | 175 | 30 | | | | | | 180 | | |

| | |
|-------------------------------------|--|
| Holidays/Breaks: | 7/4 4th of July, 9/4 Labor Day, 11/11 Veterans Day (Observed 11/10), 11/20-11/24 Thanksgiving Break, 12/18-1/5 Winter Break, |
| | 1/15 Martin Luther King Jr. Day, 2/12 Lincoln's Birthday, 2/19 President's Day, 3/29 Good Friday, 4/1-4/5 Spring Break, 5/27 Memorial Day, 6/19 Juneteenth |
| 1st/Last Day of School | 8/15 1st Day of School, 6/7 Last Day of School |
| Board Meetings | 7/26, 8/23, 9/27, 10/4, 10/25, 12/13, 1/24, 2/28, 3/13, 3/27, 4/24, 5/22, 6/5, 6/26 |
| HULC Meetings | 10/18, 12/6, 3/20, 5/15 |
| Progress/Report Cards | |
| Teacher/District In Service: | 8/11 (District-wide - No Student Atten.) & 8/14 (Teachers Only - No Student Atten.), 10/23 (District-wide - No Student Atten.), 3/15 (Teachers Only - No Student Atten.) |
| HES/HHS Prep/PLC Min. Day | 8/18, 8/25, 9/1, 9/8, 9/22, 9/29, 10/6, 10/13, 10/20, 11/3, 11/17, 12/1, 12/8, 12/15, 1/12, 1/19, 2/2, 2/9, 2/16, 3/1, 3/22, 4/12, 4/19, 4/26, 5/3, 5/10, 5/17, 5/24 |
| District Minimum Day | 9/15, 10/27, 1/26, 2/23, 3/8 6/6 (8th Grade Promotion 7:00pm, HHS Stadium/Teacher Prep), 6/7 (HHS Grad 8:00pm, HHS Stadium/Teacher Prep) |

| Site Specific Activities |
|---|
| HHS Back to School Night: TBD |
| HES Back to School Night: TBD (TK-5), TBD (6-8) |
| HHS Parent Conference Day: TBD |
| HES Parent Conferences (Min. Day): |
| TBD = 6th - 8th ONLY |
| TBD = TK-5th ONLY |
| HES Halloween Carnival: TBD |
| Winter Concert (HHS Gym): TBD |
| Elementary Christmas Program (HHS Gym): TBD |
| HES Parent Conferences (Min. Day): |
| TBD = 6th - 8th ONLY |
| TBD = TK - 5th ONLY |
| HHS Parent Conference Day: TBD |

| Site Specific Activities ... Continued | |
|--|------------------------|
| Opening of CAASPP Testing Window: TBD | |
| HHS Open House: TBD | |
| Spring Concert: TBD | |
| HES May Dance Festival: TBD | |
| HHS Awards Night: TBD | |
| Classified Holidays | |
| 4th of July: 7/4 | Labor Day: 9/4 |
| Veterans Day: 11/11 (obs. 11/10) | Thanksgiving: 11/22-24 |
| Winter Break: 12/25 & 26, 1/1 & 2 | MLK Jr.: 1/15 |
| Lincoln's Birthday: 2/12 | President's Day: 2/19 |
| Good Friday: 3/29 | Memorial Day: 5/27 |
| Juneteenth: 6/19 | |

| LCAP & Budget | Student Days |
|--|------------------------------------|
| LCAP Meeting: | 180 |
| DELAC/LCAP Meeting: | |
| LCAP Meeting: | Teacher Staff Dev. Days |
| LCAP Meeting: | |
| LCAP Meeting: | 4 |
| LCAP Draft Review (Public Comment & Questions to Superintendent: | |
| Budget & LCAP Public Hearing: 6/7 | Total Days |
| Budget & LCAP Adoption: 6/21 | |
| | 184 |
| MISC Information | |
| All Fridays* are minimum days for teacher collaboration/teacher staff development. | |

December 7 - January 5
2024

Approval Batch 001449 Bank Account COUNTY - County Bank Account

| Fiscal Year | Invoice Date | Req # | Comment | Payment Id (Trans Batch Id) | Sched | Paymt Status | Check Status | Invoice Amount | Unpaid Sales Tax | Expense Amount | |
|-----------------------------|--------------|----------|---|---|---------------------|--------------|--------------|-----------------|------------------|----------------|--------|
| AP Vendor | | | BIG JIM'S CATTLE SERVICE (002237/1) PO BOX 217 WILTON, CA 95693 | | | | | | | | |
| F | 2023/24 | 12/05/23 | R24-00255 | 6387 SHEEP SCALE | 2454 | 12/07/23 | Paid | Printed | 2,500.00 | 2,500.00 | |
| | | 2024 | (000920) | 01-6387-0-3800-1000-4400-100-000-00000 | | | | | | | |
| Check # | 40349035 | | | | | Check Date | 12/13/23 | PO# | PO24-00388 | Register # | 000104 |
| Total Invoice Amount | | | | | | | | 2,500.00 | | | |
| AP Vendor | | | CALIFORNIA WATER SERVICE CO (000053/1) PO BOX 7229 SAN FRANCISCO, CA 94120-7229 | | | | | | | | |
| | 2023/24 | 11/28/23 | REQ24-00022 | 8100-5590-000/100/300/800 MONTHLY WATER BY SITE | NOV 2023 0669843652 | 12/07/23 | Paid | Printed | 361.03 | 361.03 | |
| | | 2024 | (000189) | 01-0000-0-0000-8100-5590-800-000-00000 | | | | | | | |
| Check # | 40349036 | | | | | Check Date | 12/13/23 | PO# | PO24-00022 | Register # | 000104 |
| | 2023/24 | 11/28/23 | REQ24-00022 | 8100-5590-000/100/300/800 MONTHLY WATER BY SITE | NOV 2023 3624177777 | 12/07/23 | Paid | Printed | 16.02 | 16.02 | |
| | | 2024 | (000186) | 01-0000-0-0000-8100-5590-000-000-00000 | | | | | | | |
| Check # | 40349036 | | | | | Check Date | 12/13/23 | PO# | PO24-00022 | Register # | 000104 |
| | 2023/24 | 11/28/23 | REQ24-00022 | 8100-5590-000/100/300/800 MONTHLY WATER BY SITE | NOV 2023 4328876467 | 12/07/23 | Paid | Printed | 105.93 | 105.93 | |
| | | 2024 | (000189) | 01-0000-0-0000-8100-5590-800-000-00000 | | | | | | | |
| Check # | 40349036 | | | | | Check Date | 12/13/23 | PO# | PO24-00022 | Register # | 000104 |
| | 2023/24 | 11/28/23 | REQ24-00022 | 8100-5590-000/100/300/800 MONTHLY WATER BY SITE | NOV 2023 6314177777 | 12/07/23 | Paid | Printed | 217.07 | 217.07 | |
| | | 2024 | (000187) | 01-0000-0-0000-8100-5590-100-000-00000 | | | | | | | |
| Check # | 40349036 | | | | | Check Date | 12/13/23 | PO# | PO24-00022 | Register # | 000104 |
| | 2023/24 | 11/28/23 | REQ24-00022 | 8100-5590-000/100/300/800 MONTHLY WATER BY SITE | NOV 2023 7314177777 | 12/07/23 | Paid | Printed | 718.68 | 718.68 | |
| | | 2024 | (000186) | 01-0000-0-0000-8100-5590-000-000-00000 | | | | | | | |
| | | 2024 | (000187) | 01-0000-0-0000-8100-5590-100-000-00000 | | | | | | | |
| Check # | 40349036 | | | | | Check Date | 12/13/23 | PO# | PO24-00022 | Register # | 000104 |
| Total Invoice Amount | | | | | | | | 1,418.73 | | | |

