

**HAMILTON UNIFIED SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA**
Hamilton High School Library/Zoom/Facebook Live
620 Canal Street, Hamilton City, CA 95951
Wednesday, January 22, 2025
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=aGdCb1VRZFgyTURmeW5POUU5WHlVZz09>

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.
- d. Student Discipline or Other Confidential Matters, Ed Code Sections 35146; 48912(b); 49060 & 20 U.S.C. Section 1232g, Review for re-admission and expungement for 1 Student – expulsion case: E. M.

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 – Isabel Rivera
 - ii. Hamilton Elementary School - Jayla Hernandez
- 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 Jokschi (p. 5)
- d. Principal and Dean of Student Reports (written)
 - i. Ulises Tellechea, Hamilton Elementary School Principal (p. 6)
 - ii. Maria Reyes, District Dean of Students (p. 8)
 - iii. Cris Oseguera, Hamilton High School Principal (p. 9)
 - iv. Silvia Robles, Adult School (p. 10)
- e. Chief Business Official Report by Kristen Hamman (written) (p. 11)
- f. Superintendent Report by Jeremy Powell (written) (p. 12)

8.0 PRESENTATIONS:

- a. Dual Immersion Presentation by Maggie Sawyer (p. 13)
- b. SELPA True-Up Presentation by Ryan Benz, Glenn County Superintendent of Schools

9.0 CORRESPONDENCE:

- a. None

10.0 INFORMATION ITEMS:

- a. HUSD Enrollment History for 5 years (p. 23)
- b. Bond Status: Fund 21 Update (p. 25)
- c. Request of filing extension for the 23-24 Audit by GCOE (p. 26)
- d. Extension Request Approval for 23-24 Audit by CDE (p. 28)

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. Board give direction for the Superintendent and CBO to work with GCOE Business and create a plan for paying the additional SELPA costs (p. 29)
- b. Approve Professional Services Addendum with King Consulting (p. 61)
- c. Approve King Consulting Master Plan Proposals (p. 67)

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 18, 2024 (p. 77)
- b. Approve 2023-24 School Accountability Report Cards (SARC) for:
 - i. Hamilton High School (p. 82)
 - ii. Ella Barkley High School (p. 107)
 - iii. Hamilton Elementary School (p. 129)
- c. *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 (2023) 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 2024-25 Certificated and Classified Seniority Lists (p. 150)
- d. Warrants and Expenditures (p. 152)
- 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:		
Josefina Rosales Ramirez	Braves Training Table Nutrition Lead	HHS
Tiffney Simson	Varsity Girls Basketball Coach	HHS
Resignations/Retirement/Release/Position Change:		
Josefina Rosales Ramirez	Child Nutrition Assistant/Child Nutrition Lead	HHS/HES

15.0 ADJOURNMENT:

Technology Report

Board Meeting on January 22nd, 2025

Frank James, Director of Technology

Completed and in Progress Tasks

- Completing Tech tickets and troubleshooting of any technical issues.
- Working with Admin team to assist with questions and Tech. dept. tasks for new website rollover.
- Installed upgraded audio speakers for all classroom and meeting room Smart TV's to enhance the sound quality to better serve for meetings and educational purposes.
- Updated network switches at the Ella Barkley/HS Preschool location to increase network speeds and provide additional security.
 - This is a multiple site project for network switch upgrades that will continue throughout the school year.
- Continuing to reconfigure all servers and equipment at both HES and HHS locations for better efficiency.
- Working on E-Rate projects and documents for 25-26 School Year.
 - Possible additional WIFI upgrades
 - Possible wireless network upgrades to connect current and future buildings that are without wired network service.
 - Equipment maintenance, software and hardware upgrades along with support and protection plans.
 - Ongoing Professional Development Plans for Tech trainings.
- Working with staff on evaluating current document repository systems and any needed adjustments.
- District wide: Setting up new devices for staff and updating tech in classrooms and offices.

MOT January 2025

Maintenance & Operations:

- Maintenance: All of the Maintenance team was able to take a few days of needed vacation over the school break.
- We have done some rodent control and deep cleaning in the high school concession stands.
- We have cleaned gutters and downspouts throughout the district.
- We cleaned up leaves and other weather related debris.
- We wiped down student desks and other needed surfaces.
- We washed many dirty windows.
- We cleaned all classrooms and restrooms as needed.
- We installed a drain and about 400 square feet of paver's between the portables at the elementary. This should help the water and mud issue in that area.
- We put in a sidewalk leading to the back kindergarten gate. This will keep the teachers from walking through mud to enter the classrooms.
- Several damaged window blinds were replaced or repaired at the elementary.
- The damaged gate near the elementary kitchen has been replaced.
- A second gate has been installed behind the school van parking and AG area.
- This should help with vehicle vandalism and campus security.
- We continue to set up for soccer and basketball games as needed.

Transportation:

- The buses were taken to the shop for winter service and needed repairs.
- Bus #2 was taken to Woodland for repair and some safety recalls.
- We have transported elementary and high school basketball and soccer to games as far as Redding and Live Oak.
- Vans continue to be utilized for transportation to games as well.

Extra Bonus:

Working with the county air board and Chico Ace Hardware, we have received \$8500 in Carl Moyer credit vouchers for lawn and garden equipment replacement. We turned in 10 old gas units and have received new EGO brand, cordless equipment. We have several new weed trimmers, a push mower, a cordless chainsaw, pole saw and leaf blower. We were also able to use remaining credits for extra batteries and chargers. These items will help with maintaining the grounds for years to come.

HAMILTON ELEMENTARY SCHOOL

January 22, 2025

Submitted by

Ulises Tellechea, Principal

Grade	Percentage	Grade	Percentage
TK-23	TK- 88.99%	5-48	5-92.36%
K-26	K- 93.33%	6-46	6 -95.05%
1-28	1 -90.09%	7-45	7- 94.22%
2-33	2 -91.11%	8-46	8-96.12%
3-49	3 -93.34%	Enrollment: 398 Updated 01/13/25	
4-54	4 - 93.34%		

We had a great first day back after winter break! Both students and staff seemed rested and recharged ready to start the second semester. Over the break our maintenance team and tech team completed several needed projects around campus! Thank you both maintenance and Tech for your work at HES! Also, during break, three of our female athletes played in the Middle School All-Star game! The girls played well amongst the best Northern California middle school basketball players. They represented Hamilton City well!

As we start this new semester it's important to reflect on the progress we have made and keep focused on our goals. I am confident that our staff will continue to work collaboratively to meet our site goals:

1. Hamilton Elementary School will increase student achievement for all students.
2. Teachers will deliver rigorous and engaging lessons that meet students' needs and extend their understanding of the content.
3. HES will provide a safe and productive learning environment and develop strong connections with stakeholders such as students, families and community members.

We have several engaging activities for students, staff and parents in the coming weeks:

The classroom experience:

- January 15- 4th grade class will travel to Feather River Fish Hatchery to release fish
- January 23- Instructional Rounds: Several teachers and administrators will be trained on effective observation protocols to enhance instruction and improve student outcomes.
- January 24- All 3rd-5th grade students went to Laxson Auditorium to see Ballet-Cinderella. This field trip is part of our new VAPA program.

Campus News:

- January 17- Awards Assembly TK-8
- Athletics
 - Coach Heyl and the 7th and 8th grade boys basketball team have started the basketball season. The boys played two games in the first week of January. They worked hard and are learning to play as a team.
 - January 16-18 Maywood Tournament
- Parents
 - January 21- Parent Workshop at the Hamilton City Library
 - January 30- Academic Parent Teacher Team meeting

Alternative Education Report
Board Meeting on Wednesday January 22, 2025
Maria Reyes, Dean of Students

Happy New Year from Alternative Ed!

The start of the Spring Semester has been smooth, and students are excited to be back at school. Attendance has been strong, and everyone is settling into the new semester with enthusiasm.

Looking ahead, we have some important upcoming events:

Cash for College is coming up on **Thursday, February 6th, 2025 from 6pm–8p.m.** in the high school library. Seniors are encouraged to attend for personalized assistance from financial aid advisors from Butte College and CSU Chico, where they can review and complete their FAFSA applications.

Parent/Teacher Conferences will be held during the week of February 24-27th. We encourage all parents to attend and discuss their students' progress.

We're excited about all the opportunities ahead this semester and look forward to continued success!

Enrollment:

12 grade = 4
11 grade = 6
10 grade = 3

13

**Hamilton High School
HUSD Board Report
January 22, 2025**

1. Total 9-12 enrollment 2024-25 (as of 1/13/25): 12th= 59; 11th=92; 10th =64; 9th=89. Total in all 9-12 at HHS is 304-adding 13 students at EBHS, the overall 9-12 total is **317**.
2. School activities- January is a busy month for school events and activities, including several FFA students attending the MFA/ALA leadership conference in Monterey. They also were able to visit the beach, Hearst Castle, and visit a couple of college campuses in SLO. As well, on return, they will be picking up the swine for our student projects in Turlock and by the January 17, we will have about 65 livestock at HHS in anticipation of the Fair in May!
The highly anticipated food trailer around should be arriving around that same time!
Our ASB will have several events upcoming including the Winter Homecoming festivities (week of January 27-31), dress up days, and the dance. As well, they will also be preparing for Senior Farewells for the Winter sport athletes.
3. Winter Athletics updates- for Winter 2024-2025, our teams are moving into league play this week, with a number of games scheduled this month. For basketball league games, all the game dates are marathon events with 4 games scheduled each day.
For Soccer, we are playing back to back while at home, and most of the away games as well. Please refer to our school calendars and schedules for exact dates and times.
4. Teachers are prepared for the start of the 2nd semester and are excited to begin with our students on this journey towards graduation of June 6. Many of our staff are interested in professional development opportunities this spring and into summer.

Submitted:



Cris Oseguera
Principal

Hamilton Adult Education
Board Meeting Report-January, 2025
Silvia Robles/Director

Completed and in Progress Tasks – January, 2025

1. Enrollment and students served to date for all programs: 110
2. Conduct Outreach/Recruitment with nonprofit organizations, local businesses, employers, etc.
3. Spring enrollment for all programs is ongoing.
4. The Employment and Earnings Surveys for the current quarter report have been sent, and we are managing invites.
5. Second Quarter Data Report is due to CDE this month by January 31, 2022.
6. Resume WIOA II Network Meetings/Professional Development

Hamilton Unified School District
General Fund - Unrestricted and Restricted
January 22, 2025 Board Report

	2024-25 First Interim Budget	2024-25 Year To Date As of 1/10/25	2023-24 First Interim Budget	2023-24 Year To Date As of 1/10/24
Revenues				
LCFF Sources	\$ 10,900,256	\$ 4,177,724	\$ 10,580,737	\$ 4,106,172
All Other Federal Revenue	\$ 269,291	\$ 92,360	\$ 589,000	\$ 103,550
Other State Revenue	\$ 1,678,048	\$ 727,728	\$ 1,607,273	\$ 759,229
Other Local Revenue	\$ 199,767	\$ 92,731	\$ 63,148	\$ 120,130
Other Financing Sources	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$ 13,047,362	\$ 5,090,543	\$ 12,840,158	\$ 5,089,081
Expenditures				
Certificated Personnel Salaries	\$ 4,473,277	\$ 2,031,392	\$ 4,380,441	\$ 1,943,106
Classified Personnel Salaries	\$ 1,764,565	\$ 856,182	\$ 1,704,109	\$ 799,081
Employee Benefits	\$ 2,619,500	\$ 1,237,105	\$ 2,543,314	\$ 1,191,930
Books and Supplies	\$ 848,118	\$ 318,899	\$ 691,078	\$ 310,074
Travel and Conferences	\$ 148,372	\$ 43,867	\$ 160,038	\$ 42,197
Dues and Memberships	\$ 19,836	\$ 22,013	\$ 19,836	\$ 19,450
Other Insurance	\$ 206,467	\$ 204,004	\$ 174,631	\$ 183,899
All Other Utilities	\$ 345,000	\$ 152,998	\$ 330,000	\$ 172,263
Rents/Leases/Repairs	\$ 61,975	\$ 38,333	\$ 68,975	\$ 56,314
Other Operating Expenditures	\$ 557,694	\$ 309,995	\$ 687,269	\$ 337,542
Capital Outlay	\$ 858,458	\$ 229,005	\$ 296,434	\$ 124,179
Other Outgo	\$ 1,852,565	\$ 52,398	\$ 1,642,192	\$ 56,702
Interfund Transfers Out	\$ 525,000	\$ -	\$ 525,000	\$ -
Total Expenditures	\$ 14,280,827	\$ 5,496,191	\$ 13,223,317	\$ 5,236,737
Net Increase (Decrease) in Fund	\$ (1,233,465)	\$ (405,648)	\$ (383,159)	\$ (147,656)
Beginning Fund Balance 7/1/24 from 23/24 Unaudited Actuals as of 6/30/24	\$ 5,750,856			
Projected Ending Fund Balance 6/30/25	\$ 4,517,391			

HUSD Superintendent's Report
Board Meeting on January 22, 2025
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. I am excited to announce that Josie Rosales has moved positions and is now our Braves Training Table Lead. Her focus is going to be on providing High Protein Nutrient Rich foods and education on the different reasons why it's important to eat healthy!
- Mike and several students were able to install audio bars from louder sound in many of our classrooms!
- Our FFA animals have arrived!!!
- We are moving along with our Construction work and are excited about what the future holds for HUSD!

Make sure to Follow us on:

- Instagram: HamiltonUnified
- Facebook: HamiltonUnifiedSchool District

Upcoming Events:

- 2/6: SSDA Governing Board Zoom Training Session 3 @ 5:30 at HHS Library Lab
- 2/10: No School-Lincoln's Birthday
- 2/17: No School- Presidents Day
- 2/26: HUSD Board Meeting @ HHS Library
- 2/27: SSDA Governing Board Zoom Training Session 4 @ 5:30 at HHS Library Lab
- 3/20: SSDA Governing Board Zoom Training Session 5 @ 5:30 at HHS Library Lab
- 4/6: 1/16: SSDA Governing Board in Person Training 6 @ 9:00-11:10 @ SSDA Conference
- 4/6-4/8: SSDA Annual State Conference @ Sacramento Sheraton Grand Hotel

DUAL LANGUAGE IMMERSION

Board Meeting on January 22, 2025

Submitted by

Maggie Sawyer, Assistant Principal/DI & ELD Coordinator

Mission

Develop bilingual/biliterate students that are high achieving in academics, are college, career, globally ready, and sociocultural competent.

Three Pillars of Dual Language Education

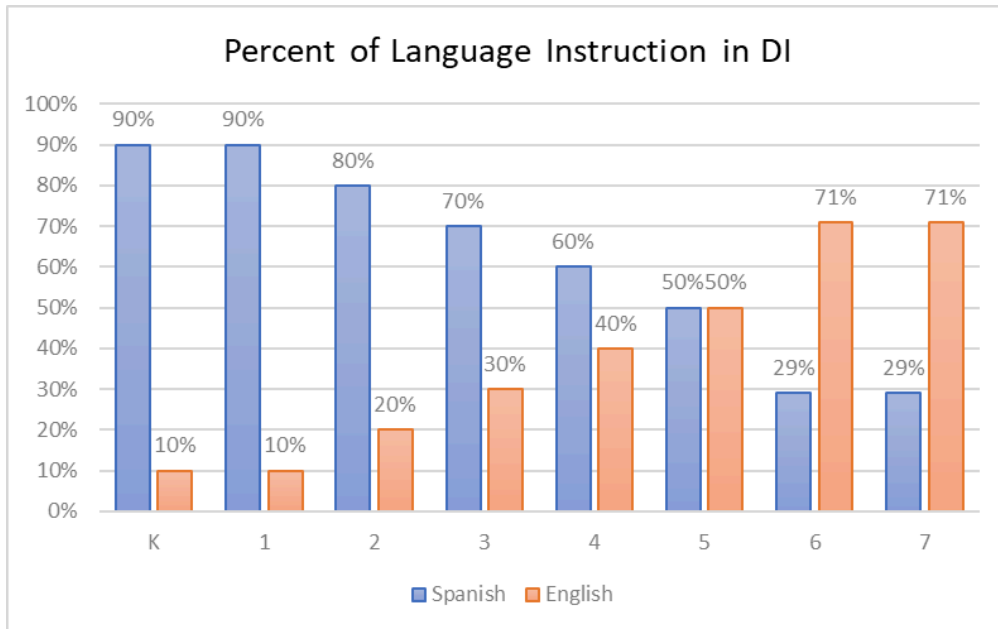
Bilingualism and Biliteracy, Grade Level Academic Achievement, and Sociocultural Competence.

Program Model

The HUSD Spanish/English Dual Language Immersion program is a 90/10 model as a strand within the school. In this model, 90% of the instruction is in Spanish for Kindergarten and first grade and 10% of the instruction is in English. Every year after that, English increases by 10% and Spanish decreases 10%. By fifth grade, 50% of the instruction is in English, and 50% is in Spanish. In the middle school grades, only 2 classes are taught in Spanish and the other 5 are taught in English so the percentage of Spanish instruction is 29% and English instruction is 71%.

Language Allocation

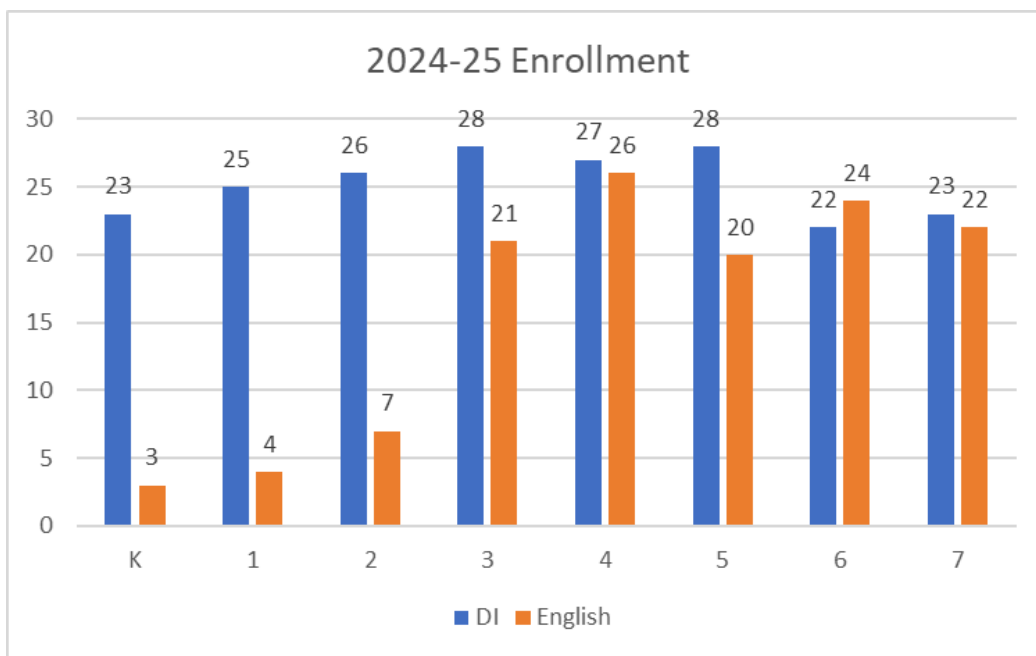
Gr	Spanish	English
K	90%	10%
1	90%	10%
2	80%	20%
3	70%	30%
4	60%	40%
5	50%	50%
6	29% - 2 periods (History/Social Science, Spanish)	71% - 5 periods
7	29% - 2 periods (History/Social Science, Science)	71% - 5 periods
8	2 periods	5 periods



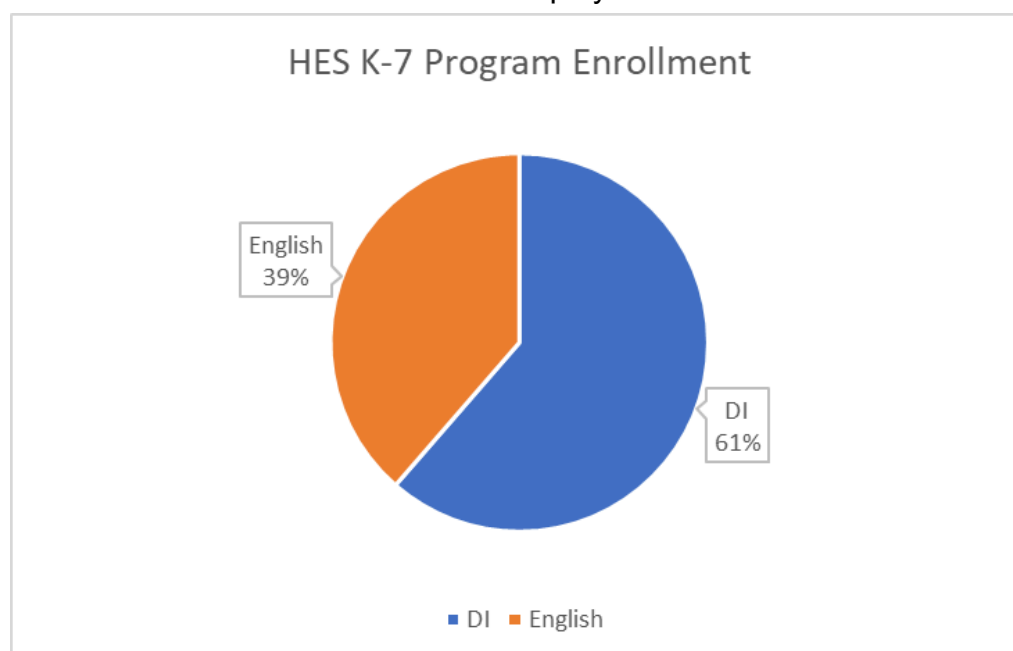
Enrollment

Total Dual Language Immersion K-7th grade enrollment - 202 students (61%)

Figure 2 below shows the number of students enrolled in the Dual Immersion and English only programs by grade level.



