

**HAMILTON UNIFIED SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA**

**Hamilton Elementary School Cafeteria/Zoom/Facebook Live
277 Capay Avenue, Hamilton City, CA 95951**

Wednesday, October 23, 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/4968739639?pwd=RUw1Qk5hZFVNTkd3RVFuMm9tVDBCQT09>

Meeting ID: 496 873 9639

Passcode: 123456789

Dial by phone:

+1 669 900 6833 US

Meeting ID: 496 873 9639

Passcode: 123456789



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.

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 River
 - 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 (presentation)
 - ii. Maria Reyes, District Dean of Students (p. 6)
 - iii. Cris Oseguera, Hamilton High School Principal (p. 7)
 - iv. Silvia Robles, Adult School (p. 8)
- e. Chief Business Official Report by Kristen Hamman (written) (p. 9)
- f. Superintendent Report by Jeremy Powell (p. 10)

8.0 PRESENTATIONS:

- a. Hamilton Elementary School Presentation

9.0 CORRESPONDENCE:

- a. Letter Re: 2024/25 Local Control Accountability Plan (LCAP) (p. 11)
- b. Letter from Lions All Star Football (p. 12)

10.0 INFORMATION ITEMS:

- a. HUSD Enrollment History for 6 years (p. 13)
- b. Bond Status: Fund 21 Update (p. 15)
- c. SSDA 2024 Governing Board Webinar Series (p. 16)
- d. 2024 Local Agency Biennial Notice (p. 17)

11.0 DISCUSSION ITEMS:

- a. AB3074 School or Athletic Team Names; California Racial Mascots Act (p. 18)
- b. CSBA Policies review for first readings for discussion (p. 21)
 - 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

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

13.0 ACTION ITEMS:

- a. Approve Architectural Services Contract for Shade Structure at Hamilton High School Preschool (p. 28)
- b. Adopt Resolution # 24-25-106 Authorizing the 2025-26 Continued Funding Application be submitted to the California Department of Education and to authorize designated personnel to sign contract documents. (p. 34)
- c. Approve School Plan for Student Achievement (SPSA) (p. 58)
- d. Approve Design and Cost Exploration Proposals (p. 120)
 - i. HES Field Surveying and Schematic Phase
 - ii. HHS Tennis Courts Surveying and Schematic Phase

- iii. HHS Master Planning Topographic Surveying
- iv. HES Soccer Field and Track Landscape
- v. HHS Tennis Court Landscape

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 September 25, 2024 (p. 144)
- b. Minutes from Special Board Meeting on October 9, 2024 (p. 148)
- c. Warrants and Expenditures (p. 150)
- d. Interdistrict Transfers (new only; elementary students reapply annually).
 - i. Out
 - 1. Hamilton Elementary School
 - a. None
 - 2. Hamilton High School
 - a. None
 - ii. In
 - 1. Hamilton Elementary School
 - a. 1 x 3rd
 - 2. Hamilton High School
 - a. None
- e. Personnel Actions as Presented:

New Hires:		
George Guerra	Cross Country Coach	HHS
Jolene Towne	Director of Human Resources & State and Federal Programs	HUSD
Resignations/Retirement:		
Micah Mojica	Varsity Girls Basketball Coach	HHS
Chelsea Silva	Cheer Coach	HHS

15.0 ADJOURNMENT:

Technology Report

Board Meeting on October 23rd, 2024

Frank James, Director of Technology

Completed and in Progress Tasks

- Completing Tech tickets and troubleshooting of any technical issues.
- Installation of two TV's in the HHS Cafeteria has been completed and daily digital bulletins are up displaying content.
- Accularm has completed projects that has added additional security to the maintenance location and added temperature warning sensors to HHS and HES school site walk in refrigerators and freezers.
- Completed project on reconfiguring Aeries as the sole source of information.
- Completed reconfiguring all servers and equipment at both HES and HHS locations for better efficiency.
 - All servers/hosts have been upgraded to ESXi 7.03uP.
 - Windows updates have been applied to ensure all security patches are up to date.
- Completed writing a BIOS update program that will standardize all computers at HUSD automatically upon boot. This ensures the desired BIOS settings are properly configured. If any settings are not, the program will trigger an update to reconfigure the BIOS to match our desired settings.
- Continuing to work on E-Rate projects and documents for 24-25 School Year.
 - New Cachebox Server.
 - New Aruba Network Switches.
 - Extending support on: APC UPS's, Palo Alto Firewall, Cachebox, and Ruckus.
- District wide: Setting up new devices for staff and updating tech in classrooms and offices.

MOT October 2024

Maintenance:

- We helped clear the AG area in preparation for the new 'food trailer'.
 - This included removing 3 Conex storage boxes, the obsolete dust collection system and a debris pile, left over from summer projects.
- We cleaned and prepped the high school campus for a successful Homecoming football game, dance and alumni gathering.
- T-K purchased a storage shed for the new outdoor toys and tricycles. We built a pad and assisted in the delivery and setup.
- The new Adult Ed backhoe has arrived, and is being housed in the bus barn.
- A mix of maintenance tickets are coming in, mostly needed supplies or transportation requests. No big issue items at this time.

Operations:

- We are hopeful to fill the sub and full-time janitor positions soon. This will help alleviate the need for overtime and filling in when a driver or custodian is away.
- We prepped the HS gym for the home volleyball games.
- Extra cleaning and setup is planned at the elementary for the Halloween carnival.
- Other janitorial is proceeding as scheduled.