Approval Batch 001449 (continued) Bank Account COUNTY - County Bank Account

| Fiscal Year | Invoice Date | Req # | Comment | Payment Id (Trans Batch Id) | Sched | Paymt Status | Check Status | Invoice Amount | Unpaid Sales Tax | Expense Amount |
|-------------|---------------|--|--|--|----------|--------------|---------------------|-----------------------------|-------------------|----------------|
| AP Vendor | | | EWELL EDUCATIONAL SERVICES INC (002022/1) PO BOX 3298 GLEN ROSE, TX 76043-3298 | | | | | | | |
| 2023/24 | 12/07/23 | R24-00021 | ARBUCKLE FIELD DAY FEB 3 6387-5200-100 | 103-18320 | 12/07/23 | Paid | Printed | 220.00 | | 220.00 |
| Check # | 2024 (001879) | 01-6387-0-3800-1000-5200-100-000-00000 | | | | 40349037 | Check Date 12/13/23 | PO# PO24-00088 | Register # 000104 | |
| 2023/24 | 12/07/23 | R24-00021 | CHICO-BUTTE FIELD DAY FEB 10 6387-5200-100 | 103-18372 | 12/07/23 | Paid | Printed | 532.00 | | 532.00 |
| Check # | 2024 (001879) | 01-6387-0-3800-1000-5200-100-000-00000 | | | | 40349037 | Check Date 12/13/23 | PO# PO24-00088 | Register # 000104 | |
| | | | | | | | | Total Invoice Amount | 752.00 | |
| AP Vendor | | | FOLLETT SCHOOL SOLUTIONS INC (000201/1) 91826 COLLECTION CENTER DRIVE CHICAGO, IL 60693-0918 | | | | | | | |
| F | 2023/24 | 12/04/23 | REQ24-00130 | RS 2600 BOOKS FOR HHS LIBRARY - SET UP | 731525F | 12/07/23 | Paid | Printed | 770.19 | 770.19 |
| Check # | 2024 (003120) | 01-2600-0-1110-1000-4300-100-000-00000 | | | | 40349038 | Check Date 12/13/23 | PO# PO24-00266 | Register # 000104 | |
| | | | | | | | | Total Invoice Amount | 770.19 | |
| AP Vendor | | | MJB WELDING SUPPLY (000524/1) P O BOX 2166 CHICO, CA 95927 | | | | | | | |
| 2023/24 | 11/30/23 | REQ24-00075 | NOV 2023 RENTAL 0350-4300/5890-053 AG WELDING | 1456468 | 12/07/23 | Paid | Printed | 12.90 | | 12.90 |
| Check # | 2024 (000493) | 01-0350-0-6000-1000-5890-100-053-00000 | | | | 40349039 | Check Date 12/13/23 | PO# PO24-00101 | Register # 000104 | |
| | | | | | | | | Total Invoice Amount | 12.90 | |
| AP Vendor | | | ORLAND HARDWARE (000027/1) 820 FIFTH STREET ORLAND, CA 95963 | | | | | | | |

Approval Batch 001449 (continued) Bank Account COUNTY - County Bank Account

| Fiscal Year | Invoice Date | Req # | Comment | Payment Id (Trans Batch Id) | Sched | Paymt Status | Check Status | Invoice Amount | Unpaid Sales Tax | Expense Amount |
|-----------------------------|--------------|---------------|---|-----------------------------|----------|--------------|--------------|----------------|------------------|----------------|
| AP Vendor | | | ORLAND HARDWARE (000027/1) (continued) | | | | | | | |
| 2023/24 | 11/01/23 | REQ24-00017 | 8150-8100-4300 CAFE ROOF REPAIR SUPPLIES OPEN | 545004 | 12/07/23 | Paid | Printed | 286.36 | | 286.36 |
| Check # | 40349040 | 2024 (001142) | 01-8150-0-0000-8100-4300-000-000-00000 | | | Check Date | 12/13/23 | PO# PO24-00017 | Register # | 000104 |
| 2023/24 | 11/01/23 | REQ24-00017 | 8100-4300 MAINT DEPT SUPPLIES OPEN | 545050 | 12/07/23 | Paid | Printed | 96.31 | | 96.31 |
| Check # | 40349040 | 2024 (002264) | 01-0000-0-0000-8100-4300-000-000-00000 | | | Check Date | 12/13/23 | PO# PO24-00017 | Register # | 000104 |
| 2023/24 | 11/15/23 | REQ24-00017 | 8100-4300 MAINT DEPT SUPPLIES OPEN | 546197 | 12/07/23 | Paid | Printed | 136.15 | | 136.15 |
| Check # | 40349040 | 2024 (002264) | 01-0000-0-0000-8100-4300-000-000-00000 | | | Check Date | 12/13/23 | PO# PO24-00017 | Register # | 000104 |
| 2023/24 | 11/25/23 | REQ24-00017 | 8100-4300 MAINT DEPT SUPPLIES OPEN | 546935 | 12/07/23 | Paid | Printed | 206.62 | | 206.62 |
| Check # | 40349040 | 2024 (002264) | 01-0000-0-0000-8100-4300-000-000-00000 | | | Check Date | 12/13/23 | PO# PO24-00017 | Register # | 000104 |
| 2023/24 | 11/25/23 | REQ24-00138 | 2600 ELOP 3/8-16 DRILL 15/32 - WHEEL HARDWARE | 546936 | 12/07/23 | Paid | Printed | 80.68 | | 80.68 |
| Check # | 40349040 | 2024 (003120) | 01-2600-0-1110-1000-4300-100-000-00000 | | | Check Date | 12/13/23 | PO# PO24-00314 | Register # | 000104 |
| Total Invoice Amount | | | | | | | | 806.12 | | |

AP Vendor **WASTE MANAGEMENT (000377/1)**
 BOX 541065
 LOS ANGELES, CA 90054-1065

| | | | | | | | | | | |
|---------|----------|---------------|--|----------------------|----------|------------|----------|----------------|------------|----------|
| 2023/24 | 12/02/23 | REQ24-00002 | 8100-5590-000/100/ 300/800 GARBAGE SERVICE | DEC 2023 40236285003 | 12/07/23 | Paid | Printed | 1,548.48 | | 1,548.48 |
| Check # | 40349041 | 2024 (000186) | 01-0000-0-0000-8100-5590-000-000-00000 | | | 619.39 | | | | |
| | | 2024 (000187) | 01-0000-0-0000-8100-5590-100-000-00000 | | | 929.09 | | | | |
| Check # | 40349041 | | | | | Check Date | 12/13/23 | PO# PO24-00002 | Register # | 000104 |

| Approval Batch 001449 (continued) | | | | | | | Bank Account COUNTY - County Bank Account | | | |
|-----------------------------------|--------------|-----------------------------|--|-----------------------------|-------------|---------------------|---|-----------------|-------------------|----------------|
| Fiscal Year | Invoice Date | Req # | Comment | Payment Id (Trans Batch Id) | Sched | Paymt Status | Check Status | Invoice Amount | Unpaid Sales Tax | Expense Amount |
| AP Vendor | | WASTE MANAGEMENT (000377/1) | | | (continued) | | (continued) | | | |
| 2023/24 | 12/01/23 | REQ24-00002 | 8100-5590-000/100/ 300/800 GARBAGE SERVICE | DEC 2023 40238215004 | 12/07/23 | Paid | Printed | 578.51 | | 578.51 |
| Check # | 40349041 | 2024 (000189) | 01-0000-0-0000-8100-5590-800-000-00000 | | | Check Date 12/13/23 | PO# PO24-00002 | | Register # 000104 | |
| 2023/24 | 12/01/23 | REQ24-00002 | 8100-5590-000/100/ 300/800 GARBAGE SERVICE | DEC 2023 40238285009 | 12/07/23 | Paid | Printed | 506.30 | | 506.30 |
| Check # | 40349041 | 2024 (000189) | 01-0000-0-0000-8100-5590-800-000-00000 | | | Check Date 12/13/23 | PO# PO24-00002 | | Register # 000104 | |
| 2023/24 | 12/01/23 | REQ24-00002 | 8100-5590-000/100/ 300/800 GARBAGE SERVICE | DEC 2023 40238905009 | 12/07/23 | Paid | Printed | 309.69 | | 309.69 |
| Check # | 40349041 | 2024 (000188) | 01-0000-0-0000-8100-5590-300-000-00000 | | | Check Date 12/13/23 | PO# PO24-00002 | | Register # 000104 | |
| Total Invoice Amount | | | | | | | | 2,942.98 | | |

| Approval Batch 001467 | | | | | | | Bank Account COUNTY - County Bank Account | | | |
|--|--------------|----------|-----------|--|-----------|--------------|---|-----------------------------|------------------|----------------|
| Fiscal Year | Invoice Date | Req # | Comment | Payment Id (Trans Batch Id) | Sched | Paymt Status | Check Status | Invoice Amount | Unpaid Sales Tax | Expense Amount |
| AP Vendor | | | | | | | | | | |
| CASBO (000156/1) | | | | | | | | | | |
| 1001 K STREET 5TH FLOOR | | | | | | | | | | |
| SACRAMENTO, CA 95814 | | | | | | | | | | |
| F | 2023/24 | 12/08/23 | R24-00268 | PURCHASING 101 & 201 VIRTUAL TRAINING FOR KH | 000215282 | 12/11/23 | Paid | Printed | 255.00 | 255.00 |
| 2024 (000177) 01-0000-0-0000-7300-5200-000-000-00000 | | | | | | | | | | |
| Check # 40349042 | | | | | | | | | | |
| F | 2023/24 | 12/08/23 | R24-00269 | ADV PRIN OF SCH LAW TRAINING FOR KH | 000215291 | 12/11/23 | Paid | Printed | 215.00 | 215.00 |
| 2024 (000177) 01-0000-0-0000-7300-5200-000-000-00000 | | | | | | | | | | |
| Check # 40349042 | | | | | | | | | | |
| | | | | | | | | Total Invoice Amount | 470.00 | |