The total K-7 enrollment for HES is displayed.



Dual Immersion Enrollment by English Language Acquisition Status (ELAS)

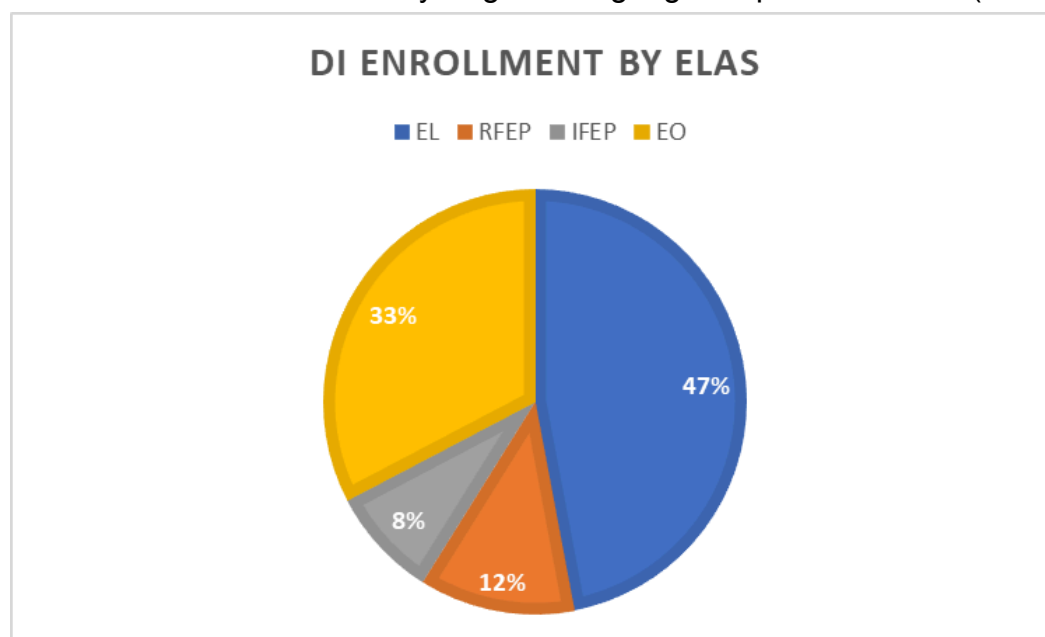


Figure 4

EL - English Learner

RFEP - Reclassified Fluent English Proficient

IFEP - Initially Fluent English proficient

EO - English Only

Updates

DLIG - Dual Language Immersion Grant - We are now in the third and final year of the grant which has allowed us to expand and strengthen our DLI program. We were awarded \$380,000. The funds were used to provide professional development opportunities, purchase Spanish curriculum, purchase Spanish library books, and recruit/maintain BCLAD teachers to teach in the DLI program.

- **CABE (California Association for Bilingual Education) Conference** - workshops on a variety of topics such as biliteracy, english language development, multicultural competency, and equity in education for all multilingual learners. We have been able to send a team of teachers to this conference in 2023, 2024, and we have a team attending in March 2025.
- **CABE Summer Spanish Dual Language Immersion Institute** - This institute focuses on the development of successful, sustainable, and strong DLI programs. A team of teachers attended this Summer institute in 2023, 2024, and plan to send a team in 2025.
- **Dr. Claudia Rodriguez-Mojica** - Professional Development provided by Dr. Claudia Rodriguez-Mojica this school year includes Dual Language Implementation workshops, renewing our school-wide commitment to bilingualism (with all teachers; DI and English only) as well as coaching, observations, and new DLI teacher support.
- **Bilingual Authorization** - Three bilingual teachers were able to receive their Bilingual Authorization through Santa Clara University. Maricela Almaraz (5th DI), Jocelyn Duenas (7th/8th History/Social Science), and Gelsey Quiroz (7th/8th Science).

Other Professional Development

- **BRILLA** - Biliteracy as a Right: Investing in Literacy Across Languages for All Students. CSU, Chico grant for DI and ELD teachers. Focusing on literacy, biliteracy, community engagement and parent-community involvement. Teachers participated in the Spanish/ELD Summer Institute with follow-up lesson studies as well as implementing a parent and community outreach program. (Free to the District)

Guiding Principles for Dual Language Education - This is a program reflection tool for ongoing planning, self-reflection, and improvement. We have established a Teacher Team and a Leadership Team to conduct a self-assessment in order to identify areas of strength, and areas for growth. Specific Action Steps will be developed for each area of focus.

- **Dual Language Immersion Teacher Team** - Members include: Maria Alvarez (1st DI), Lupita Esquivel (2nd DI), Trudy Bryan (2nd English), Bryan Cruz (4th English), Maria Llamas (6th DI), Jenny Firth (7th/8th English), Eden Wylie (K-5 Special Ed).
- **Dual Language Immersion Leadership Team** - Members include: Maggie Sawyer (facilitator), Ulises Tellechea (Principal), Genaro Reyes (Board Member), Vanessa Ortiz (Parent), Emma Robles (Parent), Maria Alvarez (Teacher 1st DI), Lupita Esquivel (Teacher - 2nd DI), Kile Taylor (Teacher 6-8 Special Ed), Trudy Bryan (Teacher K-2 English), Jenny Firth (Teacher 7-8 English).

HUSD Focus

Strand 1: Program Structure

- Principle 1.D - Appropriate grade-level academic expectations are clearly identified in the program design.
- Principle 2.B - The program promotes linguistic equity.
- Principle 4.B - There is a clear pre-K-12 pathway for students in the program.

Strand 2: Curriculum

- Principle 1.A - There is a curriculum development and implementation plan.
- Principle 1.D - The curriculum is coordinated with support services such as English as a second language, Spanish as a second language, special education, Title I, and gifted & talented.
- Principle 1.E - The curriculum is coordinated within and across grade levels.

Strand 3: Instruction

- Principle 1.F - Teachers who provide support services (e.g., special education, gifted education, ESL) and specials (e.g., art, music) align their instruction with the dual language model.
- Principle 2.E - Instruction leverages students' bilingualism by strategically incorporating cross-linguistic transfer.
- Principle 3.B - Teachers create meaningful opportunities for sustained language use.

Strand 4: Assessment and Accountability

- Principle 1.D - Staff are provided ongoing professional development opportunities in assessment and accountability.
- Principle 2.A - Student assessment is aligned with program goals, instructional objectives, and language and literacy standards for both languages of instruction.

Strand 5: Staff Quality and Professional Development

- Principle 1.A - There is a teacher recruitment and retention plan that is aligned with program goals and long-term needs.
- Principle 2.B - Approaches to professional development respect individual interests and learning styles and foster autonomy and ownership of the learning process.
- Principle 2.E - There is an infrastructure to support professional development that includes adequate funding, time, and human resources.

Strand 6: Family and Community

- Principle 2.A - The program incorporates ongoing learning activities that are designed to help families understand, support, and advocate for the program.
- Principle 2.E - The program partners with families to promote home-school connections.
- Principle 3.C - The program welcomes and accommodates varying forms of family support, taking into consideration the talents and schedules of various family and community members.

Strand 7: Support and Resources - focus areas to be developed

- Principle 1.B - Instructional and support staff have adequate knowledge to support and lead the program.
- Principle 1.C - Families and community members have adequate knowledge to support and advocate for the program.
- Principle 2.A - The dual language program has equitable access to school, district, and state resources.

Community Meetings

The HES Dual Language Immersion Leadership Team hosted three community meetings to share information about our enrollment and DLI program. These community meetings allowed participants to share comments, concerns, and ask questions in small group breakout sessions.

Community Meeting - May 7, 2024

The first community meeting was held in the Spring and twenty people attended. Two experts in the field of language instruction also attended to support HES. Dr. Claudia Rodriguez-Mojica from UC, Davis (also former HUSD alumni) and Elizabeth Stevens from CSU, Chico.

The purpose of this meeting was to share current information about the DLI program as well as the spring enrollment in both the DLI and English neighborhood program. Our goal was to gather input on how we can respond to the needs of enrollment (interest in Dual Immersion and declining school enrollment).

We suggested two possible options to discuss during our small group breakout sessions:

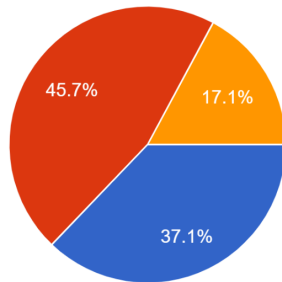
1. No change, continue with the Dual Immersion program as a strand.
 - a. Concern - With this option we would have combination classes. (Kinder, 1st, and 2nd grade)
2. School-wide Dual Immersion, in response to the high interest and demand of the Dual Immersion program, this would not start right away. It would be a slow, gradual process starting in Kindergarten and expanding each year.
 - a. Benefits - all students would be able to participate in dual language immersion and become bilingual/biliterate.
 - b. Concern - families that do not choose dual immersion for their children.
3. Other ideas
 - a. Idea - Start Dual Immersion in TK with 90/10, Kinder and 1st grade 80/20. This would protect English monolingual teachers.
 - b. Survey parents and teachers.

Surveys - September 2024

Parent Survey - 44 responses

What option resonates more with you right now?

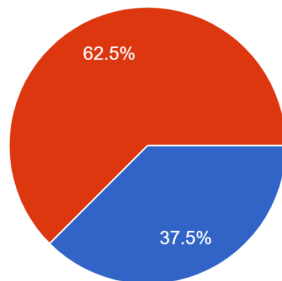
35 responses



- Option 1 - No change (Dual Immersion strand and English strand)
- Option 2 - School-Wide Dual Immersion starting in Kindergarten next school year 2025-26
- Not sure right now, I need more information.

¿Qué opción te resuena más en este momento?

8 responses

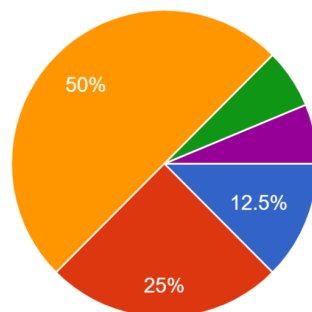


- Opción 1: Sin cambios (línea de Doble Inmersión y línea de Inglés)
- Opción 2: Doble Inmersión para toda la escuela a partir del jardín de infantes el próximo año escolar 2025-26
- No estoy seguro en este momento, necesito más información.

Teacher Survey - 16 responses

What program resonates more with you right now?

16 responses



- Option 1 - No change (DI strand and English strand)
- Option 2 - School-Wide DI starting in Kindergarten next school year 2025-26
- Not sure right now, I need more information.
- I would not be opposed to a School-Wide DI if we keep the same strand (90-10). We have shown success with...
- Consider 50/50 model

Community Meeting - October 22, 2024

The second community meeting was held in October and there were 68 parents, teachers, and community members in attendance. This was by far our highest attended meeting. Our two experts, Dr. Claudia Rodriguez-Mojica from UC, Davis and Elizabeth Stevens from CSU, Chico, were present and facilitated the small group breakout discussions. The purpose of this meeting was to share current and past enrollment, information on our DI program model, address questions from surveys, and allow small group discussion to provide input on how we can respond to the needs of enrollment.

During the small group breakout sessions, we discussed the three options again: 1. No change, continue with the two strands, 2. School-wide DI, and 3. Any other option or idea.

Many questions, concerns, and comments were shared.

- The comments shared in favor of a school-wide program is there are many benefits of being bilingual and the DI program. So allowing more students to join and enroll in the program would be an added benefit to their education.
- The overall concerns were regarding the school-wide option for DI would limit choices families would have and for the most part, the community didn't feel good about our neighborhood students going to another school for English instruction. Another concern was for our English only teachers both for their job security as well as any potential change of classroom assignment.
- The ultimate finding was that the main issue we need to address is the problem of decline in enrollment. During the discussion, these new ideas surfaced:
 - Create a video to market our school
 - Survey families of things they feel are working well at HES and include in the video
 - Schedule a TK-K preview for families to display our TK-K program to interested families

Community Meeting - November 6, 2024

The last community meeting was held in November with 25 parents, teachers, and community members in attendance. Dr. Claudia Rodriguez-Mojica facilitated the group discussion.

The purpose of this meeting was to provide a review of the October community meeting as well share plans/actions steps we proposed to solve the main problem of enrollment. Since there were so many questions and concerns with changing to a school-wide DI

program, it was clear that we were not ready to make any changes to our current programs.

We are committed to hire a demographer to provide us with a demographic study which includes demographic and economic data. In addition, past and current enrollment data will be evaluated to provide baseline projections and a 5-year forecast.

We are committed to promoting and marketing HES. We have hired Watershed Media to produce a video highlighting HES and all the wonderful programs and benefits of HES. Other ideas presented include radio advertisement, brochure, and updating the school website.

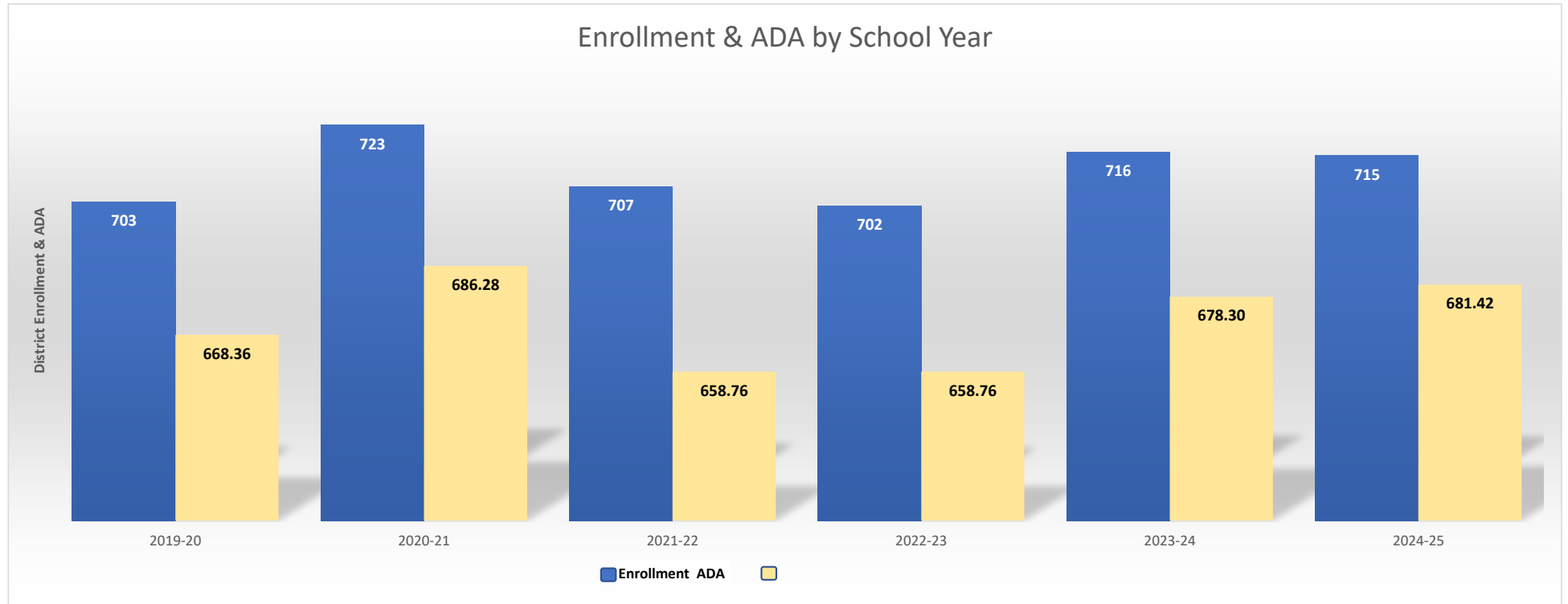
For our small group discussion, we asked parents, teachers, and community members to discuss what they like about Hamilton Elementary School, what we are doing well, and what should we be advertising? The overwhelming majority of participants that attended had a lot of positive comments.

- A parent highlighted some of the great attributes of HES
 - Longevity of staff
 - Strong student and staff connections
 - Strong school to community connections
 - High percentage of HC alumni working at HES (certificated and classified)
- A preschool representative shared that it would be a good idea to include the preschool in the video
- TK-K Preview
- A member of the community shared the reality of limited housing and how that could impact our enrollment

HUSD ENROLLMENT OVER SIX YEARS 2018-2024

1	2	3	4	5	6
2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
265 HHS	295 HHS	288 HHS	288 HHS	295 HHS	306 HHS
13 EBHS	11 EBHS	10 EBHS	20 EBHS	17 EBHS	10 EBHS
272 K-5	269 K-5	260 K-5	265 K-5	267 K-5	262 K-5
153 6-8	146 6-8	149 6-8	129 6-8	141 6-8	137 6-8
703 ENROLLMENT	723 ENROLLMENT	707 ENROLLMENT	702 ENROLLMENT	716 ENROLLMENT	715 ENROLLMENT
668.36 ADA	686.28 ADA	658.76 ADA	658.76 ADA	678.30 ADA	681.42 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

2024-25 8/5/2024	
#STU	GRADE
23	TK
26	K
29	1
34	2
49	3
54	4
47	5
46	6
45	7
43	8
91	9
68	10
96	11
67	12
718 TOTAL	

2024-25 8/5/24-8/30/24		
#STU	GRADE	
23	TK	22.14
26	K	25
29	1	27.64
34	2	33.21
49	3	47.79
54	4	52.71
47	5	45.71
46	6	44.36
45	7	43.07
43	8	41.57
91	9	85.85
68	10	64.86
96	11	94.35
67	12	61.43
718 TOTAL		689.69

2024-25 9/2/24-9/27/24		ADA
#STU	GRADE	
23	TK	22.33
26	K	25.33
28	1	27.73
34	2	33.24
49	3	47.82
54	4	52.82
47	5	45.79
45	6	43.97
45	7	43.30
43	8	42.12
89	9	85.91
67	10	64.11
96	11	93.61
64	12	60.29
710 TOTAL		688.37

2024-25 10/28/24-11/22/24		ADA
#STU	GRADE	
23	TK	22.31
26	K	25.23
28	1	27.51
34	2	32.90
49	3	47.59
54	4	52.56
48	5	45.83
45	6	43.45
45	7	43.18
44	8	42.10
90	9	85.10
67	10	63.78
97	11	91.82
63	12	59.96
713 TOTAL		683.32

2024-25 11/25/24-12/20/24		ADA
#STU	GRADE	
23	TK	21.99
26	K	25.06
28	1	27.26
33	2	32.41
49	3	47.27
54	4	52.03
48	5	45.57
45	6	43.47
45	7	43.05
44	8	42.51
90	9	85.34
67	10	63.50
96	11	91.69
63	12	60.27
711 TOTAL		681.42

2024-25		ADA
#STU	GRADE	
	TK	
	K	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
0 TOTAL		0.00

2043-25		ADA
#STU	GRADE	
	TK	
	K	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
0 TOTAL		0.00

2024-25		ADA
#STU	GRADE	
	TK	
	K	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
0 TOTAL		0.00

2024-25		ADA
#STU	GRADE	
	TK	
	K	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
0 TOTAL		0.00

2024-25		ADA
#STU	GRADE	
	TK	
	K	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
0 TOTAL		0.00

HUSD ENROLLMENT OVER SIX YEARS 2018-2024

2024-25		ADA
#STU	GRADE	
	TK	
	K	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
0 TOTAL		0.00

2024-25		ADA
#STU	GRADE	
	TK	
	K	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
716 TOTAL		0.00

		ADA
#STU	GRADE	
0 TOTAL		0.00

		ADA
#STU	GRADE	
0 TOTAL		0.00

		ADA
#STU	GRADE	
0 TOTAL		0.00

		ADA
#STU	GRADE	
0 TOTAL		0.00

		ADA
#STU	GRADE	
0 TOTAL		0.00

		ADA
#STU	GRADE	
0 TOTAL		0.00

		ADA
#STU	GRADE	
0 TOTAL		0.00

		ADA
#STU	GRADE	
0 TOTAL		

Building Fund 21 (Bond) Expenditures for 2024-25
For January 22, 2025 HUSD Board Meeting
Total Expenditures through January 10, 2025

PO #	Date	Vendor	Description	Amount
PO25-00072	7/1/2024	Bank of New York Mellon	Paying Agent Fee; RE: Election of 2018, GO Bonds, Series A	\$ 825.00
n/a	9/27/2024	Stifel, Nicolaus & Company, Incorporated	Underwriters Discount Fee (Cost of Issuance)	\$ 48,000.00
n/a	9/27/2024	DWK, BNY Mellon, Isom Advisors, AVIA Communications, S&P Global Ratings	Cost of Issuance	\$ 155,000.00
n/a	9/27/2024	Assured Guaranty Inc.	Bond Insurance Premium	\$ 12,141.19
n/a	10/30/2024	Bank of New York Mellon	Paying Agent Fees for new issuance of bonds	\$ 1,250.00
PO25-00345	12/4/2024	Robertson Erickson Inc.	Surveying and Schmatic Phase for HHS tennis court area	\$ 1,925.00
PO25-00345	12/18/2024	Robertson Erickson Inc.	Surveying and Schmatic Phase for HHS tennis court area	\$ 962.50
PO25-00341	12/18/2024	Robertson Erickson Inc.	Master Plan Mapping HHS	\$ 4,900.00
n/a	12/20/2024	BNY Mellon	Refund of Underwriter Fee (Cost of Issuance)	\$ (12,768.40)

Total expenditures through 1/10/25 \$ 212,235.29

December 12th, 2024

Cassandra Moore-Hudnall
Division of Audits
Financial Audits Bureau/LEA Unit
California State Controller Office
P.O. Box 942850
Sacramento, CA 94250-5874

Elizabeth Dearstyne
School Fiscal Services Division
California Department of Education
1430 N Street, Suite 300
Sacramento, CA 95841

Dear Ms. Moore-Hudnall and Ms. Dearstyne:

Pursuant to Education Code 41020.2, the Glenn County Office of Education is requesting an extension to the filing date for the annual audit for seven Glenn County School Districts and the Glenn County Office of Education, as per the attached list, for the year ending June 30, 2024.