Check Date 12/13/23 PO# PO24-00405 Register # 000105

Check Date 12/13/23 PO# PO24-00406 Register # 000105

ReqPay05g

Payment Register by Approval BatchId

Approval Batch 001470 Bank Account COUNTY - County Bank Account

| Fiscal Year | Invoice Date | Req # | Comment | Payment Id (Trans Batch Id) | Sched | Paymt Status | Check Status | Invoice Amount | Unpaid Sales Tax | Expense Amount | |
|---|--------------|----------|-----------|--|----------------------|--------------|--------------|----------------|------------------|----------------|--------|
| AP Vendor U.S. BANK CORPORATE PAYMENT SYSTEM (001382/1) P.O. BOX 790428 ST. LOUIS, MO 63179-0428 | | | | | | | | | | | |
| F | 2023/24 | 11/22/23 | R24-00214 | 4300-100-006 ATHLETIC FIRST AID KITS | 1ST AID SPORTS | 12/12/23 | Paid | Printed | 216.54 | 216.54 | |
| | | | | 2024 (000244) 01-0000-0-1110-1000-4300-100-006-00000 | | | | | | | |
| | Check # | 40349235 | | | | Check Date | 12/20/23 | PO# | PO24-00354 | Register # | 000107 |
| F | 2023/24 | 11/22/23 | R24-00205 | 4300-100 folders and desk for classroom C Cruz | C CRUZ | 12/12/23 | Paid | Printed | 113.50 | 113.50 | |
| | | | | 2024 (000243) 01-0000-0-1110-1000-4300-100-000-00000 | | | | | | | |
| | Check # | 40349235 | | | | Check Date | 12/20/23 | PO# | PO24-00337 | Register # | 000107 |
| | 2023/24 | 11/22/23 | | NEVCO CONTROLLER REPAIRS | CONTROLLER REPAIRS | 12/12/23 | Paid | Printed | 209.06 | 209.06 | |
| | | | | 2024 (000284) 01-0000-0-1110-1000-5630-100-000-00000 | | | | | | | |
| | Check # | 40349235 | | | | Check Date | 12/20/23 | PO# | | Register # | 000107 |
| F | 2023/24 | 11/22/23 | R24-00219 | 6266-5CPM CONF FLIGHTS | CPM FLIGHTS | 12/12/23 | Paid | Printed | 1,494.80 | 1,494.80 | |
| | | | | 2024 (002138) 01-6266-0-1110-1000-5200-100-000-00000 | | | 896.88 | | | | |
| | | | | 2024 (002139) 01-6266-0-1110-1000-5200-800-000-00000 | | | 597.92 | | | | |
| | Check # | 40349235 | | | | Check Date | 12/20/23 | PO# | PO24-00346 | Register # | 000107 |
| F | 2023/24 | 11/22/23 | R24-00096 | 5890-100 EDUCREATIONS RENEWAL 11/5/23 | EDUCRATIONS 23-24 | 12/12/23 | Paid | Printed | 99.00 | 99.00 | |
| | | | | 2024 (000296) 01-0000-0-1110-1000-5890-100-000-00000 | | | | | | | |
| | Check # | 40349235 | | | | Check Date | 12/20/23 | PO# | PO24-00190 | Register # | 000107 |
| | 2023/24 | 11/22/23 | | ELEM CAFE ROOF REPAIRS | ELEM ROOF REPAIRS | 12/12/23 | Paid | Printed | 653.40 | 653.40 | |
| | | | | 2024 (001147) 01-8150-0-0000-8100-5630-000-000-00000 | | | | | | | |
| | Check # | 40349235 | | | | Check Date | 12/20/23 | PO# | | Register # | 000107 |
| | 2023/24 | 11/22/23 | | FORKLIFT FUEL | F-LIFT FUEL NOV 2023 | 12/12/23 | Paid | Printed | 22.68 | 22.68 | |
| | | | | 2024 (001286) 11-6391-0-4110-1000-4392-000-021-00000 | | | | | | | |
| | Check # | 40349235 | | | | Check Date | 12/20/23 | PO# | | Register # | 000107 |
| | 2023/24 | 11/22/23 | R24-00149 | 6387-4300-100 VET CLASS & HANGERS | HANGERS | 12/12/23 | Paid | Printed | 64.32 | 64.32 | |

Selection Sorted by Approval BatchId, Filtered by (Org = 12, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 12/7/2023, Ending Check/Advice Date = 1/5/2024, Page Break by Check/Advice? = N, Zero? = N)

| Approval Batch 001470 (continued) | | | | | | | Bank Account COUNTY - County Bank Account | | | | |
|---|--|---------------|--|-----------------------------|-------------------------------------|---------------------|---|-------------------|-------------------|----------------|--------|
| Fiscal Year | Invoice Date | Req # | Comment | Payment Id (Trans Batch Id) | Sched | Paymt Status | Check Status | Invoice Amount | Unpaid Sales Tax | Expense Amount | |
| AP Vendor U.S. BANK CORPORATE PAYMENT SYSTEM (001382/1) (continued) | | | | | | | (continued) | | | | |
| 2023/24 | 11/22/23 | R24-00149 | 6387-4300-100 VET CLASS & HANGERS | HANGERS (continued) | 12/12/23 | Paid | Printed | (continued) | | | |
| Check # | 40349235 | 2024 (000919) | 01-6387-0-3800-1000-4300-100-000-00000 | | | Check Date 12/20/23 | PO# PO24-00311 | Register # 000107 | | | |
| 2023/24 | 11/22/23 | R24-00221 | 2600-4300-100 ELOP HS LIBRARY PROJ | HS LIB ELOP | 12/12/23 | Paid | Printed | 277.06 | | 277.06 | |
| Check # | 40349235 | 2024 (003120) | 01-2600-0-1110-1000-4300-100-000-00000 | | | Check Date 12/20/23 | PO# PO24-00357 | Register # 000107 | | | |
| F 2023/24 | 11/22/23 | R24-00198 | 2600 LIBRARY SET UP | HS LIB SETUP | 12/12/23 | Paid | Printed | 213.47 | | 213.47 | |
| Check # | 40349235 | 2024 (003120) | 01-2600-0-1110-1000-4300-100-000-00000 | | | Check Date 12/20/23 | PO# PO24-00356 | Register # 000107 | | | |
| F 2023/24 | 11/22/23 | R24-00206 | supplies for classroom | NOV 2023 | 12/12/23 | Paid | Printed | 71.08 | | 71.08 | |
| Check # | 40349235 | 2024 (000243) | 01-0000-0-1110-1000-4300-100-000-00000 | | | Check Date 12/20/23 | PO# PO24-00351 | Register # 000107 | | | |
| 2023/24 | 11/22/23 | REQ24-00072 | 7010-4300/4392 AIG ANDY OPEN | NOV 2023 AIG | 12/12/23 | Paid | Printed | 1,226.77 | | 1,226.77 | |
| Check # | 40349235 | 2024 (000935) | 01-7010-0-3800-1000-4392-100-000-00000 | | | 1,216.77 | | | | | |
| 2024 (000942) | 01-7010-0-3800-1000-5890-100-000-00000 | | | | | 10.00 | | | | | |
| Check # | 40349235 | 2023/24 | 11/22/23 | REQ24-00120 | OPEN CAFE PO FOR FOOD AND SUPPLIES | NOV 2023 CAFE | 12/12/23 | Paid | Printed | 151.76 | 151.76 |
| Check # | 40349235 | 2024 (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | 122.76 | | | | | |
| 2024 (001390) | 13-5310-0-0000-3700-5890-000-000-00000 | | | | | 29.00 | | | | | |
| Check # | 40349235 | 2023/24 | 11/22/23 | REQ24-00080 | 7150-4300/5200/5890 DIST SUPER OPEN | NOV 2023 JP OPEN | 12/12/23 | Paid | Printed | 347.79 | 347.79 |
| Check # | 40349235 | 2024 (000146) | 01-0000-0-0000-7110-5890-000-000-00000 | | | 15.99 | | | | | |
| 2024 (000161) | 01-0000-0-0000-7150-5200-000-000-00000 | | | | | 83.48 | | | | | |
| 2024 (000240) | 01-0000-0-1110-1000-4300-000-000-00000 | | | | | 248.32 | | | | | |
| Check # | 40349235 | 2023/24 | 11/22/23 | REQ24-00090 | | | 12/20/23 | PO# PO24-00090 | Register # 000107 | | |

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Payment Register by Approval BatchId

| Approval Batch 001470 (continued) | | | | | | Bank Account COUNTY - County Bank Account | | | | | |
|-----------------------------------|--------------|---------------------------|---|---|-----------------|---|--------------|----------------|------------------|----------------|----------|
| Fiscal Year | Invoice Date | Req # | Comment | Payment Id (Trans Batch Id) | Sched | Paymt Status | Check Status | Invoice Amount | Unpaid Sales Tax | Expense Amount | |
| AP Vendor | | U.S. BANK CORPORATE | | | | | | | | (continued) | |
| | | PAYMENT SYSTEM (001382/1) | | | (continued) | | | | | | |
| 2023/24 | 11/22/23 | REQ24-00095 | 8100-4300 MAIN DEPT OPEN | NOV 2023 MAINT | 12/12/23 | Paid | Printed | 1,294.80 | | 1,294.80 | |
| | | 2024 (002264) | 01-0000-0-0000-8100-4300-000-000-00000 | | | | | 725.96 | | | |
| | | 2024 (000183) | 01-0000-0-0000-8100-4392-000-000-00000 | | | | | 568.84 | | | |
| Check # | 40349235 | | | | | Check Date | 12/20/23 | PO# | PO24-00130 | Register # | 000107 |
| F | 2023/24 | 11/22/23 | R24-00086 | 11-6391-4300-019 FINE ARTS CLASS SUPPLIES | NOV 2023 MM ART | 12/12/23 | Paid | Printed | 1,954.57 | | 1,954.57 |
| | | 2024 (002763) | 11-6391-0-4110-1000-4300-000-019-00000 | | | | | | | | |
| Check # | 40349235 | | | | | Check Date | 12/20/23 | PO# | PO24-00185 | Register # | 000107 |
| 2023/24 | 11/22/23 | R24-00226 | 4300-100 Science experiment items from Dollar General | NOV 2023 SCIENCE | 12/12/23 | Paid | Printed | 16.20 | | 16.20 | |
| | | 2024 (000243) | 01-0000-0-1110-1000-4300-100-000-00000 | | | | | | | | |
| Check # | 40349235 | | | | | Check Date | 12/20/23 | PO# | PO24-00361 | Register # | 000107 |
| F | 2023/24 | 11/22/23 | R24-00230 | 6 rolls paper HDMI Cables | PAPER ROLLS | 12/12/23 | Paid | Printed | 80.43 | | 80.43 |
| | | 2024 (002970) | 01-1400-0-3200-1000-4300-300-000-00000 | | | | | | | | |
| Check # | 40349235 | | | | | Check Date | 12/20/23 | PO# | PO24-00370 | Register # | 000107 |
| F | 2023/24 | 11/22/23 | R24-00210 | 4300-800 Quiroz-Amazon Battery Charger | QUIROZ CHARGE | 12/12/23 | Paid | Printed | 22.18 | | 22.18 |
| | | 2024 (000257) | 01-0000-0-1110-1000-4300-800-000-00000 | | | | | | | | |
| Check # | 40349235 | | | | | Check Date | 12/20/23 | PO# | PO24-00353 | Register # | 000107 |
| 2023/24 | 11/22/23 | R24-00207 | 4300-100 skateboards and ceramic skulls | SKTBRDS SKULLS | 12/12/23 | Paid | Printed | 91.15 | | 91.15 | |
| | | 2024 (000243) | 01-0000-0-1110-1000-4300-100-000-00000 | | | | | | | | |
| Check # | 40349235 | | | | | Check Date | 12/20/23 | PO# | PO24-00352 | Register # | 000107 |
| F | 2023/24 | 11/22/23 | R24-00231 | Steele Soccer Keeper Gloves - 2 pair | SOCCER GLOVES | 12/12/23 | Paid | Printed | 160.86 | | 160.86 |
| | | 2024 (000244) | 01-0000-0-1110-1000-4300-100-006-00000 | | | | | | | | |
| Check # | 40349235 | | | | | Check Date | 12/20/23 | PO# | PO24-00372 | Register # | 000107 |
| 2023/24 | 11/22/23 | | SHIP PART TO NEVCO | UPS SHIP NEVCO | 12/12/23 | Paid | Printed | 40.57 | | 40.57 | |

Selection Sorted by Approval BatchId, Filtered by (Org = 12, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 12/7/2023, Ending Check/Advice Date = 1/5/2024, Page Break by Check/Advice? = N, Zero? = N)

Approval Batch 001470 (continued) Bank Account COUNTY - County Bank Account

| Fiscal Year | Invoice Date | Req # | Comment | Payment Id (Trans Batch Id) | Sched | Paymt Status | Check Status | Invoice Amount | Unpaid Sales Tax | Expense Amount | |
|-----------------------------|--------------|---|--|-----------------------------|----------|---------------------|--------------|-------------------|------------------|----------------|--|
| Direct Vendor | | U.S. BANK CORPORATE PAYMENT SYSTEM (001382/1) (continued) | | | | | | | | (continued) | |
| 2023/24 | 11/22/23 | | SHIP PART TO NEVCO | UPS SHIP NEVCO (continued) | 12/12/23 | Paid | Printed | (continued) | | | |
| Check # | 40349235 | 2024 (000122) | 01-0000-0-0000-2700-5990-000-000-00000 | | | Check Date 12/20/23 | PO# | Register # 000107 | | | |
| Total Invoice Amount | | | | | | | | 8,821.99 | | | |

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Payment Register by Approval BatchId

| Approval Batch 001471 | | | | | | Bank Account COUNTY - County Bank Account | | | | | |
|-----------------------|--------------|---------------|--|-----------------------------|----------|---|--------------|----------------|------------------|----------------|--------|
| Fiscal Year | Invoice Date | Req # | Comment | Payment Id (Trans Batch Id) | Sched | Paymt Status | Check Status | Invoice Amount | Unpaid Sales Tax | Expense Amount | |
| AP Vendor | | | ACCULARM SECURITY SYSTEMS (001187/1) 2348 BALDWIN AVE OROVILLE, CA 95966 | | | | | | | | |
| 2023/24 | 12/12/23 | REQ23-00344 | HS SITE 8500-6200 SECURITY SYSTEM | 272522 | 12/12/23 | Paid | Printed | 22,200.00 | | 22,200.00 | |
| | | 2024 (003129) | 01-0000-0-0000-8500-6200-000-000-00000 | | | | | | | | |
| Check # | 40349236 | | | | | Check Date | 12/20/23 | PO# | PO23-00558 | Register # | 000108 |
| 2023/24 | 12/12/23 | REQ23-00344 | ELEM SITE 8500-6200 SECURITY SYSTEM- | 275816 | 12/12/23 | Paid | Printed | 15,210.00 | | 15,210.00 | |
| | | 2024 (003129) | 01-0000-0-0000-8500-6200-000-000-00000 | | | | | | | | |
| Check # | 40349236 | | | | | Check Date | 12/20/23 | PO# | PO23-00558 | Register # | 000108 |
| 2023/24 | 12/12/23 | REQ23-00344 | ADULT ED SITE 8500-6200 SECURITY SYSTEM- | 275817 | 12/12/23 | Paid | Printed | 3,080.00 | | 3,080.00 | |
| | | 2024 (003129) | 01-0000-0-0000-8500-6200-000-000-00000 | | | | | | | | |
| Check # | 40349236 | | | | | Check Date | 12/20/23 | PO# | PO23-00558 | Register # | 000108 |
| 2023/24 | 12/12/23 | REQ23-00344 | ELLA BARKLEY SITE 8500-6200 SECURITY SYSTEM- | 275818 | 12/12/23 | Paid | Printed | 5,150.00 | | 5,150.00 | |
| | | 2024 (003129) | 01-0000-0-0000-8500-6200-000-000-00000 | | | | | | | | |
| Check # | 40349236 | | | | | Check Date | 12/20/23 | PO# | PO23-00558 | Register # | 000108 |
| F 2023/24 | 12/12/23 | R24-00028 | HIGH SCHOOL SITE 5890-800 MONITORING | 275819 | 12/12/23 | Paid | Printed | 770.00 | | 770.00 | |
| | | 2024 (000296) | 01-0000-0-1110-1000-5890-100-000-00000 | | | | | | | | |
| Check # | 40349236 | | | | | Check Date | 12/20/23 | PO# | PO24-00149 | Register # | 000108 |
| F 2023/24 | 12/12/23 | R24-00028 | ELLA BARKLEY SITE 5890-800 MONITORING | 275820 | 12/12/23 | Paid | Printed | 770.00 | | 770.00 | |
| | | 2024 (000334) | 01-0000-0-3200-1000-5890-300-000-00000 | | | | | | | | |
| Check # | 40349236 | | | | | Check Date | 12/20/23 | PO# | PO24-00149 | Register # | 000108 |
| F 2023/24 | 12/12/23 | R24-00028 | ADULT ED SITE 5890-800 MONITORING | 275821 | 12/12/23 | Paid | Printed | 770.00 | | 770.00 | |
| | | 2024 (001295) | 11-6391-0-4110-1000-5890-000-000-00000 | | | | | | | | |
| Check # | 40349236 | | | | | Check Date | 12/20/23 | PO# | PO24-00149 | Register # | 000108 |

Selection Sorted by Approval BatchId, Filtered by (Org = 12, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 12/7/2023, Ending Check/Advice Date = 1/5/2024, Page Break by Check/Advice? = N, Zero? = N)

Approval Batch 001471 (continued) Bank Account COUNTY - County Bank Account

| Fiscal Year | Invoice Date | Req # | Comment | Payment Id (Trans Batch Id) | Sched | Paymt Status | Check Status | Invoice Amount | Unpaid Sales Tax | Expense Amount | |
|-----------------------------|--------------|----------|--|----------------------------------|--------|--------------|--------------|---------------------|------------------|----------------|-------------------|
| AP Vendor | | | ACCULARM SECURITY SYSTEMS (001187/1) (continued) | | | | (continued) | | | | |
| F | 2023/24 | 12/16/23 | R24-00028 | ELEM SITE MONITORING 5890-800 | 276024 | 12/12/23 | Paid | Printed | 739.00 | 739.00 | |
| Check # | | | 2024 (000301) 01-0000-0-1110-1000-5890-800-000-00000 | | | 40349236 | | Check Date 12/20/23 | | PO# PO24-00149 | Register # 000108 |
| Total Invoice Amount | | | | | | | | 48,689.00 | | | |