The additional reporting requirements for the 23/24 audit has put additional strain on our small administrative staffs to provide all the necessary documentation to complete the audit.

We request that the deadlines for the Glenn County Office of Education, Capay Joint Union Elementary School District, Lake Elementary School District, Plaza Elementary School District, Princeton Joint Unified School District, Stony Creek Joint Unified School District, Willows Unified School District and Hamilton Unified School District be extended until January 31, 2025.

If you have any questions or concerns, please contact me, Dusty Thompson, Assistant Superintendent, Business Services at (530) 934-6575 ext. 3058.

Sincerely,



Dusty Thompson
Assistant Superintendent
Business Services
Glenn County Office of Education

cc: Ryan Bentz Superintendent of Schools
District CBOs
Sarah Palafox, Christy White

LEAs in need of extension:

Capay Joint Union Elementary School District
Lake Elementary School District
Plaza Elementary School District
Princeton Joint Unified School District
Stony Creek Joint Unified School District
Willows Unified School District
Hamilton Unified School District
Glenn County Office of Education



MALIA M. COHEN
California State Controller

December 13, 2024

Dusty Thompson, Assistant Superintendent, Business Services
Glenn County Office of Education
311 South Villa Avenue
Willows, CA 95988

Re: Extension Request Approval – Fiscal Year 2023-24 Hamilton Unified Audit Report

Dear Mr. Thompson:

The State Controller's Office agrees to grant your December 12, 2024 request for an extension of the December 15, 2024, filing deadline for the Hamilton Unified annual audit report.

We expect to receive the fiscal year 2023-24 audit report by January 31, 2025. Please notify us promptly if additional delays are anticipated in filing the report.

If you have any questions regarding this letter or any other local education agency (LEA) audit issue, please contact a member of my LEA staff by telephone at (916) 324-6442 or by email at leaaudits@sco.ca.gov.

Sincerely,

A handwritten signature in dark ink, appearing to read "J. James", is positioned below the word "Sincerely,".

Joel James, Chief
Financial Audits Bureau
Division of Audits

cc: Superintendent, Hamilton Unified
Christy White, A Professional Accountancy Corp.
Raquel Tucker, Education Fiscal Services Consultant
California Department of Education

MAILING ADDRESS P.O. Box 942850, Sacramento, CA 94250
SACRAMENTO 3301 C Street, Suite 700, Sacramento, CA 95816 (916) 324-8907
LOS ANGELES 901 Corporate Center Drive, Suite 200, Monterey Park, CA 91754 (323) 981-6802

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13. a	Date: 1/22/25
Agenda Item Description: 2023-24 SELPA Excess Costs True Up	
<p>Background:</p> <p>Hamilton Unified School District was informed by the Glenn County Office of Education (GCOE) in late November 2024 that the District's 2023-24 SELPA Excess Costs were \$304,351 more than the 2023-24 SELPA Excess Cost Allocation Model.</p> <p>GCOE has explained that the contributing factors for the significant true up of actual costs compared to expected costs are due to increased staff costs, revisions to revenue, indirect costs and closing books vs. credits issued.</p>	
Status: Pending Board approval.	
Fiscal Impact: \$300,000 payment will be required to GCOE	
Educational Impact:	
Recommendation: Board give direction for the Superintendent and CBO to work with GCOE Business and create a plan for paying the additional SELPA costs.	



Glenn SELPA Allocation Model

An analysis of Excess Cost in the SELPA for
2023-24

Expectations vs. Reality

Approved Allocation Model (anticipated)

Expenses: \$11,740,378.00

Revenue: \$5,975,189.00

Tuition: \$5,765,189.00

Actual Expenses vs Revenue

Expenses: \$13,462,096.00

Revenue: \$6,863,728.73 (includes \$262,020.73 carry-in/additional)

Tuition: \$4,617,645 received

Shortfall: \$1,980,722.27



Why?



Contributing Factors

- Increased Staff Costs
- Revisions to Revenue
- Indirect Costs
- Closing Books vs Credits Issued



Increased Staff Costs





Expenditure Increases

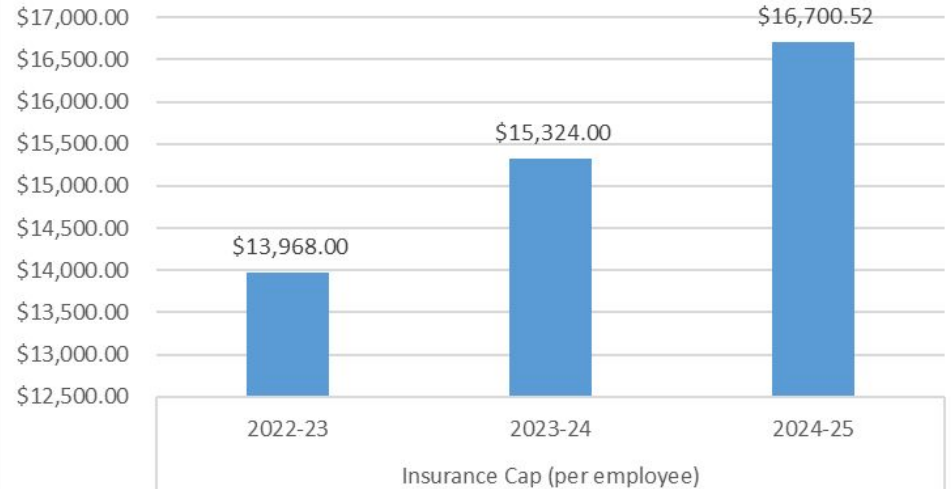
Largest Increase is Payroll and Benefits (Objects 1-3xxx in Financial System)

Payroll costs increased 14.1% and H&W increased 9.71% in 2023-24

Payroll Cost Increase



Insurance Cap Increase (per employee)



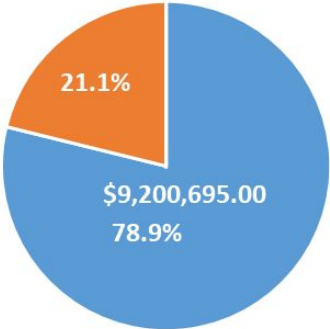


Expenditure Increases (cont)

Largest Increase is Payroll and Benefits (Objects 1-3xxx in Financial System)

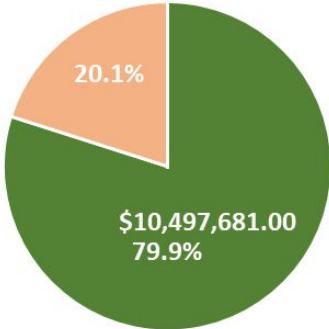
Payroll / Benefits are the largest part of each year’s budget

2022-23



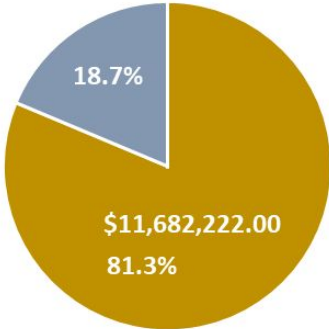
2022-23: \$9,200,695 is 78.9% of budget

2023-24



2023-24: \$10,497,681 is 79.9% of budget

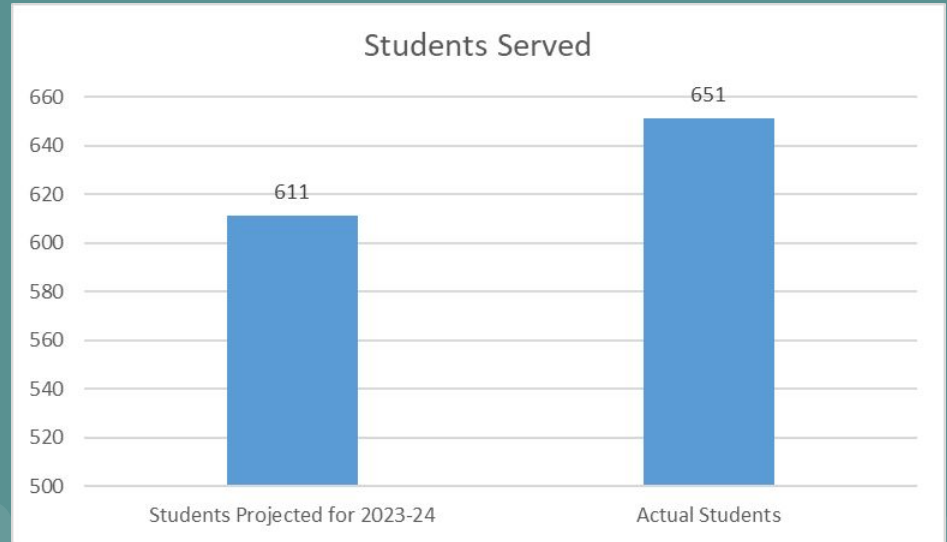
2024-25



2024-25: anticipated payroll of \$11,682,222 is 81.3% of budget

6.55% increase in Students Served

District	Actual 23-24	Projected 23-24	Difference	
CAPAY	27.5	19.5	8	29.1%
HAMILTON	126.5	118.0	8.5	6.7%
LAKE	26.0	22.0	4	15.4%
ORLAND	136.5	123.5	13	9.5%
PLAZA	15.0	17.5	-2.5	-16.7%
PRINCETON	19.5	18.5	1	5.1%
STONY CREEK	7.5	8.5	-1	-13.3%
WILLOWS	224.0	211.5	12.5	5.6%
SUCCESS ONE!	10.5	8.5	2	19.0%
WALDEN ACAD	31.0	32.0	-1	-3.2%
Wm FINCH	27.0	31.5	-4.5	-16.7%
	651.0	611.0	40.0	
		6.55%		



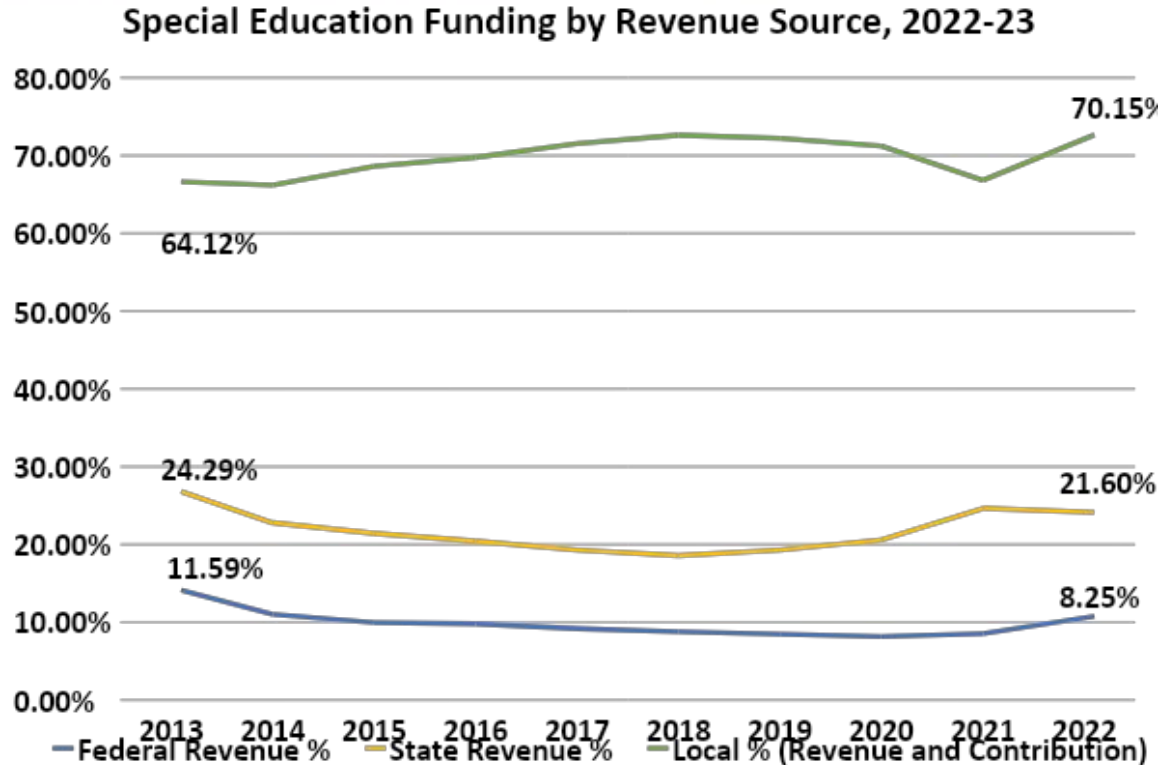
How does Glenn County compare with others SELPAs?

Special Education Fiscal Collaborative
Session Three Resources:
Special Education Revenue, Expenditure, Contribution, and
Disability Data Charts

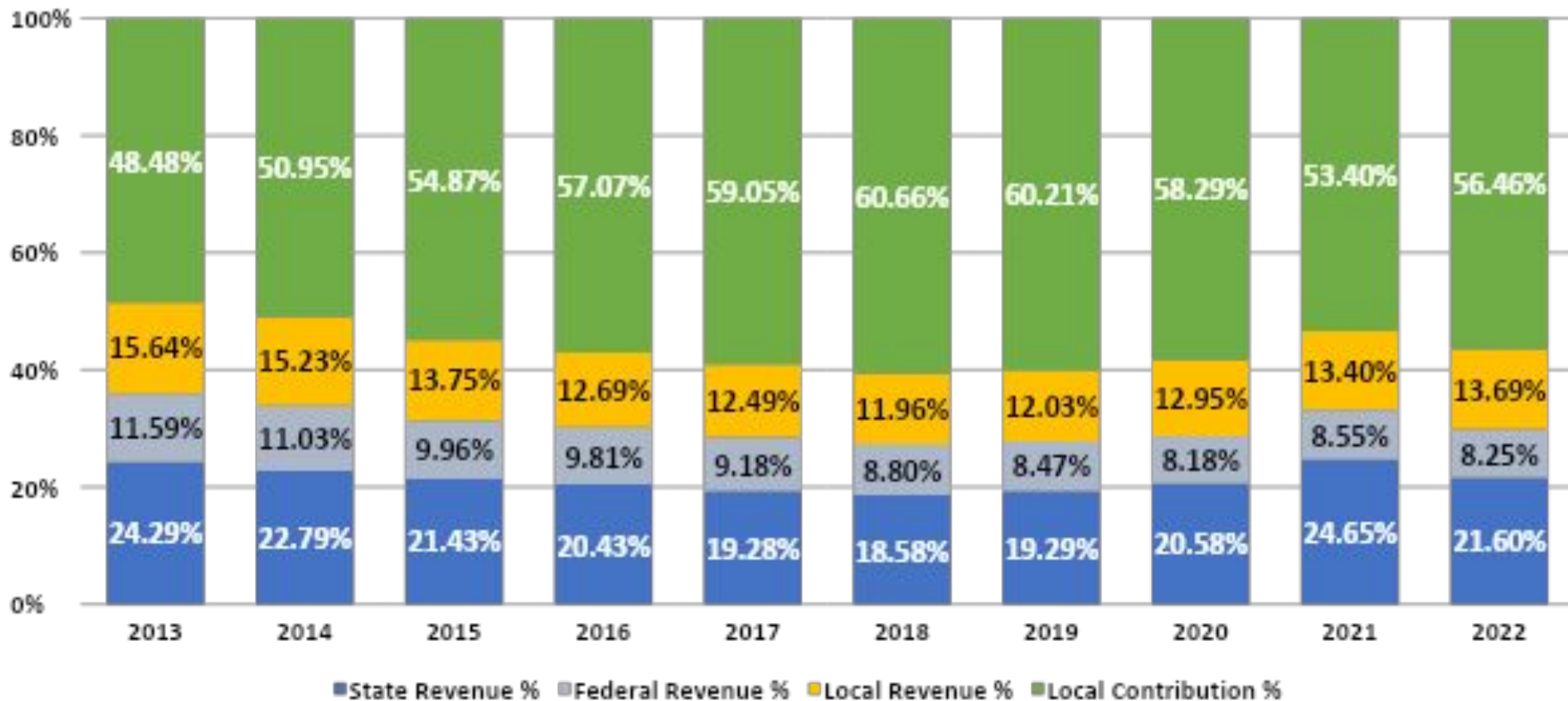


Special Education Funding for Annual Expenditures

- State special education funding increased over last five years
- Federal funding increases have not resulted in lower contribution
- Total costs of special education have lowered the impact of state and federal funding increases
- Local General Fund contribution was always an intended part of funding special education
- Local contribution rates are increasing even as local revenue rises due to Local Control Funding Formula (LCFF) rate increases



Distribution of Costs by Funding Source



Source: CDE state-certified data, 2022-23

Percentage of Total Special Education Expenditures



	2018-19	2019-20	2020-21	2021-22	2022-23
Total Expenditures	\$16,234,105,635	\$16,650,206,005	\$16,719,429,570	\$18,297,281,742	\$20,330,828,346
<i>Change from Prior Year</i>	7.79%	2.56%	0.42%	9.44%	11.11%
Federal Expenditures	\$1,925,437,792	\$1,965,427,045	\$2,027,575,804	\$2,181,241,694	\$2,610,700,528
State Expenditures	\$4,281,533,185	\$4,391,054,226	\$4,724,078,881	\$5,609,551,824	\$6,319,256,375
Local Expenditures	\$10,338,858,587	\$10,620,229,539	\$10,285,566,360	\$10,812,755,124	\$11,801,174,075
Federal Expenditure %	11.86%	11.80%	12.13%	11.92%	12.84%
State Expenditure %	26.37%	26.37%	28.26%	30.66%	31.08%
Local Expenditure %	63.69%	63.78%	61.52%	59.09%	58.05%

Students with Disabilities, 0-22	795,047	804,101	794,788	791,988	813,529
<i>Cost per Pupil</i>	\$20,419.05	\$20,706.61	\$21,036.34	\$23,102.98	\$24,990.91
Average Daily Attendance (ADA)	5,912,490.06	5,889,951.19	5,909,709.85	5,347,613.02	5,395,756.09
<i>Local contribution per ADA</i>	\$1,748.65	\$1,803.11	\$1,740.45	\$2,021.98	\$2,187.12

GC SELPA 23/24

\$20,679

Page 42 of 167

Revenue Adjustments





Anticipated and Actual Revenue

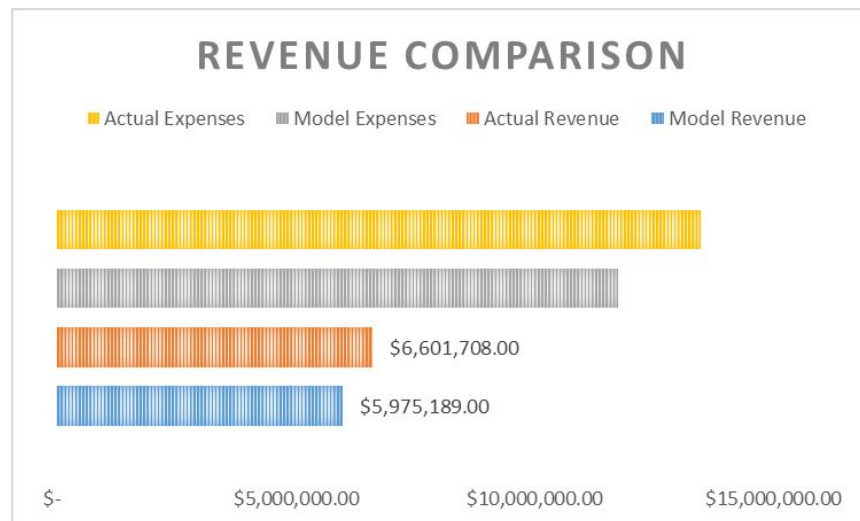
Total Revenue in Approved Model:

\$5,975,189

Actual Revenue Received:

\$6,601,708

**\$626,519 more in revenue vs an
expenditure increase of \$1,721,718**





Anticipated and Actual Revenue (cont.)

Category	Original Revenue	Adjusted Revenue	Difference in Revenue
RS6500	\$5,376,136	\$5,108,169	\$267,967
RS3310	\$842,803	\$730,473	\$112,330
Total	\$6,218,939	\$5,838,642	\$380,293

Additionally, revenue adjusted mid-year before second Excess Cost billing after adjustment for OUSD ADA.

Revenue re-benched to **P1** numbers (*slightly* different than P2) but expenses were not adjusted.

Revenue split used current numbers vs prior year (anticipated) expenses.



2023-24 P2 OUSD Revenue Calculation

	New Calculation	Previous Method	
ADA	2,111.43	1,616.16	Old method would reduce ADA by 23% for 95 GCOE solely served students
Net Funding Entitlement	\$1,142,383	\$874,419	
RS 3310	\$478,881	\$366,552	
TOTAL	\$1,621,264	\$1,240,971	\$380,293

14.7%

Expenditure Increase vs Model

10.49%

Revenue Increase vs Model



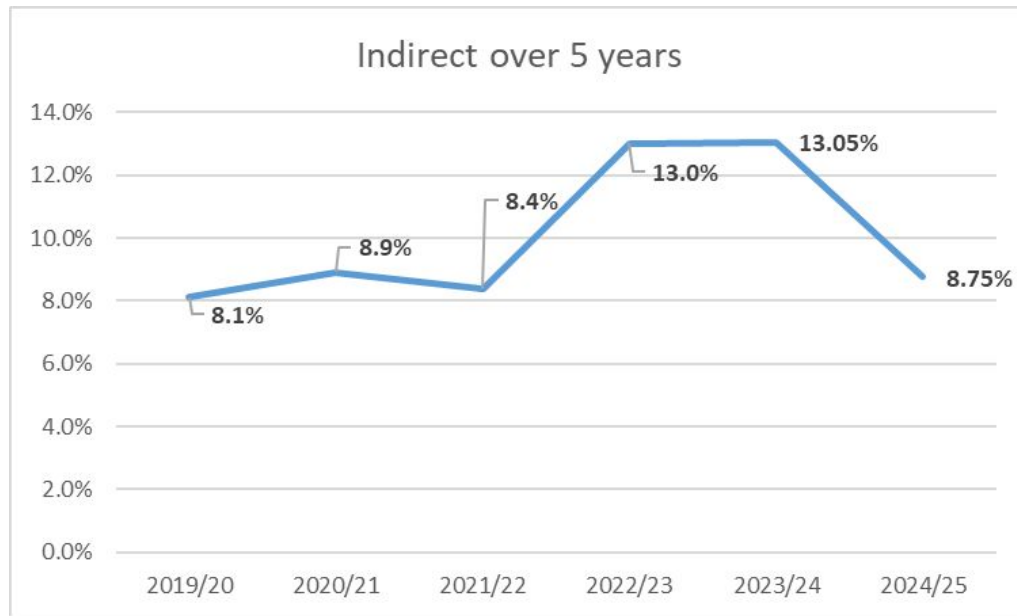
Indirect Costs





Indirect Rates

Indirect peaked in 2022-23 and 2023-24 at 13.0% and 13.05% respectively



**In 2022-23, the prior administration 'buffered' indirect with an additional credit to SELPA of \$129,000



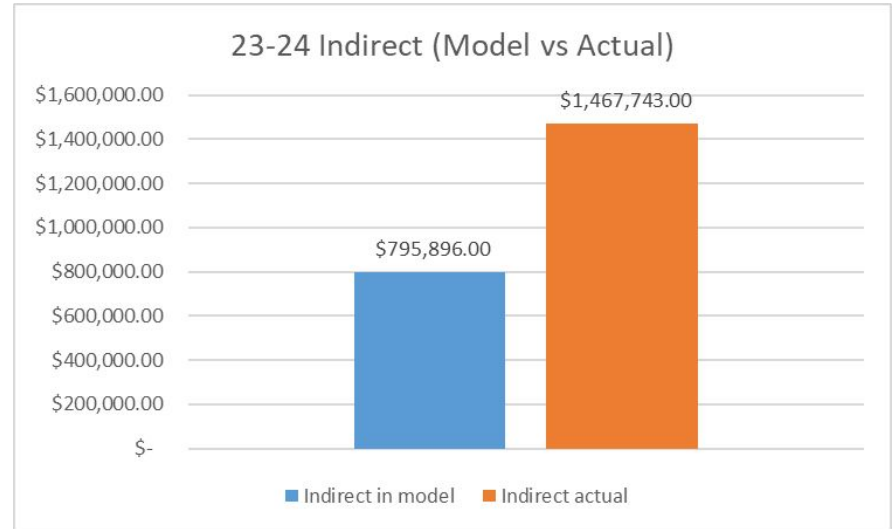


Revenue and Indirect

Model was set-up to calculate indirect on revenue from grants

Revenue should be calculated on total expenses

Additionally, indirect rate was uncertain at time of model last year and 10.22% was being used rather than 13.05%



Excess Cost billing dropped for 2nd Billing

2023-24 Original Excess Cost (after PY credits)		Pd 23-24 (after credits)	Difference
Orig Model		Paid 23/24	
Excess Cost		Excess Cost	
\$ 185,772.86	Capay	\$ 169,921.72	\$ (15,851.14)
\$ 1,063,159.25	Hamilton	\$ 966,573.01	\$ (96,586.24)
\$ 133,218.57	Lake	\$ 118,046.03	\$ (15,172.54)
\$ 1,215,238.04	Orland	\$ 1,108,159.66	\$ (107,078.38)
\$ 136,403.14	Plaza	\$ 123,432.39	\$ (12,970.75)
\$ 117,346.05	Princeton	\$ 104,059.44	\$ (13,286.61)
\$ 35,640.59	Stony Creek	\$ 29,371.34	\$ (6,269.25)
\$ 1,631,762.14	Willows	\$ 1,459,577.75	\$ (172,184.39)
\$ 112,628.80	Success One!	\$ 104,132.51	\$ (8,496.29)
\$ 232,989.18	Walden	\$ 212,375.23	\$ (20,613.95)
\$ 245,448.39	Wm Finch	\$ 221,995.93	\$ (23,452.46)
\$ 5,109,607.01		\$ 4,617,645.00	\$ (491,962.01)

Due to the use of *current* P1 revenue to complete the mid-year adjustment (despite the shift to OUSD) against *prior year* expenses, the second billing was less \$491,962 than was originally slated from the Approved Model.

Excess Cost billing Revised

Pd 23-24 (after credits)		Actual Exp 23-24	Difference
Paid 23/24		Due for 23/24	
Excess Cost		Excess Cost	
\$ 169,921.72	Capay	\$ 251,791.07	\$ 81,869.34
\$ 966,573.01	Hamilton	\$ 1,270,923.83	\$ 304,350.82
\$ 118,046.03	Lake	\$ 213,204.38	\$ 95,158.35
\$ 1,108,159.66	Orland	\$ 1,514,635.49	\$ 406,475.84
\$ 123,432.39	Plaza	\$ 131,360.81	\$ 7,928.42
\$ 104,059.44	Princeton	\$ 168,214.14	\$ 64,154.70
\$ 29,371.34	Stony Creek	\$ 64,936.76	\$ 35,565.41
\$ 1,459,577.75	Willows	\$ 2,393,457.71	\$ 933,879.96
\$ 104,132.51	Success One!	\$ 103,778.64	\$ (353.87)
\$ 212,375.23	Walden	\$ 230,686.97	\$ 18,311.75
\$ 221,995.93	Wm Finch	\$ 255,378.88	\$ 33,382.95
\$ 4,617,645.00		\$ 6,598,368.68	\$ 1,980,723.68

Upon review of what was paid as compared to actual expenses, the remainder is what is still owed at the conclusion of 2023-24



Closing Books vs “Carry In”





Closed Books vs Following Year Credits

Carry-in vs Net Credit given

2019/20

\$135,194.00 vs \$682,911.00

2020/21

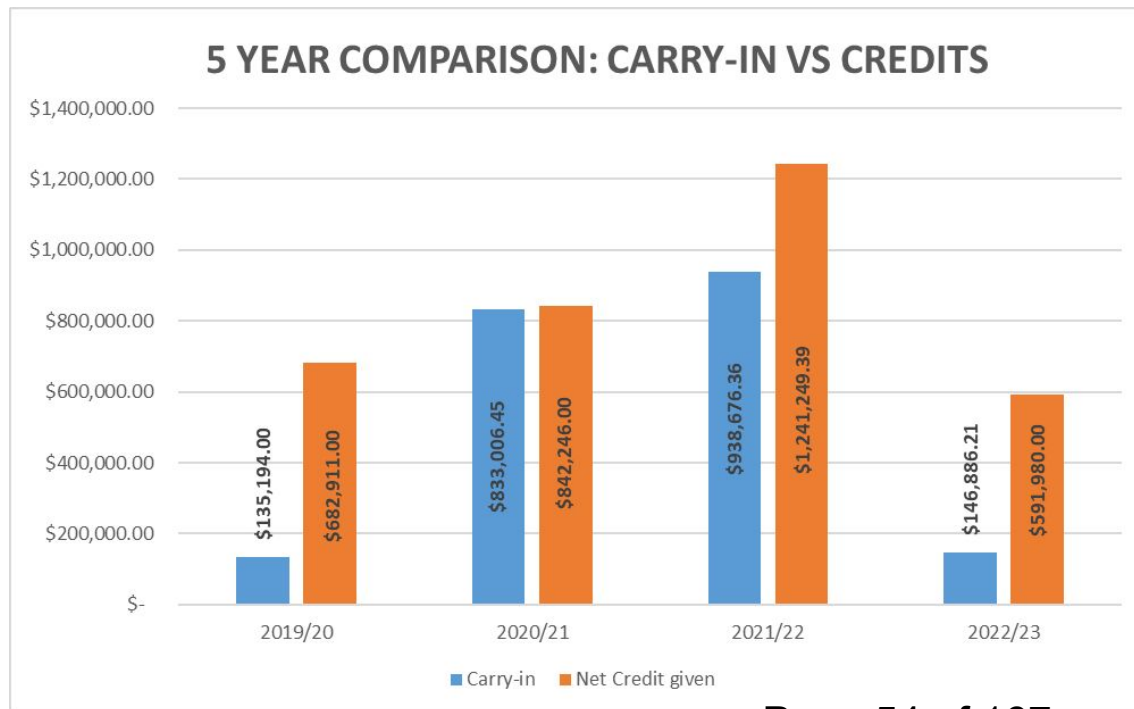
\$833,006.45 vs \$842,246.00

2021/22

\$938,676.36 vs \$1,241,249.39

2022/23

\$146,886.21 vs \$591,980.00



Credits vs Carry-in

In reviewing prior years, the Carry-in at the close of books did not match the amount of the credit the following year.

Due to influx of revenue from COVID relief measures, this was not revealed until those funds sun-setted.



Difference between Carry-in / Credit (2019-2023)



In Summary -



Revenue increase vs Expenditure increase
(including Indirect adjustment and Student
count):

\$1,095,199 shortfall

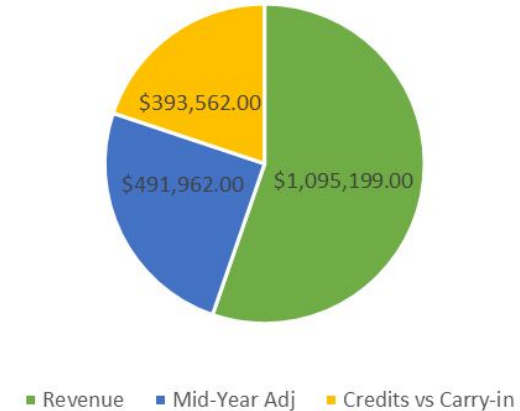
Mid-year adjustment (current revenue and PY
expenses:

\$491,962 shortfall

Improperly applied Credits (vs Closed books)

≈\$393,562 shortfall

Adjusted Excess Cost



Revised Totals for Excess Cost 2023-24

\$4,617,645 paid in 2023-24

Actual Costs: \$6,598,368.68

Remainder: \$1,980,723.68



District	Total
CAPAY	\$ 81,869.34
HAMILTON	\$ 304,350.82
LAKE	\$ 95,158.35
ORLAND	\$ 406,475.84
PLAZA	\$ 7,928.42
PRINCETON	\$ 64,154.70
STONY CREEK	\$ 35,565.41
WILLOWS	\$ 933,879.96
SUCCESS ONE!	\$ (353.87)
WALDEN ACAD	\$ 18,311.75
Wm FINCH	\$ 33,382.95
TOTALS	\$ 1,980,723.68

Next Steps



Fiscal Oversight Meeting

December 9

Discuss the issues around indirect rate application & usage within allocation model

Discussion of the discrepancy around closing books vs credits issued

GCOE & LEA meetings

**Discuss individual needs for each
LEA regarding the increase**

Questions



HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13. b	Date: 01/22/25
Agenda Item Description: Professional Consulting Services	
<p>Background: Professional Consulting Services Proposed Amount: Hourly rate of \$205.00 for work completed, not to exceed \$20,500 for FY 24-25</p> <p>King Consulting was contracted for an original scope of work to review, prepare, and submit documentation required to maximize the District's State funding eligibility under the State School Facility Program (SFP) and to prepare the District's Dashboard and a strategic funding plan. This work was completed and presented to the Board on June 22, 2024. An addendum to this original proposal was needed to complete this scope of work, as the State required King to re-establish the District's eligibility as a Unified School District.</p> <p>King Consulting has since identified projects that qualify for State Modernization funding. These projects will provide the District with approximately \$632k in State funding reimbursement for past projects. King Consulting has identified an additional \$4.3M in remaining Modernization eligibility through 2029 to access for future projects.</p> <p>This contract will provide King Consulting with the additional hours necessary to prepare and submit an application to obtain California Department of Education approvals and to prepare and submit a State funding application to the Office of Public School Construction for the \$632k identified above. This contract also includes hours to analyze projects that may qualify for other funding sources, calculate project specific eligibility, attend meetings, and update eligibility for the 2024-25 school year.</p> <p>King Consulting estimates annual proposals of similar amounts through the 2028-29. Additional scopes of work may be included in future proposals if additional projects are identified for funding.</p>	
Status: Pending Board approval.	
Fiscal Impact: Professional Consulting Services, Proposed Amount: Hourly rate of \$205.00 These costs may be paid through the use of developer's fees.	
Educational Impact:	
Recommendation: Board approve all proposals.	



KING

Proposal:

Professional Services

Prepared for:

Hamilton Unified School District

Attention:

Dr. Jeremy Powell

Superintendent

jpowell@husdschools.org

530-826-3261

Primary Contact:

Jamie King-Iseman

President

jamie@kinginc.com

916-706-3538



Scope of Services

This document represents an agreement between the District and King Consulting. For the compensation stipulated, King Consulting shall provide the following services:

STATE SCHOOL FACILITY PROGRAM FUNDING ELIGIBILITY

Review, prepare, and submit documentation required to maximize the District's New Construction and Modernization eligibility under the State School Facility Program.

- Obtain from the District and State facilities enrollment information required to determine the amount of State Modernization and New Construction grant funding eligibility under the State School Facility Program:
 - Review and compile current CalPADS enrollment data;
 - Review and compile facility database for each District site, including square footage by building, original date of construction, or State Phase C date of construction for facilities modernized under the former Lease Purchase Program;
 - Prepare State Enrollment projections using all available methodologies to ensure maximum eligibility is captured:
 - 5-Year Projection;
 - 10-Year Projection;
 - Modified and Alternative Weighting Mechanisms;
 - Birth Rate Adjustment (by County and Zip Code);
 - Dwelling Unit Research and Augmentation;
 - Student Yield Factor Review;
- Review site diagrams for square footage, classroom counts, and age of facilities. Prepare and update facility capacity database annually to include any new additional facilities;
- Prepare required enrollment and facilities reports for District review and approval to file with the Office of Public School Construction to seek approval of Modernization and New Construction eligibility. Prepare annual updated enrollment and facilities reports as needed or required;
- Secure State Allocation Board approval of District's eligibility.

Continued on next page

STATE SCHOOL FACILITY PROGRAM FUNDING APPLICATION SERVICES

Strategic Funding Plan

Review historical, current, and future District capital facility projects to identify State funding opportunities and develop a Strategic Funding Plan to maximize the District's local funding. Programs include, but are not limited to:

- Modernization
- New Construction
- Career Technical Education Facilities Program
- Facility Hardship
- Financial Hardship
- Seismic Mitigation
- Charter Schools
- Full Day Kindergarten
- Health and Safety Projects
- Preschools, Kitchens, and Health Facilities
- Lead in Water Remediation

Assist with Preparation of State Funding Applications

Assist the District with all applications for State approval and funding. These services may include, but are not limited to:

- California Department of Education (CDE) plan approval requests;
- Division of State Architect (DS) plan approval requests;
- DSA exemption verification;
- Office of Public School Construction (OPSC) Funding Applications (Form 50-04);
- OPSC Fund Releases (Form 50-05);
- OPSC Expenditure Reports (Form 50-06);
- Assistance with potential appeals to the State Allocation Board;
- Preparation of narrative grant applications for CTEFP projects.

Assist with Audit and Expenditure Reporting

Assist the district with the audit process and all expenditure for State funding received under the SFP. These services may include, but are not limited to:

- Provide grant certification requirements checklist to ensure the District is adhering to SFP regulations for all State-funded projects;
- Collect and maintain all documentation that will be required at audit;
- Following approval and funding of project, prepare Detailed List of Project Expenditures, Annual Expenditure Reports, Substantial Progress Reports, etc.;
- Continue to provide support until such time the local auditor and State Controller's Office has certified and closed the project.

Consulting Fees

For the services outlined, the District shall pay King Consulting on a time and material basis at the **hourly rate of \$205, not to exceed \$20,500 (100 hours)**. King Consulting will bill the District in increments of 15 minutes, and invoice on a monthly basis. The scope of work necessary to complete the services listed in this Agreement is dependent upon the availability and quality of the District's enrollment and facilities information.

The fees shall cover all normal business expenses incurred on behalf of the District. Necessary visitations to the District by King Consulting will be reimbursed on an actual and necessary basis. Reimbursed visitations shall have prior approval by the District.

The District shall be responsible for reviewing and verifying all data included in documents, forms, and reports prepared by King Consulting on behalf of the District. The District shall be responsible for consulting legal counsel as related to the preparation and submittal of documents, forms, and reports.

The terms of this agreement shall remain in force unless mutually amended.

ADDITIONAL CONSIDERATIONS

King Consulting shall be reimbursed as follows:

- Work Completed above and beyond the hours specified in this contract shall be billed at **\$205.00 per hour**;
- Mileage for all meetings shall be reimbursed to King Consulting at the IRS standard mileage rate;
- Application filing fees and other State-required fees are the responsibility of the District;
- Express Mail expenses will be documented and reimbursed to King Consulting;
- Reproduction of documents shall be the responsibility of the District. King Consulting will provide duplicating costs at an actual cost basis.

VALIDITY PERIOD

The quoted price and services outlined in this contract are valid for a period of 60 days from the date of issuance. Any acceptance of this proposal beyond the specified validity period may result in a reevaluation of the pricing and services offered. Both parties acknowledge and agree that any changes to the scope of work, market conditions, or other relevant factors may necessitate adjustments to the terms outlined herein after the expiration of the 60-day validity period.

Signatures

This Agreement is between the Hamilton Unified School District and King Consulting.



Dr. Jeremy Powell
Superintendent
Hamilton Unified School District

Jamie King-Iseman
President
King Consulting

Date

01/08/2025
Date

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13. c	Date: 01/22/25
Agenda Item Description: Facility Master Plan	
<p>Background: Facility Master Plan; Proposed Amount: \$25,000 The District Facilities Master Plan will be prepared to meet State requirements. King Consulting will build on the work completed as part of the Demographic and Professional Services contracts to prepare Facility Master Plan.</p> <p>The scope of services will be performed in concert with District staff and will include:</p> <ul style="list-style-type: none">• Facility Assessment Compilation from HUSD Condition Assessments• Identified Reconstruction Needs with Cost Estimates• Short and Long-Term Options• Financial Analysis as it Relates to Strategic Funding Plan• Conclusion and Recommendations• Preparation of the Document• Finalized Plan and Assist Staff with School Board Presentations, as Needed	
Status: Pending Board approval.	
<p>Fiscal Impact: Facility Master Plan, Proposed Amount: \$25,000 For services outlined in this Proposal, the District shall pay King Consulting at the rate of \$205 per hour, not to exceed \$25,000. Services will be documented and invoiced on a monthly or on a percentage of completion basis.</p>	
Educational Impact:	
Recommendation: Board approve all proposals.	



January 14, 2025

Jeremy Powell, Superintendent
Hamilton Unified School District
620 Canal St.
Hamilton City 95951

RE: Proposal for Facility Master Plan

Dear Mr. Powell,

King Consulting is pleased to present the Hamilton Unified School District with the enclosed proposal for Facility Master Planning. We have also included a sample of our work at the end of this proposal.