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|-----------------------------|---------|----------|--|---|-------|----------|------|---------------------|--------|----------------|-------------------|
| AP Vendor | | | ACCURATE PLUMBING (002079/1) PO BOX 3056 CHICO, CA 95927 | | | | | | | | |
| | 2023/24 | 12/12/23 | REQ24-00091 | 8100-5630 MAINT OPEN PLUMBING REPAIRS | 32604 | 12/12/23 | Paid | Printed | 896.50 | 896.50 | |
| Check # | | | 2024 (000190) 01-0000-0-0000-8100-5630-000-000-00000 | | | 40349237 | | Check Date 12/20/23 | | PO# PO24-00131 | Register # 000108 |
| Total Invoice Amount | | | | | | | | 896.50 | | | |

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|-----------------------------|---------|----------|--|---------------------------------|----------------|----------|------|---------------------|-------|-------|-------------------|
| Direct Employee | | | AVAKIAN, AMANDA (001002) 14330 SINCLAIR CIRCLE MAGALIA, CA 95954 | | | | | | | | |
| | 2023/24 | 11/27/23 | | 6266-5200-100 CPM CONF MEALS | CPM CONF MEALS | 12/12/23 | Paid | Printed | 90.00 | 90.00 | |
| Check # | | | 2024 (002138) 01-6266-0-1110-1000-5200-100-000-00000 | | | 40349238 | | Check Date 12/20/23 | | PO# | Register # 000108 |
| Total Invoice Amount | | | | | | | | 90.00 | | | |

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|-----------------------------|---------|----------|--|---------------------------------|----------------|----------|------|---------------------|-------|-------|-------------------|
| Direct Employee | | | BOCAST, RAQUEL S (000585) 897 BRANDONBURY LANE CHICO, CA 95926 | | | | | | | | |
| | 2023/24 | 11/27/23 | | 6266-5200-100 CPM CONF MEALS | CPM CONF MEALS | 12/12/23 | Paid | Printed | 90.00 | 90.00 | |
| Check # | | | 2024 (002138) 01-6266-0-1110-1000-5200-100-000-00000 | | | 40349239 | | Check Date 12/20/23 | | PO# | Register # 000108 |
| Total Invoice Amount | | | | | | | | 90.00 | | | |

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|-----------|--|--|---|--|--|--|--|--|--|--|--|
| AP Vendor | | | CALIFORNIA WATER SERVICE CO (000053/1) PO BOX 7229 SAN FRANCISCO, CA 94120-7229 | | | | | | | | |
|-----------|--|--|---|--|--|--|--|--|--|--|--|

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Payment Register by Approval BatchId

Approval Batch 001471 (continued) Bank Account COUNTY - County Bank Account

| Fiscal Year | Invoice Date | Req # | Comment | Payment Id (Trans Batch Id) | Sched | Paymt Status | Check Status | Invoice Amount | Unpaid Sales Tax | Expense Amount |
|--|--------------|---------------|---|-----------------------------|----------|---------------------|----------------|----------------|-------------------|----------------|
| AP Vendor CALIFORNIA WATER SERVICE CO (000053/1) (continued) | | | | | | | | | | |
| 2023/24 | 11/30/23 | REQ24-00022 | 8100-5590-000/100/300/800 MONTHLY WATER BY SITE | NOV 2023 3141117777 | 12/12/23 | Paid | Printed | 55.34 | | 55.34 |
| Check # | 40349240 | 2024 (000186) | 01-0000-0-0000-8100-5590-000-000-00000 | | | Check Date 12/20/23 | PO# PO24-00022 | | Register # 000108 | |
| 2023/24 | 11/30/23 | REQ24-00022 | 8100-5590-000/100/300/800 MONTHLY WATER BY SITE | NOV 2023 4141117777 | 12/12/23 | Paid | Printed | 55.34 | | 55.34 |
| Check # | 40349240 | 2024 (000186) | 01-0000-0-0000-8100-5590-000-000-00000 | | | Check Date 12/20/23 | PO# PO24-00022 | | Register # 000108 | |
| Total Invoice Amount | | | | | | | | 110.68 | | |

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|---|----------|---------------|--|----------------|----------|---------------------|---------|--------------|-------------------|-------|
| Direct Employee CHARLON, ALEXANDRA L (000056) 46 BARKER CT. CHICO, CA 95928 | | | | | | | | | | |
| 2023/24 | 11/27/23 | | 6266-5200-100 CPM CONF MEALS | CPM CONF MEALS | 12/12/23 | Paid | Printed | 90.00 | | 90.00 |
| Check # | 40349241 | 2024 (002138) | 01-6266-0-1110-1000-5200-100-000-00000 | | | Check Date 12/20/23 | PO# | | Register # 000108 | |
| Total Invoice Amount | | | | | | | | 90.00 | | |

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|--|----------|---------------|--|--|--------|---------------------|----------------|------------------|-------------------|-----------|
| AP Vendor CORNING FORD (001072/1) 2280 SHORT DR. CORNING, CA 96021 | | | | | | | | | | |
| F | 2023/24 | 12/12/23 | R24-00237 | 8500-6400-406 New District Passenger Van | 253903 | 12/12/23 | Paid | Printed | 62,267.13 | 62,267.13 |
| Check # | 40349242 | 2024 (003181) | 01-0000-0-0000-8500-6400-000-406-00000 | | | Check Date 12/20/23 | PO# PO24-00376 | | Register # 000108 | |
| Total Invoice Amount | | | | | | | | 62,267.13 | | |

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|--|----------|---------------|--|--------|----------|----------|---------|----------|--|----------|
| AP Vendor DANIELSEN CO (000764/1) 435 SOUTHGATE CT CHICO, CA 95928 | | | | | | | | | | |
| 2023/24 | 11/13/23 | REQ24-00025 | 13-5310/5460-3700-4300/4700 | 316344 | 12/12/23 | Paid | Printed | 2,219.55 | | 2,219.55 |
| | | 2024 (001385) | 13-5310-0-0000-3700-4300-000-000-00000 | | | 100.21 | | | | |
| | | 2024 (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | 2,111.34 | | | | |
| | | 2024 (001390) | 13-5310-0-0000-3700-5890-000-000-00000 | | | 8.00 | | | | |

Selection Sorted by Approval BatchId, Filtered by (Org = 12, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 12/7/2023, Ending Check/Advice Date = 1/5/2024, Page Break by Check/Advice? = N, Zero? = N)

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Payment Register by Approval BatchId

Approval Batch 001471 (continued) Bank Account COUNTY - County Bank Account

| Fiscal Year | Invoice Date | Req # | Comment | Payment Id (Trans Batch Id) | Sched | Paymt Status | Check Status | Invoice Amount | Unpaid Sales Tax | Expense Amount |
|---|--------------|-------------|--|-----------------------------|----------|---------------------|----------------|------------------|-------------------|----------------|
| AP Vendor DANIELSEN CO (000764/1) (continued) | | | | | | | | | | |
| Check # | 40349243 | | | | | Check Date 12/20/23 | PO# PO24-00025 | | Register # 000108 | |
| 2023/24 | 11/27/23 | REQ24-00025 | 13-5310/5460-3700-4300/4700 | 316953 | 12/12/23 | Paid | Printed | 2,434.63 | | 2,434.63 |
| | 2024 | (001385) | 13-5310-0-0000-3700-4300-000-000-00000 | | | | | 192.54 | | |
| | 2024 | (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | | | 2,234.09 | | |
| | 2024 | (001390) | 13-5310-0-0000-3700-5890-000-000-00000 | | | | | 8.00 | | |
| Check # | 40349243 | | | | | Check Date 12/20/23 | PO# PO24-00025 | | Register # 000108 | |
| 2023/24 | 11/27/23 | REQ24-00025 | 13-5310/5460-3700-4300/4700 | 316966 | 12/12/23 | Paid | Printed | 2,356.77 | | 2,356.77 |
| | 2024 | (001385) | 13-5310-0-0000-3700-4300-000-000-00000 | | | | | 182.50 | | |
| | 2024 | (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | | | 1,803.66 | | |
| | 2024 | (001390) | 13-5310-0-0000-3700-5890-000-000-00000 | | | | | 8.00 | | |
| | 2024 | (003139) | 13-5460-0-0000-3700-4300-000-049-00000 | | | | | 57.15 | | |
| | 2024 | (003140) | 13-5460-0-0000-3700-4700-000-049-00000 | | | | | 305.46 | | |
| Check # | 40349243 | | | | | Check Date 12/20/23 | PO# PO24-00025 | | Register # 000108 | |
| 2023/24 | 12/04/23 | REQ24-00025 | 13-5310/5460-3700-4300/4700 | 317633 | 12/12/23 | Paid | Printed | 4,345.50 | | 4,345.50 |
| | 2024 | (001385) | 13-5310-0-0000-3700-4300-000-000-00000 | | | | | 302.76 | | |
| | 2024 | (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | | | 3,409.97 | | |
| | 2024 | (001390) | 13-5310-0-0000-3700-5890-000-000-00000 | | | | | 8.00 | | |
| | 2024 | (003139) | 13-5460-0-0000-3700-4300-000-049-00000 | | | | | 38.10 | | |
| | 2024 | (003140) | 13-5460-0-0000-3700-4700-000-049-00000 | | | | | 586.67 | | |
| Check # | 40349243 | | | | | Check Date 12/20/23 | PO# PO24-00025 | | Register # 000108 | |
| 2023/24 | 12/04/23 | REQ24-00025 | 13-5310/5460-3700-4300/4700 | 317679 | 12/12/23 | Paid | Printed | 2,169.72 | | 2,169.72 |
| | 2024 | (001385) | 13-5310-0-0000-3700-4300-000-000-00000 | | | | | 123.67 | | |
| | 2024 | (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | | | 2,038.05 | | |
| | 2024 | (001390) | 13-5310-0-0000-3700-5890-000-000-00000 | | | | | 8.00 | | |
| Check # | 40349243 | | | | | Check Date 12/20/23 | PO# PO24-00025 | | Register # 000108 | |
| Total Invoice Amount | | | | | | | | 13,526.17 | | |