King Consulting's Facility Master Plan (FMP) provides districts with a road map for planning for current and future facilities. We work with districts and their communities to assure the development of a successful Facility Master Plan which is a dynamic document to be updated as the plan unfolds. Our clients realize the importance of the total involvement of district staff and facility committees in planning.

King Consulting's approach to the Facility Master Plan consists of a collaborative work plan. The Demographic Study and identification of all State funding opportunities have already been completed under King's previous and current contracts. The FMP will build on this work and will initiate with a comprehensive multi-campus facility assessment. This information will provide an overview of each site with the identification of deferred maintenance needs and project replacement dates for all building systems (based on each elements expected useful life). The FMP will also include a summary of community involvement in the development of short-term and long-term capital facility projects, including cost estimates and a strategic funding plan for the identified projects by site. The plan will be shared with the District, edited as needed, and include a final recommendation with a funding plan and timeline to accomplish the identified facility needs.

A Facility Master Plan will greatly assist the Hamilton Unified School District in their planning efforts.

If acceptable, please return signed Agreement to our office. We would welcome the opportunity to utilize our experience to continue to support and assist the District in meeting its school facilities planning and funding needs. Please call if you have any questions or need additional information.

Warm Regards,

Jamie Iseman



KING

Proposal:

Facility Master Plan

Prepared for:

Hamilton Unified School District

Attention:

Dr. Jeremy Powell

Superintendent

jpowell@husdschools.org

530-826-3261

Primary Contact:

Jamie King-Iseman

President

Jamie@kinginc.com

916-706-3538





Jamie King-Iseman

President

2901 35th St. Sacramento, CA 95817

jamie@kinginc.com · 916-706-3538

Education

Master of Science, Geography

University of South Carolina, 2001

Bachelor of Science, Geography

Sacramento State University, 1999

Skills

- Creative and strategic funding and facility planning.
- Unique ability to disseminate complex information to Board, community members, and committees.
- Develops close and long-lasting relationships with clients, State agents, and industry partners.

Professional Summary

Jamie has over 26 years of experience assisting school districts with capital facility planning needs. Over the course of her career she has secured over \$1 billion dollars in Local, State, and Federal capital outlay funds for public schools in California. Through regular interaction with relevant public agencies, a strong presence in Sacramento, and involvement with organizations that support school districts such as CASH, CASBO, and SSDA, she continues to advance her knowledge and has developed invaluable relationships with these stakeholders and other leaders in the industry. As the President and Co-Founder of King Consulting, she's determined to discover new opportunities and funding for her clients and firmly believes all children deserve the opportunity to learn in safe and effective learning environments. These core values in conjunction with Jamie's extensive experience make her uniquely qualified to support school districts in their strategic planning efforts.

Experience

President

1998-present | King Consulting, Inc., Sacramento, CA

Work closely with District staff, project managers, architects, and other stakeholders to secure State School Facility Program funding and prepare Strategic Funding Plans for California school districts. Prepare and assist school districts with State Allocation Board Appeals. Prepare Developer Fee Studies and School Facilities Needs Analysis. Assist and support school district with Developer Mitigation, including the preparation of Development Impact Reports and Facility Master Plans. Prepare Demographic Analyses, including the preparation of enrollment projections, capacity analysis, spatial analysis, and facility options.



Trent Sommers

Principal Architect

C-35589 Registered Architect

22 Years of Experience

22 Years of K-12 Experience

Trent has 22 years of experience in the field of architecture focused on K-12 education, ecclesiastical and community facilities. His work includes new construction, modernization, and program & facility planning. Trent has specialized expertise in working with Districts, community stakeholders, staff, and students in the preparation of master plans, deferred maintenance plans, bridging documents, and programing to meet specific educational goals. He is thoroughly familiar with applications, processes, and procedures regarding California K-12 public schools with all State agencies; DSA, OPSC, and CDE.

Professional History

CA+SA studio, Inc. Principal Architect / President

CA+SA studio, Principal Architect / President, 1/18 to 8/2022

Sommers Architecture, Principal Architect, 4/14 to 12/17

Sommers Design Group, Project Manager and Owner, 3/10 to 4/14

Stafford King Wiese Architects, Project Manager, 2/09 to 3/10

Tarman Architectural Group, Project Manager, 5/00 to 7/05

Selected K-12 Construction Experience 2016 to 2021

Capuchino HS Science Building Modernization, San Mateo Union HSD, San Bruno, CA

Capuchino High School Modular Science Building, San Mateo Union HSD, San Bruno, CA

Burlingame High School Modular Classroom Building, San Mateo Union HSD, Burlingame, CA

Novato Unified District Wide Data Upgrade, Novato USD, Novato, CA

Novato Unified District Food and Nutrition Warehouse Building, Novato USD, Novato, CA

San Jose Middle School HVAC Upgrade, Novato USD, Novato, CA

Loma Verde Elementary School HVAC Upgrade, Novato USD, Novato, CA

Lynwood Elementary School HVAC Upgrade, Novato USD, Novato, CA

Olive Elementary School HVAC Upgrade, Novato USD, Novato, C

Wheatland Union HS Ag Science Laboratory, Wheatland Union High School, Wheatland, CA

Wheatland Union HS Classroom Modernization, Wheatland Union High School, Wheatland, CA

Wheatland Union HS Bleachers and Press Box, Wheatland Union High School, Wheatland, CA

Arbuckle Elementary School Classroom Building, Pierce Joint Unified SD, Arbuckle, CA

Pierce High School Multi-Purpose Room, Pierce Joint Unified SD, Arbuckle, CA

St. Helena High School Science Building Modernization, St. Helena USD, St. Helena, CA

St. Helena High School HVAC Upgrade, St. Helena USD, St. Helena, CA

Selected K-12 Preconstruction and Planning Experience 2016 to 2021

Modernization Program Plan, Napa Valley USD, Napa, CA

Facility Master Plan, St. Helena USD, St. Helena, CA

Facility Master Plan, Joint Unified SD, Arbuckle, CA

Major Deferred Maintenance Plan, Los Gatos-Saratoga Union HSD, Los Gatos, CA

Major Deferred Maintenance Plan, St. Helena USD, St. Helena, CA

Education

Master of Architecture, 2008

University of Colorado, Denver, CO

Bachelor of Science, Professional Chemistry, 2004

California State University, Chico, CA



Eliana Montoya

Director of Strategic
& Land Planning

15 Years of Experience

8 Years of K-12 Experience

Eliana has 15 years of experience in Interior Design, Architecture, and Planning focusing on residential, commercial, and K-12 education projects. For the past three years, Eliana has been the backbone to the Master Planning and Bridging portfolio at CA+SA studio. She works hand in hand with Principal Architect managing projects from planning and schematic design through construction and DSA certification.

Professional History

CA+SA studio, Director of Strategic & Land Planning, 01/2024 to present

CA+SA studio, Project Development & Strategic Planning, 04/2023 to 01/2024

CA+SA studio, Project Development & Operations, 08/2020 to 04/2022

CA+SA studio, Senior Job Captain, 1/2018 to 08/2020

Sommers Architecture, 11/2015 to 12/2017

Jackson Design and Remodeling 08/2014 to 11/2015

EM-Moments 05/2014 to 11/2015

Aesthetics, Inc 02/2008 to 01/2009

Selected K-12 Construction Experience 2016 to 2021

Tyler ES Kitchen Renovations, Stovckton USD, Stockton, CA

Lemon Grove SD Facilities Assessment, Lemon Grove, CA

NVUSD Modernization Program Plan, Napa Valley Unified SD, Napa, CA

American Canyon MS Bridging Documents, Napa Valley Unified, Napa, CA

Burlingame High School New Press Box, San Mateo Union HSD, San Mateo, CA

Stagg HS Kitchen/Cafeteria Renovation, Stockton USD, Stockton, CA

Arbuckle Elementary School Classroom Building, Pierce Joint Unified SD, Arbuckle, CA

St. Helena Elementary School Kitchen & Cafeteria Upgrade, St. Helena Unified SD, St. Helena, CA

St. Helena Elementary School Roof Replacement, St. Helena Unified SD, St. Helena, CA

St. Helena Primary School HVAC Upgrade, St. Helena Unified SD, St. Helena, CA

St. Helena High School Press Box, St. Helena Unified School District, St. Helena, CA

Wheatland Union HS Classroom Modernization, Wheatland Union High School, Wheatland, CA

Wheatland Union HS Bleachers and Press Box, Wheatland Union High School, Wheatland, CA

Pierce High School Kitchen and Multi-Purpose Room, Pierce Joint Unified SD, Arbuckle, CA

Capuchino High School Science Building Modernization, San Mateo Union HSD, San Bruno, CA

Capuchino High School Modular Building, San Mateo Union HSD, San Bruno, CA

Noddin Elementary School Shade Structure, Union Elementary SD, San Jose, CA

Oster Elementary School Shade Structure, Union Elementary SD, San Jose, CA

Education

Bachelor of Science in Interior Design, 2009

Art Institute of CA, San Diego

Masters in Architecture Program

NewSchool of Architecture and Design, San Diego, CA

Scope of Services

The planning, funding, and construction of school facilities involves many complex issues. A central element of this work is an updated Facility Master Plan, which includes a comprehensive review of current and historical student population trends, community and general population demographic trends, land use and planning policies, student generation rates, residential development impact, a spatial analysis of the student population, 7-year enrollment projections by school and grade level, a facility capacity and utilization analysis, facility options, and a funding analysis.

King Consulting will build on the work completed as part of the Demographic and Professional Services contracts to prepare a Facility Master Plan.

The Facility Master Plan will include the following information, already prepared for the District under the Demographic Services contract, including:

- Community Demographics
- Student Generation Study
- Land Use and Development
- Enrollment Projections
- Spatial Analysis
- Facility Capacity Analysis

The Facility Master Plan will include the following information, already prepared for the District under the Professional Services contract, including:

- School Facility Program Funding Sources
- Historical Participation in School Funding Program
- State School Facility Program Funding Eligibility for All Programs

The Facility Master Plan will include the following scope of work:

- Facility Assessments
- Identified Reconstruction Needs with Cost Estimates
- Short and Long-Term Housing Options
- Financial Analysis and Strategic Funding Plan
- Conclusion and Recommendations
- Preparation of the Study Document
- Finalized Plan and School Board Presentation

ARCHITECTURAL SERVICES

- Evaluate feasible projects
- 3 to 4 team meetings throughout the duration of the FMP
- Development of Facilities Master Plan

Continued on Next Page

DEFERRED MAINTENANCE PLAN

Develop a Deferred Maintenance Plan which will include the following:

- Campus Facility Assessment
 - Our team of architects & engineers will walk the campus and perform a room by room condition assessment of all your facilities and building systems (mechanical, electrical, plumbing, etc.).
- Facility Assessment Report
 - Our team will develop a report that outlines each room and building system including each elements estimated date of construction, remaining useful life, and projected replacement cost and year.
- Create Facility Database
 - The information gathered during the facility assessment will then be used to develop a facility database for the District. This database will allow the District to proactively move forward in addressing upcoming capital facility needs.
- Cost Estimating
 - Cost estimates for identified needs will be provided utilizing the current construction costs and market trends. The cost estimates will include pricing and allowances for escalation for all projects identified.

Consulting Fees

For services outlined in this Proposal the District shall pay King Consulting at the rate of **\$205 per hour not to exceed \$25,000**. King Consulting will provide services as needed and requested by the District. Services will be documented and invoiced on a monthly basis based on percent of project completion.

Additional Considerations

King Consulting shall be reimbursed as follows:

1. Work done after the completion of all components outlined in this agreement shall be billed at **\$205** per hour.
2. Mileage shall be reimbursed for all meetings at the standard mileage rate for the current year as determined by the IRS.
3. Reproduction of documents shall be the responsibility of the District. If the District chooses, King Consulting will provide duplicating services on an actual cost basis.
4. Telephone and any express mail expenses will be documented and reimbursed to King Consulting.

Validity Period

The quoted price and services outlined in this contract are valid for a period of 60 days from the date of issuance. Any acceptance of this proposal beyond the specified validity period may result in a reevaluation of the pricing and services offered. Both parties acknowledge and agree that any changes to the scope of work, market conditions, or other relevant factors may necessitate adjustments to the terms outlined herein after the expiration of the 60-day validity period.

Signatures

This Agreement is between the Hamilton Unified School District and King Consulting.



Dr. Jeremy Powell

Superintendent
Hamilton Unified School District

Jamie King-Iseman

President
King Consulting

1/14/2025

Date

Date

**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 18, 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 at 5:30pm

✓ Hubert "Wendell" Lower, President
✓ Genaro Reyes
✓ Gabriel Leal

Absent Ray Odom
✓ Rod Boone, Clerk

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. [No action taken](#).

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. Reyes

Motion Carried 4-0

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

7.0 AJOURN TO ORGANIZATIONAL MEETING: at 6:24pm

- a. Administration of oath of office for re-appointed board members
 - i. Rod T. Boone
 - ii. Hubert “Wendell” Lower
 - iii. Juan Gabriel Leal
- b. Seating of board members
 - i. Elect 2025 Board President
 1. Mr. Reyes 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. Reyes 2nd by Mr. Leal.

Motion Carried 4-0

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

- ii. Elect 2025 Board Clerk
 1. Mr. Leal nominated Mr. Boone for 2024 Board Clerk
 2. Mr. Lower moved to close nominations.

Motion to nominate Mr. Boone for 2024 Board President by Mr. Leal 2nd by Mr. Reyes.

Motion Carried 4-0

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

- c. Set 2025 Board Meeting Dates (p. 4)

Motion to approve dates Mr. Boone for 2024 Board President by Mr. Leal 2nd by Mr. Reyes.

Motion Carried 4-0

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

8.0 CLOSE ORGANIZATIONAL MEETING AND RE-OPEN REGULAR MEETING at 6:29pm.

9.0 COMMUNICATIONS/REPORTS:

- a. Board Member Comments/Reports
- b. ASB President and Student Council President Reports
 - i. Hamilton High School – Isabel Rivera
 - ii. Hamilton Elementary School – Jayla Hernandez
 1. Ms. Hernandez presented.
- c. District Reports (written)
 - i. Technology Report by Frank James (p. 5)
 - ii. Nutrition Services Report by Erendida Moreno (handout)
 - iii. Operations Report by Alan Jokschi (p. 6)
- d. Principal and Dean of Student Reports (written)
 - i. Ulises Tellechea, Hamilton Elementary School Principal (p. 7)
 1. Mr. Tellechea presented.
 - ii. Maria Reyes, District Dean of Students (p. 9)
 1. Ms. Reyes presented.
 - iii. Cris Oseguera, Hamilton High School Principal (p. 10)
 1. Mr. Oseguera presented.
 - iv. Silvia Robles, Adult School (p. 11)
 1. Ms. Robles presented.
- e. Chief Business Official Report by Kristen Hamman (First Interim)
- f. Superintendent Report by Jeremy Powell (written) (p. 12)
 - i. Dr. Powell presented.

10.0 PRESENTATIONS:

- a. Adult Ed (p. 13)
 - i. Adult Ed Instructor Tabitha O’Quinn presented.
 - ii. Ms. Robles presented.

11.0 CORRESPONDENCE:

- a. None

12.0 INFORMATION ITEMS:

- a. HUSD Enrollment History for 5 years (p. 21)
- b. Bond Status: Fund 21 Update (p. 24)
- c. Special Meeting Schedule for CSBA Governing Webinar Series for Board Members:
 - i. Session 1: December 17, 2024 5:30 PM - 6:45 PM
 - ii. Session 2: January 16, 2025 5:30 PM - 6:45 PM
 - iii. Session 3: February 6, 2025 5:30 PM - 6:45 PM
 - iv. Session 4: February 27, 2025 5:30 PM - 6:45 PM
 - v. Session 5: March 20, 2025 5:30 PM - 6:45 PM

13.0 DISCUSSION ITEMS:

- a. HUSD School Resource Officer Update
 - i. Dr. Powell reviewed.

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. Approve 2024-25 First Interim Report (p. 25)
 - i. Ms. Hamman reviewed.
 - ii. Mr. Lower requested GCOE speak on SELPA excess cost at the next regular board meeting.

Motion to approve by Mr. Leal 2nd by Mr. Boone.

Motion Carried 4-0

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

- b. Approve HUSD intention to negotiate with HTA “Sunshine” requirements for the 2025-26 school year consistent with Government Code Section 3547 “Sunshine” requirements. (p. 151)

- i. Dr. Powell reviewed.

Motion to approve by Mr. Boone 2nd by Mr. Reyes.

Motion Carried 4-0

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

- c. Approve HUSD intention to negotiate with CSEA “Sunshine” requirements for the 2025-26 school year consistent with Government Code Section 3547 “Sunshine” requirements. (p. 153)

- i. Dr. Powell reviewed.

Motion to approve by Mr. Boone 2nd by Mr. Leal.

Motion Carried 4-0

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

- d. Approve Braves Training Table Nutrition Lead job description (p. 155)

- i. Dr. Powell reviewed.

Motion to approve by Mr. Boone 2nd by Mr. Reyes.

Motion Carried 4-0

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

- e. Approve Proposal from King Consulting for an HUSD Demographic Analysis (p. 158)

i. Dr. Powell reviewed.

Motion to approve by Mr. Leal 2nd by Mr. Reyes.

Motion Carried 4-0

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

- f. Approve Revised Proposal from A-Line for Projects Funded from Multiple Sources (p. 164)

i. Dr. Powell reviewed.

Motion to approve by Mr. Boone 2nd by Mr. Leal.

Motion Carried 4-0

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

- g. Authorize the Superintendent to Enter Into Agreement with the Lowest Responsive Project Bidder and Proceed with Construction of Preschool Shade Structure (p. 168)

i. Dr. Powell reviewed.

ii. Mr. Watson reviewed.

Motion to authorize by Mr. Boone 2nd by Mr. Leal.

Motion Carried 4-0

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

- h. Approve Developer Fee Report for 2023-24 (p. 176)

i. Dr. Powell reviewed.

Motion to approve by Mr. Leal 2nd by Mr. Boone.

Motion Carried 4-0

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

- i. Adopt Resolution No. 24-25-107 Authorizing Filing of Application(s) for State Allocation Board-Administered Facility Hardship and/or Facility Hardship Seismic Mitigation Program(s) (p. 178)

i. Dr. Powell reviewed.

ii. Roll call vote

Motion to approve by Mr. Leal 2nd by Mr. Boone.

Motion Carried 4-0

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

- j. Resolution No. 24-25-108 Authorizing Filing of Application(s) for State Allocation Board-Administered Programs (p. 180)

i. Dr. Powell reviewed.

ii. Roll call vote

Motion to approve Resolution by Mr. Reyes 2nd by Mr. Leal.

Motion Carried 4-0

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

- k. CSBA Policies review for second reading and adoption: (p. 182)
 - i. Board Policy 1160 – Political Practices
 - ii. Administrative Regulation 3311 - Bids
 - iii. Administrative Regulation 3311.3 Design – Build Contracts
 - iv. Board Policy 3312 - Contracts
 - v. Board Policy 4151/4251/4351 – Employee Compensation
 - vi. Administrative Regulation 4217.3 – Layoff/Rehire
 - vii. Board Policy 1312.3 – Uniform Complaint Procedures
 - viii. Administrative Regulation 1213.3 – Uniform Complaint Procedures
 - ix. Board Policy 0460 – Local Control and Accountability Plan
 - x. Board Policy 5116.2 – Involuntary Student Transfers

1. Dr. Powell reviewed.

Motion to adopt by Mr. Boone 2nd by Mr. Reyes.

Motion Carried 4-0

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

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 23, 2024 and Special Board Meeting on November 13, 2024 (p. 189)
- b. Williams Quarterly Report for October 2024 (p. 196)
- c. Approve Hamilton High School Fishing Club (p. 197)
- d. Winter Break 2024-25 Office Hours (p. 198)
- e. Warrants and Expenditures (p. 199)
- 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: Dennis Bryant Jr.	7th Grade Girls Basketball Coach	HES
Dennis Bryant Jr.	8th Grade Girls Basketball Coach	HES

Resignations/Retirement: Salvador Hernandez-Campos Adult Education Teacher - Technology Adult Ed

17.0 ADJOURNMENT:

Hamilton High School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	Mr. Cris Oseguera
Email Address	coseguera@husdschools.org
School Website	www.husdschools.org/HHS
Grade Span	9-12
County-District-School (CDS) Code	11765621133701

2024-25 District Contact Information	
District Name	Hamilton Unified School District
Phone Number	530-826-3261
Superintendent	Dr. Jeremy Powell
Email Address	ccarrier@husdschools.org
District Website	www.husdschools.org

2024-25 School Description and Mission Statement
<p>Hamilton High School, with a current enrollment of 305 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 few 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. A plan we hope comes to fruition in the next year is to build an all-weather track on the new property. Recently, we celebrated 100 years of providing an exceptional educational experience for the greater Hamilton</p>

2024-25 School Description and Mission Statement

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 normally have a theatrical play, added a VAPA teacher and a section of music to our schedule, 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, can be found at most extracurricular events. Periodic drills and training for fire, lockdown, and other emergency situations (districtwide) 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 and activities. In the last year, we have additionally beautified our campus with a newly refinished gym floor, new siding on the interior gym walls, updated classroom door appearances along with increasing visibility for safety purposes and added school prided vinyl wrapping to school buildings.