Direct Employee DIAZ, PATRICIA (000621)
890 CAPAY ROAD
ORLAND, CA 95963

| | | | | | | | | | | |
|---------|----------|----------|--|----------------|----------|---------------------|---------|-------|-------------------|-------|
| 2023/24 | 11/27/23 | | 6266-5200-100 CPM CONF MEALS | CPM CONF MEALS | 12/12/23 | Paid | Printed | 90.00 | | 90.00 |
| | 2024 | (002138) | 01-6266-0-1110-1000-5200-100-000-00000 | | | | | | | |
| Check # | 40349244 | | | | | Check Date 12/20/23 | PO# | | Register # 000108 | |

Selection Sorted by Approval BatchId, Filtered by (Org = 12, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 12/7/2023, Ending Check/Advice Date = 1/5/2024, Page Break by Check/Advice? = N, Zero? = N)

Approval Batch 001471 (continued) Bank Account COUNTY - County Bank Account

| Fiscal Year | Invoice Date | Req # | Comment | Payment Id (Trans Batch Id) | Sched | Paymt Status | Check Status | Invoice Amount | Unpaid Sales Tax | Expense Amount |
|-------------|--------------|-------|---------|-----------------------------|-------|--------------|--------------|----------------|------------------|----------------|
|-------------|--------------|-------|---------|-----------------------------|-------|--------------|--------------|----------------|------------------|----------------|

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|-----------|--|---|--|--|--|--|--|--|--|--|
| AP Vendor | | GAGER DISTRIBUTING INC (000276/1) 2575 HIGHWAY 32 CHICO, CA 95973 | | | | | | | | |
|-----------|--|---|--|--|--|--|--|--|--|--|

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|-----------------------------|----------|--|---------------------------------------|--------|----------|---------------------|---------|----------------|--|-------------------|
| 2023/24 | 11/28/23 | REQ24-00004 | 13-5310-3700-4300 DISHWASHER-CAFES | 137069 | 12/12/23 | Paid | Printed | 416.91 | | 416.91 |
| Check # | | 2024 (001385) 13-5310-0-0000-3700-4300-000-000-00000 | | | | Check Date 12/20/23 | | PO# PO24-00004 | | Register # 000108 |
| 2023/24 | 11/28/23 | REQ24-00004 | 13-5310-3700-4300 DISHWASHER-CAFES | 137070 | 12/12/23 | Paid | Printed | 204.62 | | 204.62 |
| Check # | | 2024 (001385) 13-5310-0-0000-3700-4300-000-000-00000 | | | | Check Date 12/20/23 | | PO# PO24-00004 | | Register # 000108 |
| Total Invoice Amount | | | | | | | | 90.00 | | |

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|-----------|--|---|--|--|--|--|--|--|--|--|
| AP Vendor | | HILLYARD INC (000072/1) BOX 801400 KANSAS CITY, MO 64180-1400 | | | | | | | | |
|-----------|--|---|--|--|--|--|--|--|--|--|

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|-----------------------------|----------|--|----------------------------------|-----------|----------|---------------------|---------|-----------------|--|-------------------|
| 2023/24 | 11/30/23 | REQ24-00012 | 8100-4300 MAINT DEPT SUPPLIES | 605322053 | 12/12/23 | Paid | Printed | 1,362.29 | | 1,362.29 |
| Check # | | 2024 (002264) 01-0000-0-0000-8100-4300-000-000-00000 | | | | Check Date 12/20/23 | | PO# PO24-00012 | | Register # 000108 |
| Total Invoice Amount | | | | | | | | 1,362.29 | | |

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|-----------------|--|---|--|--|--|--|--|--|--|--|
| Direct Employee | | LARSON, LYNN M (000419) 1468 TRENTA DRIVE CHICO, CA 95926 | | | | | | | | |
|-----------------|--|---|--|--|--|--|--|--|--|--|

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|-----------------------------|----------|--|---------------------------------|----------------|----------|---------------------|---------|--------------|--|-------------------|
| 2023/24 | 11/27/23 | | 6266-5200-100 CPM CONF MEALS | CPM CONF MEALS | 12/12/23 | Paid | Printed | 90.00 | | 90.00 |
| Check # | | 2024 (002139) 01-6266-0-1110-1000-5200-800-000-00000 | | | | Check Date 12/20/23 | | PO# | | Register # 000108 |
| Total Invoice Amount | | | | | | | | 90.00 | | |

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|-----------|--|--|--|--|--|--|--|--|--|--|
| AP Vendor | | PROPACIFIC FRESH (000763/1) CHICO DIVISION PO BOX 1069 DURHAM, CA 95938 | | | | | | | | |
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Payment Register by Approval BatchId

| Approval Batch 001471 (continued) | | | | | | | Bank Account COUNTY - County Bank Account | | | |
|-----------------------------------|--------------|--|---|-----------------------------|----------|---------------------|---|-----------------|-------------------|----------------|
| Fiscal Year | Invoice Date | Req # | Comment | Payment Id (Trans Batch Id) | Sched | Paymt Status | Check Status | Invoice Amount | Unpaid Sales Tax | Expense Amount |
| AP Vendor | | PROPACIFIC FRESH (000763/1) (continued) | | | | | | | | |
| 2023/24 | 11/06/23 | REQ24-00007 | 13-5310/5320-3700-4700 | 7044920 | 12/12/23 | Paid | Printed | 621.44 | | 621.44 |
| Check # | 40349248 | 2024 (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | Check Date 12/20/23 | PO# PO24-00007 | | Register # 000108 | |
| 2023/24 | 11/13/23 | REQ24-00007 | 13-5310/5320-3700-4700 | 7046601 | 12/12/23 | Paid | Printed | 1,051.91 | | 1,051.91 |
| Check # | 40349248 | 2024 (001385) | 13-5310-0-0000-3700-4300-000-000-00000 | | | 198.17 | | | | |
| | | 2024 (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | 853.74 | | | | |
| 2023/24 | 11/27/23 | REQ24-00007 | 13-5310/5320-3700-4700 | 7048088 | 12/12/23 | Paid | Printed | 1,288.59 | | 1,288.59 |
| Check # | 40349248 | 2024 (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | Check Date 12/20/23 | PO# PO24-00007 | | Register # 000108 | |
| 2023/24 | 12/04/23 | REQ24-00007 | 13-5310/5320-3700-4700 | 7050667 | 12/12/23 | Paid | Printed | 1,257.55 | | 1,257.55 |
| Check # | 40349248 | 2024 (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | Check Date 12/20/23 | PO# PO24-00007 | | Register # 000108 | |
| 2023/24 | 12/04/23 | REQ24-00007 | 13-5310/5320-3700-4700 | 7050673 | 12/12/23 | Paid | Printed | 1,428.22 | | 1,428.22 |
| Check # | 40349248 | 2024 (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | Check Date 12/20/23 | PO# PO24-00007 | | Register # 000108 | |
| Total Invoice Amount | | | | | | | | 5,647.71 | | |
| AP Vendor | | SCHOOL SERVICES OF CALIF INC (000137/1) PO BOX 516613 LOS ANGELES, CA 90051-0599 | | | | | | | | |
| 2023/24 | 12/01/23 | REQ24-00026 | DEC 2023 1110-1000-5890 2023-24 ANNUAL CONTRACT FEES | DEC 2023 0140125-IN | 12/12/23 | Paid | Printed | 375.00 | | 375.00 |
| Check # | 40349249 | 2024 (000292) | 01-0000-0-1110-1000-5890-000-000-00000 | | | Check Date 12/20/23 | PO# PO24-00026 | | Register # 000108 | |
| Total Invoice Amount | | | | | | | | 375.00 | | |
| Direct Vendor | | SOPHIA OSEGUERA (002240/1) PO BOX 125 HAMILTON CITY, CA 95951 | | | | | | | | |

| Approval Batch 001471 (continued) | | | | | | | Bank Account COUNTY - County Bank Account | | | |
|-----------------------------------|--------------|---|--|-----------------------------|-------------------|---------------------|---|-----------------|-------------------|----------------|
| Fiscal Year | Invoice Date | Req # | Comment | Payment Id (Trans Batch Id) | Sched | Paymt Status | Check Status | Invoice Amount | Unpaid Sales Tax | Expense Amount |
| Direct Vendor | | SOPHIA OSEGUERA (002240/1) (continued) | | | | | | | | |
| 2023/24 | 12/12/23 | | FOOTBALL GATE DUTY X 5 | 2023 FOOTBALL GATE | 12/12/23 | Paid | Printed | 185.00 | | 185.00 |
| Check # | 40349250 | 2024 (000297) | 01-0000-0-1110-1000-5890-100-006-00000 | | | Check Date 12/20/23 | PO# | | Register # 000108 | |
| 2023/24 | 12/12/23 | | 2023 VB GATE DUTY X 14 | 2023 VB GATE DUTY | 12/12/23 | Paid | Printed | 420.00 | | 420.00 |
| Check # | 40349250 | 2024 (000297) | 01-0000-0-1110-1000-5890-100-006-00000 | | | Check Date 12/20/23 | PO# | | Register # 000108 | |
| Total Invoice Amount | | | | | | | | 605.00 | | |
| AP Vendor | | U LINE (000169/1) ATTN: ACCOUNTS RECEIVABLE BOX 88741 CHICAGO, IL 60680-1741 | | | | | | | | |
| 2023/24 | 11/28/23 | R24-00251 | 6387 TABLES AND BAGS | 171408928 | 12/12/23 | Paid | Printed | 4,820.84 | | 4,820.84 |
| Check # | 40349251 | 2024 (000919) | 01-6387-0-3800-1000-4300-100-000-00000 | | | Check Date 12/20/23 | PO# PO24-00385 | | Register # 000108 | |
| Total Invoice Amount | | | | | | | | 4,820.84 | | |
| AP Vendor | | U.S. BANK CORPORATE PAYMENT SYSTEM (001382/1) P.O. BOX 790428 ST. LOUIS, MO 63179-0428 | | | | | | | | |
| F | 2023/24 | 11/22/23 | R24-00183 | 4300-800 CUM FOLDERS | CUME FOLDERS ELEM | 12/12/23 | Paid | Printed | 174.49 | 174.49 |
| Check # | 40349252 | 2024 (000257) | 01-0000-0-1110-1000-4300-800-000-00000 | | | Check Date 12/20/23 | PO# PO24-00355 | | Register # 000108 | |
| Total Invoice Amount | | | | | | | | 174.49 | | |

Approval Batch 001473 Bank Account COUNTY - County Bank Account

| Fiscal Year | Invoice Date | Req # | Comment | Payment Id (Trans Batch Id) | Sched | Paymt Status | Check Status | Invoice Amount | Unpaid Sales Tax | Expense Amount | |
|---------------------------------------|--------------|-------|-------------------|-----------------------------|----------|--------------|--------------|-----------------|-------------------|----------------|--|
| Direct Employee | | | | | | | | | | | |
| SANCHEZ, SYLVIA R (000324) | | | | | | | | | | | |
| PO BOX 273 | | | | | | | | | | | |
| HAMILTON CITY, CA 95951 | | | | | | | | | | | |
| 2023/24 | 12/15/23 | | NOV. 2023 PAYROLL | EP24-00001 | 12/14/23 | Paid | Printed | 4,946.25 | | 4,946.25 | |
| CHECK LOST IN US | | | | | | | | | | | |
| MAIL | | | | | | | | | | | |
| 2024 (000024) 01-0000-0- - -9201- - - | | | | | | | | | | | |
| Check # | 40349048 | | | | | Check Date | 12/15/23 | PO# | Register # 000106 | | |
| Total Invoice Amount | | | | | | | | 4,946.25 | | | |

Approval Batch 001476 Bank Account COUNTY - County Bank Account

| Fiscal Year | Invoice Date | Req # | Comment | Payment Id (Trans Batch Id) | Sched | Paymt Status | Check Status | Invoice Amount | Unpaid Sales Tax | Expense Amount |
|---|--------------|---------------|--|-----------------------------|----------|---------------------|----------------|----------------|-------------------|----------------|
| AP Vendor AT&T (001075/1) P.O. BOX 9011 ACCT#C602224524777 CAROL STREAM, IL 60197-9011 | | | | | | | | | | |
| 2023/24 | 12/12/23 | REQ24-00003 | 8100-5590 | DEC 2023 20962104 | 12/15/23 | Paid | Printed | 146.01 | | 146.01 |
| | | | MONTHLY PHONE SERVICE | | | | | | | |
| | | 2024 (000186) | 01-0000-0-0000-8100-5590-000-000-00000 | | | 58.41 | | | | |
| | | 2024 (000187) | 01-0000-0-0000-8100-5590-100-000-00000 | | | 87.60 | | | | |
| Check # | 40349253 | | | | | Check Date 12/20/23 | PO# PO24-00003 | | Register # 000109 | |
| Total Invoice Amount | | | | | | | | 146.01 | | |
| AP Vendor CORNELL DISTRIBUTING (000028/1) CRYSTAL DAIRY DISTRIBUTOR 1233 GLENN HAVEN DRIVE CHICO, CA 95926 | | | | | | | | | | |
| 2023/24 | 11/02/23 | REQ24-00020 | 13-5310-3700-4700/049 MILK/DAIRY CAFES | 453400 | 12/15/23 | Paid | Printed | 468.00 | | 468.00 |
| | | 2024 (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | 313.00 | | | | |
| | | 2024 (003140) | 13-5460-0-0000-3700-4700-000-049-00000 | | | 155.00 | | | | |
| Check # | 40349254 | | | | | Check Date 12/20/23 | PO# PO24-00020 | | Register # 000109 | |
| 2023/24 | 11/06/23 | REQ24-00020 | 13-5310-3700-4700/049 MILK/DAIRY CAFES | 454534 | 12/15/23 | Paid | Printed | 117.60 | | 117.60 |
| | | 2024 (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | 78.60 | | | | |
| | | 2024 (003140) | 13-5460-0-0000-3700-4700-000-049-00000 | | | 39.00 | | | | |
| Check # | 40349254 | | | | | Check Date 12/20/23 | PO# PO24-00020 | | Register # 000109 | |
| 2023/24 | 11/09/23 | REQ24-00020 | 13-5310-3700-4700/049 MILK/DAIRY CAFES | 454565 | 12/15/23 | Paid | Printed | 521.40 | | 521.40 |
| | | 2024 (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | 349.40 | | | | |
| | | 2024 (003140) | 13-5460-0-0000-3700-4700-000-049-00000 | | | 172.00 | | | | |
| Check # | 40349254 | | | | | Check Date 12/20/23 | PO# PO24-00020 | | Register # 000109 | |
| 2023/24 | 11/13/23 | REQ24-00020 | 13-5310-3700-4700/049 MILK/DAIRY CAFES | 454578 | 12/15/23 | Paid | Printed | 124.80 | | 124.80 |
| | | 2024 (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | 82.80 | | | | |
| | | 2024 (003140) | 13-5460-0-0000-3700-4700-000-049-00000 | | | 42.00 | | | | |

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Payment Register by Approval BatchId

Approval Batch 001476 (continued) Bank Account COUNTY - County Bank Account

| Fiscal Year | Invoice Date | Req # | Comment | Payment Id (Trans Batch Id) | Sched | Paymt Status | Check Status | Invoice Amount | Unpaid Sales Tax | Expense Amount | |
|-----------------------------|---------------|--|--|-----------------------------|----------|--------------|--------------|-----------------|------------------|----------------|--|
| AP Vendor | | | CORNELL DISTRIBUTING (000028/1) | | | (continued) | | | (continued) | | |
| Check # | 40349254 | | | | | Check Date | 12/20/23 | PO# PO24-00020 | Register # | 000109 | |
| 2023/24 | 11/27/23 | REQ24-00020 | 13-5310-3700-4700/049 MILK/DAIRY CAFES | 454839 | 12/15/23 | Paid | Printed | 693.90 | | 693.90 | |
| | 2024 (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | | 464.90 | | | | | |
| | 2024 (003140) | 13-5460-0-0000-3700-4700-000-049-00000 | | | | 229.00 | | | | | |
| Check # | 40349254 | | | | | Check Date | 12/20/23 | PO# PO24-00020 | Register # | 000109 | |
| 2023/24 | 11/30/23 | REQ24-00020 | 13-5310-3700-4700/049 MILK/DAIRY CAFES | 454877 | 12/15/23 | Paid | Printed | 348.90 | | 348.90 | |
| | 2024 (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | | 232.90 | | | | | |
| | 2024 (003140) | 13-5460-0-0000-3700-4700-000-049-00000 | | | | 116.00 | | | | | |
| Check # | 40349254 | | | | | Check Date | 12/20/23 | PO# PO24-00020 | Register # | 000109 | |
| Total Invoice Amount | | | | | | | | 2,274.60 | | | |

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| AP Vendor | | | DANIELSEN CO (000764/1) | | | 435 SOUTHGATE CT | | | CHICO, CA 95928 | | |
| 2023/24 | 12/11/23 | REQ24-00025 | 13-5310/5460-3700-4300/4700 | 318284 | 12/15/23 | Paid | Printed | 3,345.24 | | 3,345.24 | |
| | 2024 (001385) | 13-5310-0-0000-3700-4300-000-000-00000 | | | | 243.57 | | | | | |
| | 2024 (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | | 3,036.43 | | | | | |
| | 2024 (001390) | 13-5310-0-0000-3700-5890-000-000-00000 | | | | 8.00 | | | | | |
| | 2024 (003139) | 13-5460-0-0000-3700-4300-000-049-00000 | | | | 57.24 | | | | | |
| Check # | 40349255 | | | | | Check Date | 12/20/23 | PO# PO24-00025 | Register # | 000109 | |
| 2023/24 | 12/11/23 | REQ24-00025 | 13-5310/5460-3700-4300/4700 | 318336 | 12/15/23 | Paid | Printed | 2,421.91 | | 2,421.91 | |
| | 2024 (001385) | 13-5310-0-0000-3700-4300-000-000-00000 | | | | 114.30 | | | | | |
| | 2024 (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | | 2,307.61 | | | | | |
| Check # | 40349255 | | | | | Check Date | 12/20/23 | PO# PO24-00025 | Register # | 000109 | |
| Total Invoice Amount | | | | | | | | 5,767.15 | | | |