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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	70
Grade 10	94
Grade 11	60
Grade 12	69
Total Enrollment	293

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	0.7
Asian	1
Hispanic or Latino	70.3
Native Hawaiian or Pacific Islander	0
Two or More Races	0.3
White	13.7
English Learners	11.6
Migrant	0.3
Socioeconomically Disadvantaged	81.6
Students with Disabilities	17.1

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	14.70	83.67	30.70	86.90	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	5.12	1.40	4.04	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.80	10.35	2.20	6.27	11746.90	4.23
Unknown/Incomplete/NA	0.10	0.80	0.90	2.77	14303.80	5.15
Total Teaching Positions	17.50	100.00	35.40	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.10	0.9
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.10	0.9

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.30	0.70	0
Local Assignment Options	2.20	0.70	1.8
Total Out-of-Field Teachers	2.50	1.50	1.8

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	6.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 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. We also purchased new Spanish class textbooks and online student licenses in 2023-24.

Year and month in which the data were collected

December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Writer's Inc., 2003 The American Reader, 2007 Holt, Literature and Language Arts, 3rd Course, 2003 Holt, Literature and Language Arts, 4th Course, 2003 The Language of Composition, 2nd Edition, 2013 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	Yes	0%

	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		
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%

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

School Facility Conditions and Planned Improvements

Hamilton High School, with a current year enrollment of 305 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.

Additional Beautification at Hamilton High were the addition of vinyl wrapped doors and school emblems, which added to the uplifting of the school and student body as well as increased safety by including large room number identification for each classroom. We also had our gym floors completely re-done and re-finished in summer 2024, adding to the beautifying of the school. In the next year, we plan to add increased safety measures to our site, including security fencing at the front of the school area.

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 admin is 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. Upcoming in summer 2025, the district plans to begin work on an all-weather track and field on the land purchased using 2018 Bond funds. The tentative completion date is for one year from start of work (2026).

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 (45 acres) 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	11/26/2024
--	------------

School Facility Conditions and Planned Improvements

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			100 Restrooms: Tile on floors and partitions in the girls bathroom are in need of replacement. Main sewer line needs repair. Boys Locker Rm: Needs new HVAC and new epoxy floor Girls Locker Rm: Needs new HVAC and new epoxy floor
Interior: Interior Surfaces			X	100 Restrooms: Tile on floors and partitions in the girls bathroom are in need of replacement. Main sewer line needs repair. Boys Locker Rm: Needs new HVAC and new epoxy floor Cafeteria: The flat top roof section is beginning to fail. This will need repair soon. Girls Locker Rm: Needs new HVAC and new epoxy floor Room 11/AG: The floor is showing wear and abuse. Room 18/19: Needs new, waterproof flooring - not carpet as it is an Art room. Room 9: Needs carpet and renovation.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			: Grounds: Rodents, gophers and squirrels are a constant issue.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			100 Restrooms: Tile on floors and partitions in the girls bathroom are in need of replacement. Main sewer line needs repair.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Cafeteria: The flat top roof section is beginning to fail. This will need repair soon.
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.						
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.						
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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	43	48	23	24	46	47
Mathematics (grades 3-8 and 11)	22	18	15	16	34	35

2023-24 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

2024 School Accountability Report Card

Page 11 of 25

Hamilton High School
Page 93 of 167

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	59	56	94.92	5.08	48.21
Female	32	30	93.75	6.25	66.67
Male	27	26	96.30	3.70	26.92
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	46	44	95.65	4.35	43.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	48	96.00	4.00	45.83
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	59	55	93.22	6.78	18.18
Female	32	29	90.63	9.37	17.24
Male	27	26	96.30	3.70	19.23
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	46	44	95.65	4.35	9.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	50	47	94.00	6.00	12.77
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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	25.78	19.33	19.57	17.39	30.29	30.73

2023-24 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	128	119	92.97	7.03	19.33
Female	63	58	92.06	7.94	15.52
Male	65	61	93.85	6.15	22.95
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	96	90	93.75	6.25	17.78
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	14	12	85.71	14.29	25.00
White	17	16	94.12	5.88	25.00
English Learners	12	11	91.67	8.33	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	108	101	93.52	6.48	15.84
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	24	23	95.83	4.17	8.70

2023-24 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 a 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 requires 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 the our programs. An end-of-course exam is also required and students must achieve a 70% or above to receive college credit. CTE instructors also administer quarterly benchmark assessments.

We have also received additional funding through the CTEIG as well as applied for Strong Workforce Program funding through CDE and are applying for a Community Schools Grant that may provide funding for an additional CTE pathway at HHS. These additional funds will be utilized to enhance the exposure and awareness to CTE through our school pathways.

2023-24 Career Technical Education Programs

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.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 Graduates Who Completed All Courses Required for UC/CSU Admission	35.82

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.

2023-24 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 requires only participation results 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	97	97	97	97
Grade 7	100	100	100	100	100
Grade 9	87	88	83	68	90

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.

2024-25 Opportunities for Parental Involvement
<p>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.</p> <p>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. School newsletters are produced and shared via AERIES communication, social media, and are available in local business establishments.</p> <p>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 coseguera@husdschools.org for more information about getting involved in the school's programs.</p>

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	0.0	6.0	2.9	0.0	8.8	4.9	7.8	8.2	8.9
Graduation Rate	97.3	94.0	97.1	97.4	91.3	95.1	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	68	66	97.1
Female	28	26	92.9
Male	40	40	100.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	47	46	97.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	12	11	91.7
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	58	56	96.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	17	17	100.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	301	296	41	13.9
Female	149	147	29	19.7
Male	152	149	12	8.1
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	214	209	29	13.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	40	40	6	15.0
English Learners	39	38	8	21.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	247	242	36	14.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	53	50	10	20.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.69	0.99	2.33	2.3	3.52	4.4	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.33	0.00
Female	3.36	0.00
Male	1.32	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.27	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	10.26	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.43	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.89	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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

2024-25 School Safety Plan

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 originally 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 2024. Currently, HUSD is updating the entire district Safety Plan for Spring 2025 with input from Admin, staff, and community partners from Sheriff’s dept and Fire dept.

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. Potentially, we will be adding a campus supervisor as well as having school resource officer on a limited basis beginning as early as Spring 2025 or for 2025-26 school year.

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. In 2024-25, the district, with admin, sheriff’s dept and local fire department input has been actively updating the district and school’s safety plans for eventual board approval later in spring.

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	
Science	17	4	1	1
Social Science	20	5	5	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	17	13	4	1
Mathematics	18	14	3	1
Science	14	5		
Social Science	19	7	5	

2023-24 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	1:152

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.6
Library Media Teacher (Librarian)	.5
Library Media Services Staff (Paraprofessional)	1.2
Psychologist	.2
Social Worker	1.7
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$79,876
Percent Difference - School Site and District	N/A	N/A	2.3	-23.5
State	N/A	N/A	\$10,771	\$78,673
Percent Difference - School Site and State	N/A	N/A	13.4	-22.0

Fiscal Year 2023-24 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.

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

Fiscal Year 2023-24 Types of Services Funded

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. Additionally, we are also able to provide ongoing professional development opportunities to our staff and funding for classroom instructional needs.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$46,775	\$50,757
Mid-Range Teacher Salary	\$75,909	\$75,693
Highest Teacher Salary	\$103,035	\$105,687
Average Principal Salary (Elementary)	\$130,655	\$121,443
Average Principal Salary (Middle)	\$0	\$132,509
Average Principal Salary (High)	\$139,987	\$133,106
Superintendent Salary	\$170,097	\$167,660
Percent of Budget for Teacher Salaries	29%	26%
Percent of Budget for Administrative Salaries	6%	6%

2023-24 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	15
-----------------------------------	----

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 2023-24 and 20224-25 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 or a district professional development day. Focus areas for staff development for our school are safety, especially as 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 and as we prepare for the WASC Mid-Term visit in Spring 2025.

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 adjusted to a modified block schedule, allowing for students and teachers to meet four times a week while still having block periods on two of the schooldays for labs, projects, and presentations. We were also able to add a Visual and Performing Arts (VAPA) teaching position in HUSD giving the high school students additional options for 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 structured department collaboration time, work on pacing guides and essential standards, as well as having leadership meetings with a department chairs, and information on CAASPP and other mandated testing. PLC time is a dedicated time during which our teachers fully collaborate, discuss, and seek out solutions to better inform instruction, curriculum, and student achievement.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Ella Barkley High School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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	jpowell@husdschools.org
School Website	www.husdschools.org
Grade Span	10-12
County-District-School (CDS) Code	11765621130053

2024-25 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

2024-25 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

2023-24 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 10	3
Grade 11	4
Grade 12	10
Total Enrollment	17

2023-24 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	41.2
Male	58.8
Hispanic or Latino	88.2
White	5.9
English Learners	35.3
Socioeconomically Disadvantaged	100
Students with Disabilities	23.5

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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	71.88	30.70	86.90	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.20	20.83	1.40	4.04	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	7.29	2.20	6.27	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	0.90	2.77	14303.80	5.15
Total Teaching Positions	0.90	100.00	35.40	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0.2
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0.2

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.10	0
Local Assignment Options	0.00	0.30	0
Total Out-of-Field Teachers	0.00	0.40	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	18.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 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

09/2024

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 2005 United States Government 2005	Yes	0%

	US History: American History; Reconstruction to the Present, Houghton Mifflin Harcourt, 2019 World History: Modern World History, Houghton Mifflin Harcourt, 2019		
Health	Life Skill Heath 2005	Yes	

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

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

11/25/2024

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		300 A: Flooring is showing wear from metal desks. Office restrooms:
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			Adult Ed: Needs siding repair and paint. The lot needs landscaping.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Adult Ed: Needs siding repair and paint. The lot needs landscaping.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	--	--	23	24	46	47
Mathematics (grades 3-8 and 11)	--	--	15	16	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP 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	--	--	--	--	--
White	0	0	0	0	0
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	0	0	0	0	0

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP 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	--	--	--	--	--
White	0	0	0	0	0
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	0	0	0	0	0

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 for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	5.26	--	19.57	17.39	30.29	30.73

2023-24 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	--	--	--	--	--
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	--	--	--	--	--
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	--	--	--	--	--

2023-24 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.

2023-24 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	
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
2023-24 Pupils Enrolled in Courses Required for UC/CSU Admission	100
2022-23 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.

2023-24 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 requires only participation results 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.

2024-25 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

2024-25 Opportunities for Parental Involvement

or mreyes@husdschools.org or Martha Jaeger at mjaeger@husdschools.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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
Dropout Rate	--	23.1	14.3	0.0	8.8	4.9	7.8	8.2	8.9
Graduation Rate	--	76.9	85.7	97.4	91.3	95.1	87.0	86.2	86.4

2023-24 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 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	14	12	85.7
Female	--	--	--
Male	--	--	--
Non-Binary	0.0	0.0	0.0
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	11	84.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	14	12	85.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2023-24 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	20	20	14	70.0
Female	--	--	--	--
Male	--	--	--	--
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	18	18	13	72.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	20	20	14	70.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	4	--	--	--

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	5	2.3	3.52	4.4	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.00	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The HUSD and EBH School Safety Plan of Emergency Operations was adopted by the HUSD School Board on April, 2024. 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

2024-25 School Safety Plan

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 2023 and updated by the HUDS School Board by April 2024. 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 2023-24 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 2024, 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

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		
Mathematics	4	4		
Science	5	3		
Social Science	4	4		

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 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		
Mathematics	4	4		
Science	4	2		
Social Science	4	4		

2023-24 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	.5

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	0.3
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$79,876
Percent Difference - School Site and District	N/A	N/A	0.0	-21.6
State	N/A	N/A	\$10,771	\$78,673
Percent Difference - School Site and State	N/A	N/A	-19.2	-20.1

Fiscal Year 2023-24 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 Fall of 2024 school year, a music class was added to the master schedule at Ella Barkley taught by a CTE -VAPA 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 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,775	\$50,757
Mid-Range Teacher Salary	\$75,909	\$75,693
Highest Teacher Salary	\$103,035	\$105,687
Average Principal Salary (Elementary)	\$130,655	\$121,443
Average Principal Salary (Middle)	\$0	\$132,509
Average Principal Salary (High)	\$139,987	\$133,106
Superintendent Salary	\$170,097	\$167,660
Percent of Budget for Teacher Salaries	29%	26%
Percent of Budget for Administrative Salaries	6%	6%

2023-24 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 2023-2024 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

Professional Development

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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Hamilton Elementary School

2023-2024 School Accountability Report Card

(Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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
Grade Span	TK-8
County-District-School (CDS) Code	11765626007447

2024-25 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

2024-25 School Description and Mission Statement
<p>Hamilton Elementary School, with a current enrollment of 398 students, is located in Hamilton City--approximately 10 miles from both Chico and Orland. HES is the only TK-8 school that serves the community of Hamilton City. Our vision is to create a TK-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.</p> <p>HES offers both a Spanish Dual Immersion program and a traditional English program. Currently, the DI program is available to</p>

2024-25 School Description and Mission Statement

Kindergarten through 7th grade students (next year it will be offered to up to 8th grade students).This is our seventh year of implementing bilingual instruction and we currently have 203 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 Basics, Spanish, Yearbook/photography, and Visual and Performing Arts and Agricultural Exploration. Sixth through eighth grade students could also participate in 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 California Junior Scholarship Federation (CJSF) club.

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 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), School Site Council, English Learner Advisory Committee (ELAC) 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	39
Grade 1	34
Grade 2	50
Grade 3	51
Grade 4	46
Grade 5	47
Grade 6	43
Grade 7	41
Grade 8	54
Total Enrollment	405

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.9
Male	48.1
American Indian or Alaska Native	0.5
Asian	2
Hispanic or Latino	93.6
White	2
English Learners	44.7
Foster Youth	0.2
Homeless	9.6
Migrant	4
Socioeconomically Disadvantaged	93.8
Students with Disabilities	12.6

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/Incomplete/NA	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/Incomplete/NA	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

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.

2022-23 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)	15.30	91.10	30.70	86.90	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.30	1.96	1.40	4.04	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.30	1.96	2.20	6.27	11746.90	4.23
Unknown/Incomplete/NA	0.80	4.92	0.90	2.77	14303.80	5.15
Total Teaching Positions	16.80	100.00	35.40	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.70	0.20	0.3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.70	0.20	0.3

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.50	0.40	0
Local Assignment Options	0.00	0.10	0.3
Total Out-of-Field Teachers	0.50	0.50	0.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.00	2.9	2.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 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. Since 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

09/2024

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've have several remodels and upgrades in the last couple of years to improve our facility. Some examples of upgrades are: Middle School bathrooms were remodeled in 2023, New HVAC Units were installed throughout the campus, and a solar array which will also serve as a shade structure was installed in late 2023, and we have also replaced old carpets/flooring in several classrooms throughout the school.

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	11/25/2024
--	------------

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		100 restrooms: Old tile, Grout smells even when cleaned well. 102: Flooring is need of replacement 201: Flooring is need of replacement 304: Flooring is need of replacement 203: damage to counter top Formica. 609: Several ceiling tiles will be replaced. 401: Carpet replaced during summer 2024 404: Carpet replaced during summer 2024 502: Carpet replaced during summer 2024 503: Carpet replaced during summer 2024
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			

School Facility Conditions and Planned Improvements				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Play areas are showing age. Field issues with gophers and sprinklers. Quotes to replace a play structure are being reviewed. Planning for new field is underway.

Overall Facility Rate			
Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes	State Priority: Pupil Achievement
	<p>The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):</p> <p>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).</p> <p>The CAASPP System encompasses the following assessments and student participation requirements:</p> <ol style="list-style-type: none"> Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve). <p>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.</p>

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	18	19	23	24	46	47
Mathematics (grades 3-8 and 11)	13	16	15	16	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	285	277	97.19	2.81	19.13
Female	145	140	96.55	3.45	19.29
Male	140	137	97.86	2.14	18.98
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	266	258	96.99	3.01	18.22
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	121	114	94.21	5.79	10.53
Foster Youth	0	0	0	0	0
Homeless	23	22	95.65	4.35	22.73
Military	0	0	0	0	0
Socioeconomically Disadvantaged	268	262	97.76	2.24	18.32
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	43	100.00	0.00	2.33

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	285	283	99.30	0.70	15.55
Female	145	143	98.62	1.38	10.49
Male	140	140	100.00	0.00	20.71
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	266	264	99.25	0.75	13.26
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	121	120	99.17	0.83	11.67
Foster Youth	0	0	0	0	0
Homeless	23	23	100.00	0.00	17.39
Military	0	0	0	0	0

Socioeconomically Disadvantaged	268	266	99.25	0.75	14.66
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	43	43	100.00	0.00	2.33

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 for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	13.25	16.83	19.57	17.39	30.29	30.73

2023-24 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	101	101	100.00	0.00	16.83
Female	59	59	100.00	0.00	15.25
Male	42	42	100.00	0.00	19.05
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	96	96	100.00	0.00	14.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	36	36	100.00	0.00	8.33
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	99	99	100.00	0.00	16.16
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	17	100.00	0.00	5.88

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.

2023-24 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 requires only participation results 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	98%	98%	98%	98%	98%
Grade 7	100%	100%	100%	100%	100%

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.

2024-25 Opportunities for Parental Involvement
<p>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 be 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 fundraise 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.</p> <p>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 review student academic goals with parents and they teach parents specific activities to practice 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 towards the learning goals. This process fosters a greater connection between home and school which supports students' educational growth.</p> <p>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.</p> <p>For further information on how parents may become involved in our school, please contact Ulises Tellechea, Principal, at (530) 826-3474 or utellechea@hudsdschools.org.</p>

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	413	413	31	7.5
Female	212	212	16	7.5
Male	201	201	15	7.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	384	384	28	7.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	202	202	12	5.9
Foster Youth	--	--	--	--
Homeless	40	40	2	5.0
Socioeconomically Disadvantaged	387	387	30	7.8
Students Receiving Migrant Education Services	19	19	2	10.5
Students with Disabilities	61	61	9	14.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.78	5.48	5.81	2.3	3.52	4.4	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.81	0.00
Female	2.83	0.00
Male	8.96	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.95	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.48	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.43	0.00
Students Receiving Migrant Education Services	5.26	0.00
Students with Disabilities	14.75	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 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. 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

2024-25 School Safety Plan

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.

A comprehensive safety plan that outlines all emergency procedures and processes is maintained in the school office. The School Safety Plan will be updated for approval in February of 2025 and will reviewed with the staff and the 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. Nineteen cameras are installed to provide 24 hours surveillance on the majority 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 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.

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	
1	26		2	
2	26		1	
3	23	1	3	
4	21	1	2	
5	20	3	1	
6	15	16	1	
Other	24		6	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	18	3	1	
1	27		1	
2	25		3	
3	25		3	
4	23	1	2	
5	24		3	
6	14	24	7	
Other	16	3		

2023-24 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

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

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 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$79,876
Percent Difference - School Site and District	N/A	N/A	-9.2	-14.3
State	N/A	N/A	\$10,771	\$78,673
Percent Difference - School Site and State	N/A	N/A	-17.6	-12.8

Fiscal Year 2023-24 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.
- ELOP funds to provide after school and summer programs for students.
- 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

Fiscal Year 2023-24 Types of Services Funded

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.
- After school Program, facilitated by the Boys & Girls Club
- Summer School Program

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/>.

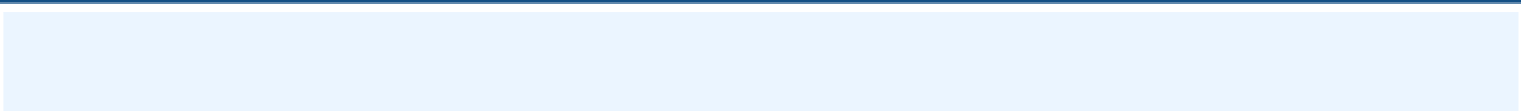
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$46,775	\$50,757
Mid-Range Teacher Salary	\$75,909	\$75,693
Highest Teacher Salary	\$103,035	\$105,687
Average Principal Salary (Elementary)	\$130,655	\$121,443
Average Principal Salary (Middle)	\$0	\$132,509
Average Principal Salary (High)	\$139,987	\$133,106
Superintendent Salary	\$170,097	\$167,660
Percent of Budget for Teacher Salaries	29%	26%
Percent of Budget for Administrative Salaries	6%	6%

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), 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 to drive PLC work.

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 Writing Revolution (GCOE),

Professional Development



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

Subject	2022-23	2023-24	2024-25
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		
Rina	Gonzalez	23-Aug-00		
Alexandra	Charlon	16-Aug-01		
Guadalupe	Funderburk	15-Aug-02		
Ellese	Mello Buttitta	29-Aug-03		
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	Curriel	9-Aug-19		
Ashley	Thorpe	6-Aug-21		
Trevor	Heyl	6-Aug-21		
Jocelyne	Duenas	31-Jan-22		
Amanda	Avakian	5-Aug-22		
Bryan	Cruz	5-Aug-22		
Gelsey	Quiroz-Garcia	5-Aug-22		
Maricela	Almaraz	11-Aug-23	Prob II	
Emily	Bladorn	11-Aug-23	Prob II	
Bryan	Buck	11-Aug-23	Prob II	
Claudia	Cruz	11-Aug-23	Prob II	
Kayla	Hall	11-Aug-23	Prob II	
Adam	Levine	11-Aug-23	Prob II	
Kaila	Davidson	9-Aug-24	Prob I	
Mariesa	Fitzgerald-Adams	9-Aug-24	Prob I	Classified Dist. Hire Date = 8/12/16
<div> <div> 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 </div> <div> 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: 1.24.2024 Revised: 10.7.24/For Certificated review/Adopted: </div> </div> <div>(See Seniority Change log for details of revisions.)</div>				
Intern Teachers	Long Term Subs	Hire Date	Status	Notes

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
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/Child Nutrition Lead	8/9/2024	x - became Child Nutrition Lead for Boys & Girls Club 3.5 hours
	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 Universal - Maintenance & Transportation	6/1/2023	x
	District Custodian	12/13/2024	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
Puente, Sandra	Paraeducator/Library Media Technician	12/8/2023	x
Jimenez, Marco	District Custodian	12/18/2023	x
Ortiz, Maria Del Carmen	Preschool Teacher (Classified)	8/9/2024	x
Vogelesang, Margrit	Preschool Assistant	8/9/2024	x
	Preschool Director/CTE Teacher (HTA, non CSEA)	8/12/2004	x - moved from Certificated to Classified in 2024. Certificated district hire date = 8/12/2004

EMPLOYED FROM 39 MONTH REHIRE LIST

N/A

(See Seniority Change Log for details of revisions)

Revision: October 7, 2024

Adopted:

Bold text = your current position and corresponding seniority date

Checks Dated 12/10/2024 through 01/16/2025

Check Number	Check Date	Pay to the Order of FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDDD	Comment	Expensed Amount	Check Amount
40362619	12/11/2024	ACCULARM SECURITY SYSTEMS	01-0000-0-1110-1000-5890-000-000-000000 24-25 MONITOR SERVICES 8100-5630 AUG 1 2024-JULY 31 2025	409.20	
			01-0000-0-1110-1000-5890-100-000-000000 24-25 MONITOR SERVICES 8100-5630 AUG 1 2024-JULY 31 2025	613.80	
			01-0000-0-1110-1000-5890-800-000-000000 24-25 MONITOR SERVICES 8100-5630 AUG 1 2024-JULY 31 2025	1,023.00	
			01-0000-0-3200-1000-5890-300-000-000000 24-25 MONITOR SERVICES 8100-5630 AUG 1 2024-JULY 31 2025	517.00	
			11-6391-0-4110-1000-5890-000-000-000000 24-25 MONITOR SERVICES 8100-5630 AUG 1 2024-JULY 31 2025	517.00	3,080.00
40362620	12/11/2024	AT&T	01-0000-0-0000-8100-5590-000-000-000000 NOV 2024 8100-5590 MONTHLY PHONE SERVICE		41.27
40362621	12/11/2024	BASIX	01-0000-0-1110-1000-4300-100-006-000000 4300-100-006 ATHLETICS (SEE ALSO; 24-548)		759.13
40362622	12/11/2024	BOYS & GIRLS CLUB OF THE NORTH VALLEY	01-2600-0-1110-1000-5890-800-000-000000 NOV 2024 2600 ELOP Boys & Girls Club FOR 24-25 SCHOOL YEAR		12,500.00
40362623	12/11/2024	BUSWEST - NORTH	01-0000-0-0000-3600-4300-000-000-000000 3600-4300 BUS PARTS-MAINT DEPT OPEN		477.46
40362624	12/11/2024	CALIFORNIA DEPARTMENT OF ED VENDOR# 76562Z	13-5310-0-0000-3700-4700-000-000-000000 13-5310-4300 CAFE COMMODITIES	131.62	
			13-5320-0-0000-3700-4700-000-049-000000 13-5310-4300 CAFE COMMODITIES	43.88	175.50
40362625	12/11/2024	CALIFORNIA WATER SERVICE CO	01-0000-0-0000-8100-5590-000-000-000000 8100-5590-000/100/300/800 MONTHLY WATER BY SITE	354.65	
			01-0000-0-0000-8100-5590-100-000-000000 8100-5590-000/100/300/800 MONTHLY WATER BY SITE	495.54	
			01-0000-0-0000-8100-5590-300-000-000000 8100-5590-000/100/300/800 MONTHLY WATER BY SITE	326.22	
			01-0000-0-0000-8100-5590-800-000-000000 8100-5590-000/100/300/800 MONTHLY WATER BY SITE	1,311.68	2,488.09

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

Checks Dated 12/10/2024 through 01/16/2025

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDDD	Comment	Expensed Amount	Check Amount
40362626	12/11/2024	CARL'S FEED		01-7010-0-3800-1000-4300-100-000-00000 7010-4300-100 Lohse Open for Carl's Feed		59.61
40362627	12/11/2024	CORNELL DISTRIBUTING		13-5310-0-0000-3700-4700-000-000-00000 13-5310-3700-4700/049 MILK/DAIRY CAFES	1,055.00	
				13-5320-0-0000-3700-4700-000-049-00000 13-5310-3700-4700/049 MILK/DAIRY CAFES	400.00	1,455.00
40362628	12/11/2024	CORNING FORD		01-0000-0-0000-8100-5630-000-000-00000 8100-5630 FORD F-250 vin# 60632 REPAIRS & SERVICE		2,448.78
40362629	12/11/2024	DANIELSEN CO		13-5310-0-0000-3700-4300-000-000-00000 13-5310-3700-4300/4700	325.51	
				13-5310-0-0000-3700-4700-000-000-00000 13-5310-3700-4300/4700	6,084.39	
				13-5310-0-0000-3700-5890-000-000-00000 13-5310-3700-4300/4700	8.00	
				13-5320-0-0000-3700-4300-000-049-00000 13-5310-3700-4300/4700	95.25	
				13-5320-0-0000-3700-4700-000-049-00000 13-5310-3700-4300/4700	769.63	7,282.78
40362630	12/11/2024	DELL MARKETING		01-9150-0-0000-2420-5890-000-000-00000 HES WHITTAKER COMPUTER REPAIRS 9150-5890		237.76
40362631	12/11/2024	FERGUSON ENTERPRISES LLC FERGUSON #686 PLUMBING		01-0000-0-0000-8100-4300-000-000-00000 8100-4300/5630 PLUMBING PARTS/REPAIRS		28.72
40362632	12/11/2024	GLOBAL OFFICE INC		01-0000-0-1110-1000-4300-000-000-00000 JULY-AUG 2024 USAGE, PAID OUT OF ORDER	107.24	
				01-0000-0-1110-1000-4300-100-000-00000 JULY-AUG 2024 USAGE, PAID OUT OF ORDER	241.27	
				01-0000-0-1110-1000-4300-800-000-00000 JULY-AUG 2024 USAGE, PAID OUT OF ORDER	247.65	
				01-0000-0-3200-1000-4300-300-000-00000 JULY-AUG 2024 USAGE, PAID OUT OF ORDER	28.66	
				11-6391-0-4110-1000-4300-000-000-00000 JULY-AUG 2024 USAGE, PAID OUT OF ORDER	52.20	
				12-6105-0-1110-1000-4300-000-000-00000 JULY-AUG 2024 USAGE, PAID OUT OF ORDER	28.66	705.68
40362633	12/11/2024	GRAINGER		01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT SUPPLIES OPEN		11.80

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

Checks Dated 12/10/2024 through 01/16/2025

Check Number	Check Date	Pay to the Order of FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40362634	12/11/2024	HAMILTON UNIFIED SCHOOL DIST	01-0000-0-0000-0000-8699-000-000-000000 TO REIMB FOR AFLAC CHECK STOPPED AFTER DEP	101.71	
			01-0000-0-1110-1000-5890-000-000-000000 BANK FEES FOR CANCELED AFLAC CHECK	10.00	111.71
40362635	12/11/2024	HILLYARD INC	01-0000-0-0000-8100-4300-000-000-000000 8100-4300 MAINT DEPT SUPPLIES		1,469.96
40362636	12/11/2024	KING CONSULTING	40-0000-0-0000-8500-5890-000-000-000000 40-8500-5890 Prof Consulting for State School Facility Prgm		1,178.75
40362637	12/11/2024	MISSION UNIFORM & LINEN	13-5310-0-0000-3700-5890-000-000-000000 13-5310-3700-5890 CAFE LINEN		197.22
40362638	12/11/2024	MJB WELDING SUPPLY	01-6387-0-3800-1000-5890-100-000-000000 0350-4300/5890-053 AG-WELDING		12.90
40362639	12/11/2024	NUSO LLC	01-0000-0-0000-2700-5990-000-000-000000 DEC 2024 2700-5990-000/100/800 NUSO PHONE SERVICES	77.35	
			01-0000-0-0000-2700-5990-100-100-000000 DEC 2024 2700-5990-000/100/800 NUSO PHONE SERVICES	116.04	
			01-0000-0-0000-2700-5990-800-800-000000 DEC 2024 2700-5990-000/100/800 NUSO PHONE SERVICES	192.83	386.22
40362640	12/11/2024	ORLAND HARDWARE	01-0000-0-0000-8100-4300-000-000-000000 8100-4300 MAINT DEPT SUPPLIES OPEN	601.71	
			01-7010-0-3800-1000-4300-100-000-000000 AIG 7010 4300 OPEN PO FOR SUPPLIES A HAUTALA	160.40	762.11
40362641	12/11/2024	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC	01-0000-0-1110-1000-5620-800-000-000000 OCT 2024-JAN 2025 LEASE		166.48
40362642	12/11/2024	PROPACIFIC FRESH	13-5310-0-0000-3700-4700-000-000-000000 13-5310/5320-3700-4700	2,936.35	
			13-5320-0-0000-3700-4700-000-049-000000 13-5310/5320-3700-4700	203.42	3,139.77
40362643	12/11/2024	SALSANA LLC 123 ANDRES	01-7812-0-1110-1000-5890-800-000-000000 DLIG 7812 FAMILY CONCERT 123 ANDRES		3,000.00
40362644	12/11/2024	SPORTS ENDEAVORS SOCCER.COM	01-0000-0-1110-1000-4300-100-006-000000 4300-100-006 SOCCER BALLS		299.20
40362645	12/11/2024	WASTE MANAGEMENT	01-0000-0-0000-8100-5590-000-000-000000 8100-5590-000/100/300/800 GARBAGE SERVICE	618.46	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

Checks Dated 12/10/2024 through 01/16/2025

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40362645			01-0000-0-0000-8100-5590-100-000-00000	8100-5590-000/100/300/800 GARBAGE SERVICE	927.69	
			01-0000-0-0000-8100-5590-300-000-00000	8100-5590-000/100/300/800 GARBAGE SERVICE	320.61	
			01-0000-0-0000-8100-5590-800-000-00000	8100-5590-000/100/300/800 GARBAGE SERVICE	1,455.55	3,322.31
40362646	12/11/2024	WEST COAST PAPER				
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300 PAPER GOODS MAINT		142.40
40362976	12/18/2024	U.S. BANK CORPORATE PAYMENT SYSTEM				
			01-0000-0-0000-2700-4300-000-000-00000	7150-4300/5200/5890 DIST SUPER OPEN	14.98	
			01-0000-0-0000-7150-5200-000-000-00000	7150-4300/5200/5890 DIST SUPER OPEN	17.57	
			01-0000-0-0000-7150-5890-000-000-00000	7150-4300/5200/5890 DIST SUPER OPEN	35.99	
			01-0000-0-0000-7300-5300-000-000-00000	7300-5300, SCHOOL SERVICES OF CA	195.00	
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300 DIST MAINT OPEN	393.57	
			01-0000-0-0000-8100-4392-000-000-00000	8100-4300 DIST MAINT OPEN	797.97	
			01-0000-0-0000-8100-5630-000-000-00000	8100-4300 DIST MAINT OPEN	240.00	
			01-0000-0-1110-1000-4300-000-000-00000	1110-1000-4300 In-Service Day Lunch 10/21	1,657.00	
				7150-4300/5200/5890 DIST SUPER OPEN	787.24	
			01-0000-0-1110-1000-4300-100-000-00000	4300-100 Funderburk essential oil set	38.38	
				4300-100 Oseguera HHS Events	25.84	
			01-0000-0-1110-1000-4300-800-000-00000	4300-800 QUIROZ SCIENCE	88.74	
				4300-800 QUIROZ YEARBOOK	52.42	
				4300/5890-800 ELEM OPEN	203.06	
			01-4126-0-1110-1000-5890-100-000-00000	4126-5890-100 EDUCREATIONS 11/5/24-11/4/25	99.00	
			01-6266-0-1110-3110-5200-100-000-00000	6266 ED EFFECT CASC COUNSELOR CONF - HOTEL OCT	746.77	
				6266 ED EFFECT FLIGHTS FOR CASC CONF FOR KL & MR	33.00	
			01-6387-0-3800-1000-5200-100-000-00000	CTEIG 6387 COLLEGE & AG INDUSTRY TOURS-10/24-27	1,315.24	
				CTEIG 6387 HOTEL FOR COLLEGE & AG TOURS	7,197.52	
				CTEIG6387 HOTEL- COLLEGE & AG TOURS - 10/24-27	1,504.58	
			01-7010-0-3800-1000-4300-100-000-00000	CREDIT FOR STANLEY CUP	43.98-	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

Checks Dated 12/10/2024 through 01/16/2025

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40362976			01-7010-0-3800-1000-4392-100-000-00000	7010 AIG OPEN PO FOR AG FUEL & CAR WASH	702.68	
			01-7010-0-3800-1000-5890-100-000-00000	7010 AIG OPEN PO FOR AG FUEL & CAR WASH	45.00	
			11-6391-0-4110-1000-4300-000-018-00000	11-6391-5200-018 BACKHOE/LOADER TRAINING REGIST	1,850.00	
			11-6391-0-4110-1000-4392-000-021-00000	8100-4300 DIST MAINT OPEN	48.29	
			12-6105-0-1110-1000-4300-000-000-00000	12-6105-4300 MISC PRESCHOOL SUPPLIES	39.65	
			13-5310-0-0000-3700-4700-000-000-00000	13-5310-4300 CAFE OPEN	573.54	
			13-5310-0-0000-3700-5200-000-000-00000	SERVSAFE FOOD SAFETY TRAINING&CERTIFICATION 12/11	240.00	18,899.05
40362977	12/18/2024	ALHAMBRA & SIERRA SPRINGS	01-0000-0-0000-8100-4300-000-000-00000	DELIVERY CHARGE CREDITS JAN-OCT 2024	130.00-	
				NOV 2024	81.94	
				1110-1000-4300-000/100/300/800 & ADULT ED		
				OCT 2024	75.77	
				1110-1000-4300-000/100/300/800 & ADULT ED		
			01-0000-0-1110-1000-4300-000-000-00000	DELIVERY CHARGE CREDITS JAN-OCT 2024	55.00-	
				NOV 2024	72.56	
				1110-1000-4300-000/100/300/800 & ADULT ED		
				OCT 2024	100.86	
				1110-1000-4300-000/100/300/800 & ADULT ED		
			01-0000-0-1110-1000-4300-100-000-00000	DELIVERY CHARGE CREDITS JAN-OCT 2024	88.00-	
				NOV 2024	108.82	
				1110-1000-4300-000/100/300/800 & ADULT ED		
				OCT 2024	151.28	
				1110-1000-4300-000/100/300/800 & ADULT ED		
			01-0000-0-1110-1000-4300-800-000-00000	DELIVERY CHARGE CREDITS JAN-OCT 2024	135.00-	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

Checks Dated 12/10/2024 through 01/16/2025

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDDD	Comment	Expensed Amount	Check Amount
40362977				NOV 2024	167.70	
				1110-1000-4300-000/100/300/800 & ADULT ED		
				OCT 2024	202.17	
				1110-1000-4300-000/100/300/800 & ADULT ED		
			01-0000-0-3200-1000-4300-300-000-00000	DELIVERY CHARGE CREDITS JAN-OCT 2024	40.00-	
				NOV 2024	24.98	
				1110-1000-4300-000/100/300/800 & ADULT ED		
				OCT 2024	38.97	
				1110-1000-4300-000/100/300/800 & ADULT ED		
			01-0350-0-3800-1000-5630-100-051-00000	1110-1000-4300-000/100/300/800 & ADULT ED	262.78	
			11-6391-0-4110-1000-4300-000-000-00000	DELIVERY CHARGE CREDITS JAN-OCT 2024	55.10-	
				NOV 2024	83.94	
				1110-1000-4300-000/100/300/800 & ADULT ED		
				OCT 2024	65.96	934.63
				1110-1000-4300-000/100/300/800 & ADULT ED		
40362978	12/18/2024	ALVAREZ GALVAN, JUAN				
			01-0000-0-1110-1000-5890-000-000-00000	REIMB LIVE SCAN FEES		20.00
40362979	12/18/2024	CALIFORNIA WATER SERVICE CO				
			01-0000-0-0000-8100-5590-000-000-00000	NOV 2024 8100-5590-000/100/300/800 MONTHLY WATER BY SITE		139.42
40362980	12/18/2024	EWELL EDUCATIONAL SERVICES INC				
			01-6387-0-3800-1000-5200-100-000-00000	6387 CA103 HAMILTON CITY FEB 8 2025	577.00	
				6387-5200 CA0103 HAMILTON CITY FEB 1 2025	276.00	
				6387-5200 UC DAVIS FIELD DAY	240.00	1,093.00
40362981	12/18/2024	FITZGERALD-ADAMS, MARIESA L				
			12-6105-0-1110-1000-5200-000-000-00000	MEALS FOR JAN 16-19 UPK CONF		156.00
40362982	12/18/2024	FLORA FRESH				
			01-0350-0-6000-1000-4300-100-052-00000	0350-052 FLORAL CLASS OPEN		1,221.31

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

Checks Dated 12/10/2024 through 01/16/2025

Check Number	Check Date	Pay to the Order of FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDDD	Comment	Expensed Amount	Check Amount
40362983	12/18/2024	HEFFLEY, NANCY L	01-0000-0-1110-1000-5200-800-000-00000 MEALS FOR JAN 16-19 UPK CONF		156.00
40362984	12/18/2024	LEDEZMA-JIMENEZ, BIANCA L	01-0000-0-1110-1000-5200-800-000-00000 MEALS FOR JAN 16-19 UPK CONF		156.00
40362985	12/18/2024	NEARPOD, LLC	01-3010-0-1110-1000-5890-800-000-00000 3010-5890-800 Nearpod LLC license-NO CONSUMABLES		4,569.00
40362986	12/18/2024	ORKIN PEST CONTROL OF NORTHERN CALIF	01-0000-0-0000-8100-5590-000-000-00000 DEC 2025 8100-5590 MONTHLY PEST CONTROL SERVICE		560.00
40362987	12/18/2024	ORTIZ, MARIA D	12-6105-0-1110-1000-5200-000-000-00000 MEALS FOR JAN 16-19 UPK CONF		156.00
40362988	12/18/2024	WILLARD FENCE COMPANY	01-0000-0-0000-8100-5630-000-000-00000 RIGHT GATE ELEM 8100-5630 FENCE/GATE REPAIRS		2,589.00
40362989	12/18/2024	WILLARD FENCE COMPANY	01-0000-0-0000-8100-5630-000-000-00000 LEFT GATE AND SAFETY GATE ELEM 8100-5630		2,235.00
40362990	12/18/2024	WILLARD FENCE COMPANY	01-0000-0-0000-8100-5630-000-000-00000 8100-5630 FENCE/GATE REPAIRS		3,989.00
40362991	12/18/2024	AT&T	01-0000-0-0000-8100-5590-000-000-00000 8100-5590 MONTHLY PHONE SERVICE	67.16	
			01-0000-0-0000-8100-5590-100-000-00000 8100-5590 MONTHLY PHONE SERVICE	100.73	
			01-0000-0-0000-8100-5590-800-000-00000 8100-5590 MONTHLY PHONE SERVICE	135.33	303.22
40362992	12/18/2024	GLENN COUNTY OFFICE OF ED BUSINESS	01-0000-0-0000-2700-5825-000-000-00000 2700-5825 GCOE FINGERPRINTING OF NEW EMPLOYEES		147.00
40362993	12/18/2024	ROBERTSON ERICKSON INC	01-0000-0-0000-8500-6170-800-410-00000 2600-8500-6170-410 HES Athletic Field Surveying	481.25	
			01-2600-0-0000-8500-6170-800-410-00000 2600-8500-6170-410 HES Athletic Field Surveying	1,443.75	
			21-0000-0-0000-8500-6170-000-408-00000 21-8500-6170 SURVEYING & SCHEMATIC HS TENNIS COURT	962.50	
			21-0000-0-0000-8500-6170-000-409-00000 21-8500-6170 Master Plan Mapping HHS	4,900.00	7,787.50
40362994	12/18/2024	SONGBIRD LANDSCAPE SUPPLY	01-0000-0-0000-8100-4300-000-000-00000 8100-4300 LANDSCAPE MATERIALS		514.29