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|-----------|----------|-------------|--------------------------|---------|----------|----------------|---------|--------|----------------------|--------|--|
| AP Vendor | | | FLORA FRESH (000460/1) | | | 1127 FEE DRIVE | | | SACRAMENTO, CA 95815 | | |
| 2023/24 | 12/12/23 | REQ24-00077 | 0350-4300-052 | 1356591 | 12/15/23 | Paid | Printed | 968.74 | | 968.74 | |
| | | | OPEN FOR FLORAL SUPPLIES | | | | | | | | |

| Approval Batch 001476 (continued) | | | | | | | | | | Bank Account COUNTY - County Bank Account |
|--|--------------|---------------|---|-----------------------------|----------|---------------------|----------------|-----------------|-------------------|---|
| Fiscal Year | Invoice Date | Req # | Comment | Payment Id (Trans Batch Id) | Sched | Paymt Status | Check Status | Invoice Amount | Unpaid Sales Tax | Expense Amount |
| AP Vendor FLORA FRESH (000460/1) (continued) | | | | | | | | | | |
| 2023/24 | 12/12/23 | REQ24-00077 | 0350-4300-052 OPEN FOR FLORAL SUPPLIES | 1356591 (continued) | 12/15/23 | Paid | Printed | (continued) | | |
| Check # | 40349256 | 2024 (000488) | 01-0350-0-6000-1000-4300-100-052-00000 | | | Check Date 12/20/23 | PO# PO24-00102 | | Register # 000109 | |
| 2023/24 | 12/12/23 | REQ24-00077 | 0350-4300-052 OPEN FOR FLORAL SUPPLIES | 1356592 | 12/15/23 | Paid | Printed | 143.18 | | 143.18 |
| Check # | 40349256 | 2024 (000488) | 01-0350-0-6000-1000-4300-100-052-00000 | | | Check Date 12/20/23 | PO# PO24-00102 | | Register # 000109 | |
| Total Invoice Amount | | | | | | | | 1,111.92 | | |
| Direct Vendor GAYNOR TELESYSTEMS INC (000024/1) 9650 TANQUERAY COURT REDDING, CA 96003 | | | | | | | | | | |
| 2023/24 | 11/30/23 | | SERVICE CALL 10-27-23 | INV000043508 | 12/15/23 | Paid | Printed | 72.50 | | 72.50 |
| Check # | 40349257 | 2024 (000122) | 01-0000-0-0000-2700-5990-000-000-00000 | | | Check Date 12/20/23 | PO# | | Register # 000109 | |
| Total Invoice Amount | | | | | | | | 72.50 | | |
| AP Vendor OFFICE DEPOT INC (000309/1) PO BOX 29248 PHOENIX, AZ 85038-9248 | | | | | | | | | | |
| 2023/24 | 11/29/23 | R24-00029 | 4300-800 ELEM JAZMIN>Open PO | 342336397001 | 12/15/23 | Paid | Printed | 325.03 | | 325.03 |
| Check # | 40349258 | 2024 (000102) | 01-0000-0-0000-2700-4300-800-000-00000 | | | Check Date 12/20/23 | PO# PO24-00107 | | Register # 000109 | |
| Total Invoice Amount | | | | | | | | 325.03 | | |
| AP Vendor PROPACIFIC FRESH (000763/1) CHICO DIVISION PO BOX 1069 DURHAM, CA 95938 | | | | | | | | | | |
| 2023/24 | 11/27/23 | REQ24-00007 | 13-5310/5320-3700- 4700 | 7048073 | 12/15/23 | Paid | Printed | 1,099.10 | | 1,099.10 |
| Check # | 40349259 | 2024 (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | 704.96 | | | | |
| | | 2024 (001414) | 13-5320-0-0000-3700-4700-000-049-00000 | | | 394.14 | | | | |
| Check # | 40349259 | | | | | Check Date 12/20/23 | PO# PO24-00007 | | Register # 000109 | |

Selection Sorted by Approval BatchId, Filtered by (Org = 12, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 12/7/2023, Ending Check/Advice Date = 1/5/2024, Page Break by Check/Advice? = N, Zero? = N)

| Approval Batch 001476 (continued) | | | | | | Bank Account COUNTY - County Bank Account | | | | |
|-----------------------------------|--------------|-----------------------------|--|-----------------------------|-------------|---|--------------|-----------------|------------------|----------------|
| Fiscal Year | Invoice Date | Req # | Comment | Payment Id (Trans Batch Id) | Sched | Paymt Status | Check Status | Invoice Amount | Unpaid Sales Tax | Expense Amount |
| AP Vendor | | PROPACIFIC FRESH (000763/1) | | | (continued) | | (continued) | | | |
| 2023/24 | 12/11/23 | REQ24-00007 | 13-5310/5320-3700-4700 | 7052146 | 12/15/23 | Paid | Printed | 893.22 | | 893.22 |
| | | 2024 (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | | | 724.36 | | |
| | | 2024 (001414) | 13-5320-0-0000-3700-4700-000-049-00000 | | | | | 168.86 | | |
| Check # | 40349259 | | | | | Check Date | 12/20/23 | PO# PO24-00007 | Register # | 000109 |
| 2023/24 | 12/11/23 | REQ24-00007 | 13-5310/5320-3700-4700 | 7052328 | 12/15/23 | Paid | Printed | 765.57 | | 765.57 |
| | | 2024 (001387) | 13-5310-0-0000-3700-4700-000-000-00000 | | | | | | | |
| Check # | 40349259 | | | | | Check Date | 12/20/23 | PO# PO24-00007 | Register # | 000109 |
| Total Invoice Amount | | | | | | | | 2,757.89 | | |

| | | | | | | | | | | |
|-----------------------------|----------|---|---------------|--|-----------|------------|----------|-----------------|------------|----------|
| AP Vendor | | U LINE (000169/1) ATTN: ACCOUNTS RECEIVABLE BOX 88741 CHICAGO, IL 60680-1741 | | | | | | | | |
| F | 2023/24 | 12/04/23 | R24-00251 | 6387 TABLES AND BAGS | 171626718 | 12/15/23 | Paid | Printed | 5,673.76 | 5,673.76 |
| | | | 2024 (000920) | 01-6387-0-3800-1000-4400-100-000-00000 | | | | | | |
| Check # | 40349260 | | | | | Check Date | 12/20/23 | PO# PO24-00385 | Register # | 000109 |
| Total Invoice Amount | | | | | | | | 5,673.76 | | |

| EXPENSES BY FUND - Bank Account COUNTY | | | |
|--|-------------------|--------------|--------------|
| Fund | Expense | Cash Balance | Difference |
| 01 | 147,622.30 | 4,587,282.30 | 4,439,660.00 |
| 11 | 2,747.25 | 67,897.22 | 65,149.97 |
| 13 | 30,746.81 | 110,241.07 | 79,494.26 |
| Total | 181,116.36 | | |

| | | |
|--|--------------|--------------|
| Number of Payments | 96 | |
| Number of Checks | 35 | \$181,116.36 |
| Number of ACH Advice | 0 | |
| Number of vCard Advice | 0 | |
| Total Check/Advice Amount | \$181,116.36 | |
| Total Unpaid Sales Tax | \$.00 | |
| Total Expense Amount | \$181,116.36 | |
| CHECK/ADVICE AMOUNT DISTRIBUTION COUNTS | | |
| \$0 - \$99 | 7 | |
| \$100 - \$499 | 6 | |
| \$500 - \$999 | 6 | |
| \$1,000 - \$4,999 | 9 | |
| \$5,000 - \$9,999 | 4 | |
| \$10,000 - \$14,999 | 1 | |
| \$15,000 - \$99,999 | 2 | |
| \$100,000 - \$199,999 | | |
| \$200,000 - \$499,999 | | |
| \$500,000 - \$999,999 | | |
| \$1,000,000 - | | |
| ***** ITEMS OF INTEREST ***** | | |
| * Number of payments to a different vendor | | |
| ! Number of Prepaid payments | | |
| @ Number of Liability payments | | |
| & Number of Employee Also Vendors | | |
| ? denotes check name different than payment name | | |
| F denotes Final Payment | | |

Chris Devries 1/5/24
 Prepared by _____ Date _____
 Authorized by _____ Date _____

Report Totals - Payment Count 96 Check Count 35 ACH Count 0 vCard Count 0 Total Check/Advice Amount 181,116.36
 \$181,116.36

Selection Sorted by Approval BatchId, Filtered by (Org = 12, Payment Method = N, Payment Type = N, On Hold? = Y, Starting Check/Advice Date = 12/7/2023, Ending Check/Advice Date = 1/5/2024, Page Break by Check/Advice? = N, Zero? = N)