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

Checks Dated 12/10/2024 through 01/16/2025

Check Number	Check Date	Pay to the Order of FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDDD	Comment	Expensed Amount	Check Amount
40363292	01/08/2025	CALIFORNIA'S VALUED TRUST H/W	01- - - -9571- - - 9572 STAFF H & W INSURANCE	26,579.16	
			01- - - -9572- - - 9572 STAFF H & W INSURANCE	89,774.11	116,353.27
40363293	01/08/2025	DANNIS WOLIVER KELLEY	01-0000-0-0000-7110-5815-000-000-000000 7110-5815 & FD 21 LEGAL FEES		204.00
40363294	01/08/2025	LESLIE ANDERSON-MILLS	01-0000-0-1110-1000-3701-000-000-000000 1110-1000-3701 L ANDERSON H&W PAYOUT		791.67
40363295	01/08/2025	STANDARD	01- - - -9572- - - 9572- STANDARD EE INS		374.96
40363296	01/08/2025	BUSWEST - NORTH	01-0000-0-0000-3600-4300-000-000-000000 3600-4300 BUS PARTS-MAINT DEPT OPEN		999.44
40363297	01/08/2025	CORNING FORD	01-0000-0-0000-8100-5630-000-000-000000 8100-5630 VEHICLE REPAIRS & SERVICE		262.78
40363298	01/08/2025	DANIELSEN CO	13-5310-0-0000-3700-4300-000-000-000000 13-5310-3700-4300/4700	3,134.93	
			13-5310-0-0000-3700-4700-000-000-000000 13-5310-3700-4300/4700	3,826.89	
			13-5310-0-0000-3700-5890-000-000-000000 13-5310-3700-4300/4700	24.00	
			13-5320-0-0000-3700-4300-000-049-000000 13-5310-3700-4300/4700	95.25	
			13-5320-0-0000-3700-4700-000-049-000000 13-5310-3700-4300/4700	479.75	7,560.82
40363299	01/08/2025	EAGLE ARCHITECTS	12-5059-0-0000-8500-6170-000-411-000000 FD 12 STATE PRESCH SHADE STRUCTURE	703.96	
			12-7814-0-0000-8500-6170-000-411-000000 FD 12 STATE PRESCH SHADE STRUCTURE	18,428.35	
			12-7821-0-0000-8500-6170-000-411-000000 FD 12 STATE PRESCH SHADE STRUCTURE	1,597.46	20,729.77
40363300	01/08/2025	HILLYARD INC	01-0000-0-0000-8100-4300-000-000-000000 8100-4300 MAINT DEPT SUPPLIES		305.13
40363301	01/08/2025	HUNT & SONS LLC	01-0000-0-0000-3600-4392-000-000-000000 3600.4392 DIESEL FUEL		3,088.11
40363302	01/08/2025	LARKIN AUTO ELECTRIC	01-0000-0-0000-8100-4300-000-000-000000 8100-4300/5630 VEHICLE PARTS & REPAIRS		52.65
40363303	01/08/2025	MISSION UNIFORM & LINEN	13-5310-0-0000-3700-5890-000-000-000000 13-5310-3700-5890 CAFE LINEN		195.82

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

Checks Dated 12/10/2024 through 01/16/2025

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDDD	Comment	Expensed Amount	Check Amount
40363304	01/08/2025	NORCAL FOOD EQUIPMENT INC		13-5310-0-0000-3700-5630-000-000-000000 13-5310-3700-5630 CAFE EQUIP REPAIRS-REPLACE		1,702.54
40363305	01/08/2025	OFFICE DEPOT INC		01-0000-0-0000-7300-4300-000-000-000000 OPEN FOR DIST SUPPLIES	396.23	
				01-0000-0-1110-1000-4300-100-000-000000 OPEN FOR DIST SUPPLIES	262.52	658.75
40363306	01/08/2025	OSEGUERA, CRISTOBAL M		01-0000-0-0000-2700-5200-000-000-000000 JULY-DEC 2024 ADMIN MILEAGE	77.72	
				01-0000-0-0000-2700-5200-100-006-000000 JULY-DEC 2024 ATHLETIC MILEAGE	1,076.02	1,153.74
40363307	01/08/2025	PGE		01-0000-0-0000-8100-5590-000-000-000000 8100-5590 MONTHLY POWER/GAS	3,779.37	
				01-0000-0-0000-8100-5590-100-000-000000 8100-5590 MONTHLY POWER/GAS	5,669.05	
				01-0000-0-0000-8100-5590-800-000-000000 8100-5590 MONTHLY POWER/GAS	9,405.98	18,854.40
40363308	01/08/2025	PROPACIFIC FRESH		13-5310-0-0000-3700-4700-000-000-000000 13-5310/5320-3700-4700	2,259.84	
				13-5320-0-0000-3700-4700-000-049-000000 13-5310/5320-3700-4700	842.82	3,102.66
40363309	01/08/2025	ROMANO, JONATHAN D		01-0000-0-0000-3600-5200-000-000-000000 REIMB CPR-FIRST AID FEES		80.00
40363310	01/08/2025	ROSETTA STONE		11-6391-0-4110-1000-5890-000-000-000000 ROSETTA STONE FOR SCHOOLS WORLD LANG:15 STUDENTS		1,800.00
40363311	01/08/2025	SPORTSMAN'S DEN		01-0000-0-1110-1000-4300-100-006-000000 4300-100-006 BASKETBALL SCOREBOOKS & BALLS		388.56
40363312	01/08/2025	WELLS FARGO VENDOR FINANCIAL SERVICES		01-0000-0-1110-1000-5620-000-000-000000 5620 COPIER LEASES	139.76	
				01-0000-0-1110-1000-5620-100-000-000000 5620 COPIER LEASES	649.80	
				01-0000-0-1110-1000-5620-800-000-000000 5620 COPIER LEASES	747.86	
				01-0000-0-3200-1000-5620-300-000-000000 5620 COPIER LEASES	120.91	
				11-6391-0-4110-1000-5620-000-000-000000 5620 COPIER LEASES	230.46	
				12-6105-0-1110-1000-5620-000-000-000000 5620 COPIER LEASES	120.91	2,009.70
40363313	01/08/2025	ALHAMBRA & SIERRA SPRINGS		01-0000-0-0000-8100-4300-000-000-000000 1110-1000-4300-000/100/300/800 & ADULT ED	7.00-	
				DEC 2024	131.41	
				1110-1000-4300-000/100/300/800 & ADULT ED		

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

Checks Dated 12/10/2024 through 01/16/2025

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40363313			01-0000-0-0000-8100-5630-000-000-00000	1110-1000-4300-000/100/300/800 & ADULT ED	262.78-	
			01-0000-0-1110-1000-4300-000-000-00000	1110-1000-4300-000/100/300/800 & ADULT ED	8.97-	
				DEC 2024	65.55	
			01-0000-0-1110-1000-4300-100-000-00000	1110-1000-4300-000/100/300/800 & ADULT ED	7.00-	
				DEC 2024	98.32	
			01-0000-0-1110-1000-4300-800-000-00000	1110-1000-4300-000/100/300/800 & ADULT ED	7.00-	
				DEC 2024	144.39	
			01-0000-0-3200-1000-4300-300-000-00000	1110-1000-4300-000/100/300/800 & ADULT ED	7.00-	
				DEC 2024	12.49	
			01-0350-0-3800-1000-5630-100-051-00000	1110-1000-4300-000/100/300/800 & ADULT ED	262.78	
				REVERSE OVERPMT; WRONG VENDOR	262.78-	
			11-6391-0-4110-1000-4300-000-000-00000	1110-1000-4300-000/100/300/800 & ADULT ED	7.00-	
				DEC 2024	10.00	155.41
40363314	01/08/2025	AT&T		ADULT ED		
			01-0000-0-0000-8100-5590-000-000-00000	DEC 2024 8100-5590 MONTHLY PHONE SERVICE		43.57
40363315	01/08/2025	CALIFONE OUTLET NICHOLAS P PIPINO				
			01-7812-0-1110-1000-4300-800-000-00000	7812-4300-800 DLIG HEADSETS	3,502.61	
				Unpaid Tax	224.61-	3,278.00
40363316	01/08/2025	CALIFORNIA DEPARTMENT OF ED VENDOR# 76562Z				
			13-5310-0-0000-3700-5890-000-000-00000	EXTEND STORAGE 13-5310-4300 CAFE COMMODITIES		141.93

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

Checks Dated 12/10/2024 through 01/16/2025

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDDD	Comment	Expensed Amount	Check Amount
40363317	01/08/2025	DANIELSEN CO				
			13-5310-0-0000-3700-4300-000-000-00000	13-5310-3700-4300/4700	390.45	
			13-5310-0-0000-3700-4700-000-000-00000	13-5310-3700-4300/4700	3,000.42	
			13-5310-0-0000-3700-5890-000-000-00000	13-5310-3700-4300/4700	8.00	
			13-5320-0-0000-3700-4300-000-049-00000	13-5310-3700-4300/4700	93.25	
			13-5320-0-0000-3700-4700-000-049-00000	13-5310-3700-4300/4700	941.48	4,433.60
40363318	01/08/2025	GLOBAL OFFICE INC				
			01-0000-0-1110-1000-4300-000-000-00000	NOV-DEC 2024 1110-1000-4300/5620 COPIER USEAGE	106.55	
			01-0000-0-1110-1000-4300-100-000-00000	NOV-DEC 2024 1110-1000-4300/5620 COPIER USEAGE	265.18	
			01-0000-0-1110-1000-4300-800-000-00000	NOV-DEC 2024 1110-1000-4300/5620 COPIER USEAGE	177.01	
			01-0000-0-3200-1000-4300-300-000-00000	NOV-DEC 2024 1110-1000-4300/5620 COPIER USEAGE	6.23	
			11-6391-0-4110-1000-4300-000-000-00000	NOV-DEC 2024 1110-1000-4300/5620 COPIER USEAGE	14.50	
			12-6105-0-1110-1000-4300-000-000-00000	NOV-DEC 2024 1110-1000-4300/5620 COPIER USEAGE	6.23	575.70
40363319	01/08/2025	KING CONSULTING				
			40-0000-0-0000-8500-5890-000-000-00000	40-8500-5890 Prof Consulting School Facility Prgm		973.75
40363320	01/08/2025	NUSO LLC				
			01-0000-0-0000-2700-5990-000-000-00000	JAN 2025 2700-5990-000/100/800 NUSO PHONE SERVICES	77.70	
			01-0000-0-0000-2700-5990-100-100-00000	JAN 2025 2700-5990-000/100/800 NUSO PHONE SERVICES	193.60	
			01-0000-0-0000-2700-5990-800-800-00000	JAN 2025 2700-5990-000/100/800 NUSO PHONE SERVICES	116.54	387.84
40363321	01/08/2025	OFFICE DEPOT INC				
			01-0000-0-1110-1000-4300-800-000-00000	4300-800 TRUDY BRYAN CLASS SUPPLIES	306.53	
			12-6105-0-1110-1000-4300-000-000-00000	12-6105 PRESCHOOL CLASSROOM SUPPLIES	101.36	407.89
40363322	01/08/2025	ORLAND HARDWARE				
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300 MAINT DEPT SUPPLIES OPEN	701.08	
			01-7010-0-3800-1000-4300-100-000-00000	AIG 7010 4300 OPEN PO FOR SUPPLIES A HAUTALA	417.09	1,118.17

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

Checks Dated 12/10/2024 through 01/16/2025

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDDD	Comment	Expensed Amount	Check Amount
40363323	01/08/2025	PROPACIFIC FRESH		13-5310-0-0000-3700-4700-000-000-000000 13-5310/5320-3700-4700		889.61
40363324	01/08/2025	T MOBILE		01-0000-0-1110-1000-5890-000-000-000000 DEC 2024 5890 75 STUDENT HOT SPOTS 24-25		180.00
40363687	01/15/2025	U.S. BANK CORPORATE PAYMENT SYSTEM		01-0000-0-0000-7110-4300-000-000-000000 7150-4300/5200/5890 DIST SUPER OPEN	80.43	
				01-0000-0-0000-7150-5200-000-000-000000 7150-4300/5200/5890 DIST SUPER OPEN	38.74	
				01-0000-0-0000-7150-5890-000-000-000000 7150-4300/5200/5890 DIST SUPER OPEN	35.99	
				01-0000-0-0000-7300-5200-000-000-000000 7300-5200 JAN 21 2025 GOV BUDGET WORKSHOP	340.00	
				01-0000-0-0000-8100-4300-000-000-000000 8100-4300 DIST MAINT OPEN	1,104.18	
				01-0000-0-0000-8100-4300-000-990-000000 BUDR 990 STORAGE SHELIVING AND TOTES FOR CONTAINER	1,643.00	
				01-0000-0-0000-8100-4392-000-000-000000 8100-4300 DIST MAINT OPEN	781.84	
				01-0000-0-1110-1000-4300-000-000-000000 7150-4300/5200/5890 DIST SUPER OPEN	197.23	
				01-0000-0-1110-1000-4300-100-000-000000 4300-100 Funderburk library	40.30	
				4300-100 Funderburk TONER	229.51	
				4300-100 Langan cables	62.87	
				Oseguera HHS Events PORTABLE PROJECTOR	259.79	
				01-0350-0-6000-1000-4300-100-052-000000 6387-4300-100 OPEN FOR AG LAB SUPPLIES	72.82	
				01-7010-0-3800-1000-4392-100-000-000000 7010-4392 AIG AG FUEL	359.99	
				01-7010-0-3800-1000-4400-100-000-000000 7010-3800-4300 FOOD FRIGE	1,514.42	
				01-7812-0-1110-1000-5200-800-000-000000 7812-5200-800 CABE AIRFARE X 4 MAR 25-29	1,419.84	
				11-6391-0-4110-1000-4300-000-018-000000 11-6391-018 BACKHOE CLASS TRAINING MATERIALS	1,444.88	
				11-6391-0-4110-1000-5200-000-018-000000 11-6391-5200-018 BACKHOE TRAIN HOTEL NOV 17-22	806.66	
				12-6105-0-1110-1000-4300-000-000-000000 12-6105-4300 MISC PRESCHOOL SUPPLIES	211.23	
				13-5310-0-0000-3700-4300-000-000-000000 13-5310-4300 CAFE OPEN	7.11	
				13-5310-0-0000-3700-4700-000-000-000000 13-5310-4300 CAFE OPEN	216.63	10,867.46
40363688	01/15/2025	BOARD OF EQUALIZATION		01-0000-0-0000-3600-5890-000-000-000000 QTR 4-2024 FUEL TAX DUE		256.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

Checks Dated 12/10/2024 through 01/16/2025

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDDD	Comment	Expensed Amount	Check Amount
40363689	01/15/2025	BUSWEST - NORTH		01-0000-0-0000-3600-5630-000-000-00000 3600-4300 BUS PARTS-MAINT DEPT OPEN		1,513.02
40363690	01/15/2025	CALIFORNIA WATER SERVICE CO		01-0000-0-0000-8100-5590-000-000-00000 8100-5590-000/100/300/800 MONTHLY WATER BY SITE	346.01	
				01-0000-0-0000-8100-5590-100-000-00000 8100-5590-000/100/300/800 MONTHLY WATER BY SITE	265.81	
				01-0000-0-0000-8100-5590-300-000-00000 8100-5590-000/100/300/800 MONTHLY WATER BY SITE	242.54	
				01-0000-0-0000-8100-5590-800-000-00000 8100-5590-000/100/300/800 MONTHLY WATER BY SITE	535.77	1,390.13
40363691	01/15/2025	CAPAY JOINT UNION ESD		25-9010-0-0000-0000-8681-000-000-00000 25-9010 CAPAY JUESD SHARE OF DEV FEES		3,853.75
40363692	01/15/2025	CHICO PERFORMANCES		01-6770-0-1110-1000-5200-800-000-00000 6770-5200-800 Cinderella -Laxson 1/24/25		1,320.00
40363693	01/15/2025	COMER COMMUNICATIONS INC		01-0000-0-0000-2700-4400-100-100-00000 2700-4400 VIDEO DECODER HES & HHS OFFICES BY DOOR	627.41	
				01-0000-0-0000-2700-4400-800-800-00000 2700-4400 VIDEO DECODER HES & HHS OFFICES BY DOOR	627.42	
				01-0000-0-0000-8100-4400-000-000-00000 8100-4400 Camera Replacement for elem	669.68	1,924.51
40363694	01/15/2025	COMER'S PRINT SHOP		01-0000-0-0000-2700-4300-000-000-00000 DIST MANAGEMENT Business Cards	54.50	
				01-0000-0-0000-7150-4300-000-000-00000 DIST MANAGEMENT Business Cards	54.50	
				01-0000-0-0000-7300-4300-000-000-00000 DIST MANAGEMENT Business Cards	108.00	
				01-0000-0-0000-8100-4300-000-000-00000 DIST MANAGEMENT Business Cards	54.00	
				01-9150-0-0000-2420-4300-000-000-00000 DIST MANAGEMENT Business Cards	108.00	
				13-5310-0-0000-3700-4300-000-000-00000 DIST MANAGEMENT Business Cards	54.00	433.00
40363695	01/15/2025	CORNELL DISTRIBUTING		13-5310-0-0000-3700-4700-000-000-00000 13-5310-3700-4700/049 MILK/DAIRY CAFES	1,196.40	
				13-5320-0-0000-3700-4700-000-049-00000 13-5310-3700-4700/049 MILK/DAIRY CAFES	589.00	1,785.40
40363696	01/15/2025	DANNIS WOLIVER KELLEY		01-0000-0-0000-8100-5200-000-000-00000 8100-5200 DWK WEBINAR - BID DOC BASICS		50.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

Checks Dated 12/10/2024 through 01/16/2025

Check Number	Check Date	Pay to the Order of FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDDD	Comment	Expensed Amount	Check Amount
40363697	01/15/2025	FORTUNA UNIFIED SCHOOL DISTRIC	01-6387-0-3800-1000-5200-100-000-00000 6387-5200-100 REGIST/LODGING CONF ANDY & ASHLEY		590.00
40363698	01/15/2025	GAGER DISTRIBUTING INC	13-5310-0-0000-3700-4300-000-000-00000 13-5310-3700-4300 DISHWASHER- CAFES		367.63
40363699	01/15/2025	GLENN COUNTY OFFICE OF ED	01-0000-0-1110-1000-4300-800-000-00000 4300-800 TK REG MAILER Success Printing		243.99
40363700	01/15/2025	GLENN COUNTY ROAD SHOP	01-0000-0-0000-3600-5630-000-000-00000 3600-5630 BUS REPAIRS		962.68
40363701	01/15/2025	HAMILTON CITY COMMUNITY SVC	01-0000-0-0000-8100-5590-000-000-00000 8100-5590 SEWER-WATER QRTL Y FEES 01-0000-0-0000-8100-5590-100-000-00000 8100-5590 SEWER-WATER QRTL Y FEES 01-0000-0-0000-8100-5590-300-000-00000 8100-5590 SEWER-WATER QRTL Y FEES 01-0000-0-0000-8100-5590-800-000-00000 8100-5590 SEWER-WATER QRTL Y FEES 11-6391-0-4110-8100-5590-000-000-00000 8100-5590 SEWER-WATER QRTL Y FEES	747.21 1,001.57 79.49 2,384.70 79.49	4,292.46
40363702	01/15/2025	HILLYARD INC	01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT DEPT SUPPLIES		2,880.49
40363703	01/15/2025	INFINITY COMMUNICATIONS & CONS	01-9150-0-0000-2420-5890-000-000-00000 9150-2420-5890 RENEWAL ERATE CONSULT SERV		1,575.00
40363704	01/15/2025	MJB WELDING SUPPLY	01-6387-0-3800-1000-5890-100-000-00000 0350-4300/5890-053 AG-WELDING		13.33
40363705	01/15/2025	ORKIN PEST CONTROL OF NORTHERN CALIF	01-0000-0-0000-8100-5590-000-000-00000 JAN 2025 8100-5590 MONTHLY PEST CONTROL SERVICE		560.00
40363706	01/15/2025	SONGBIRD LANDSCAPE SUPPLY	01-0000-0-0000-8100-4300-000-000-00000 8100-4300 LANDSCAPE MATERIALS		672.00
40363707	01/15/2025	US POSTMASTER	01-0000-0-0000-2700-5990-000-000-00000 BOX 488 RENTAL FEE FOR 1 YEAR		188.00
40363708	01/15/2025	WILSON PRINTING	11-6391-0-4110-1000-4300-000-000-00000 11-6391-4300 SPRING 2025 SCHEDULE		1,116.06
Total Number of Checks				102	321,675.18

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)

Checks Dated 12/10/2024 through 01/16/2025

Check Number	Check Date	Pay to the Order of FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
--------------	------------	---	---------	-----------------	--------------

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	80	246,902.33
11	ADULT EDUCATION	11	8,057.34
12	CHILD DEVELOPMENT	9	21,549.81
13	CAFETERIA	17	33,521.56
21	BUILDING	1	5,862.50
25	CAPITAL FACILITIES	1	3,853.75
40	SPECIAL RESERVE - CAP PR	2	2,152.50
Total Number of Checks		102	321,899.79
Less Unpaid Tax Liability			224.61
Net (Check Amount)			321,675.18

Includes checks for only Bank Account COUNTY

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved. (Limited to Checks issued from the COUNTY bank account.)