Transportation:

- We transported Two elementary and two high school football games.
- We bused HS volleyball to five games.
- We had 3 trips to the Orland Pumpkin patch, one to the fish hatchery in Oroville and we are going to Turtle Bay in Redding.
- Cross country has begun and will use vans at this time.
- Other vans are being utilized as needed.
- CHP was in site for the annual Terminal inspection.

Alternative Education Report
Board Meeting on October 23, 2024
Maria Reyes, Dean of Students

The first quarter ended on October 11, and report cards will be available on the parent portal starting October 18. On Friday, October 18, students had the opportunity to attend Chico State's Concrete Management Day. This event allows students to gain firsthand insight into the Concrete Industry Management (CIM) program, featuring tours and interactive lab stations, as well as informative talks by industry professionals about potential career options in this field.

Additionally, seniors will receive information and apply to Butte College on October 25 to begin the Reg2Go registration process.

On October 29, students will participate in a presentation from the Glenn County Drug and Alcohol Program as part of Red Ribbon Week. Francis Cunny, a counselor from the D&A office, conducts this essential presentation annually, educating students about the dangers of vaping and drug use.

In November, seniors will take a campus tour of Yuba College, where they will learn about the various vocational programs offered.

Enrollment:

12 grade = 4

11 grade = 4


10 grade = 1

9

**Hamilton High School
HUSD Board Report
October 23, 2024**

1. Total 9-12 enrollment 2024-25 (as of 10/17/24): 12th= 59; 11th=93; 10th =65; 9th=89. Total unofficial at all 9-12 approximately 315, counting 9 students at EBHS.
2. School activities are continuing with FFA now participating in competitions and field days, including holding a mandatory Parent Livestock meeting on October 7 (with about 200 total in attendance), attending Shasta College Field Day on October 10 and some of our Frosh attending Greenhand Conference on October 16. We also have several activities involving clubs, such as MEChA Halloween Gram, SWAT meetings regularly, and several fundraisers planned.
Upcoming the week of October 21-25 is FFA's Corvallis college and industry tour (October 24-27) and a Halloween themed day by HHS Staff. Our GEAR UP advisor will be holding a college workshop on October 31 as well.
3. Fall Athletics updates- for Fall 2024, our teams are well in to the season, with volleyball team playing well (20-8 overall, 8-1 MVL) and is poised to compete for another league championship and even a section title- update at board meeting. Football has continued to do well, currently undefeated in MVL play with a final home game set for November 8. Football is 6-1 overall, and 3-0 in league. Cross Country has begun competing in the MVL meets, most of which will be held at Butte College this year, and participated in a WV Invitational and the Chico Autumn Invite on October 19. Many of our Brave runners have set PR's already! Cheer held a mini-cheer camp with over 80 participants the week of October 14-18, with a grand performance on October 18. Playoffs for Volleyball begin on October 29 and for Football on November 15, with Cross Country on November 14.
4. Teachers are continuing their efforts to renew relationships, reinforce class and school rules/routines/policies, and making strides in reaching out to students and building positive rapport and strong foundations. Teachers are now also looking at and deciphering the newly released CAASPP test scores as a guide or path for student improvement and also revising and reviewing what is completed. We also planned a brief workshop for staff of Clayful as a resource for our students and staff on October 21. These are all aimed at continuing to assist our students and I greatly appreciate to our staff for going above and beyond for our students and families! We are continuing with WASC mid-term accreditation year and our staff will be focusing on the Spring visitation with verve and energy.
5. We also have been working on supporting students in various difficult situations that have arisen in the last few weeks. In full cooperation and collaboration with HUSD, we have worked on decisions administratively in order to provide our students and staff a more congenial and safe learning environment, which is a goal we always hold at the forefront for all our students, staff, and families. As well, we also learn and adjust from each situation to best serve our community.

Submitted:


Cris Oseguera
Principal

Hamilton Adult Education
Board Meeting Report-October, 2024
Silvia Robles

Completed and in Progress Tasks – October, 2024

1. Total enrollment and students served to date for all programs: 89
2. Outreach and recruit with non-profit organizations, local businesses, and employers is conducted every month.
3. Adult Ed. Agency's mandatory Accountability is completed.
4. District Professional Development-Vector Solutions on track and up to date.
5. There will be two Forklift Trainings this month. The first one will take place Monday October 21st for the Maintenance Staff. The second one will be the regular monthly training, Thursday October 24th from 6:00 p.m. – 9:00 p.m., and Saturday October 26th from 8:00 a.m. – 4:00 p.m. The cost for this training is \$10 total for both days.
6. EL Civics intent to participate is due this month.
7. Employment and Earnings Survey is underway for the first quarterly report to CDE.

**Hamilton Unified School District
General Fund - Unrestricted and Restricted
October 23, 2024 Board Report**

	2024-25 Approved Budget	2024-25 Year To Date As of 10/14/24	2023-24 Approved Budget	2023-24 Year To Date As of 10/14/23
Revenues				
LCFF Sources	\$ 10,973,261	\$ 1,743,490	\$ 10,592,668	\$ 1,750,732
All Other Federal Revenue	\$ 220,909	\$ 8,297	\$ 617,718	\$ 23,038
Other State Revenue	\$ 1,654,136	\$ 218,272	\$ 645,016	\$ 429,160
Other Local Revenue	\$ 192,267	\$ 31,201	\$ 60,957	\$ 29,895
Other Financing Sources	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$ 13,040,573	\$ 2,001,260	\$ 11,916,359	\$ 2,232,825
Expenditures				
Certificated Personnel Salaries	\$ 4,440,971	\$ 843,612	\$ 4,334,027	\$ 814,433
Classified Personnel Salaries	\$ 1,735,301	\$ 398,715	\$ 1,724,401	\$ 367,739
Employee Benefits	\$ 2,615,899	\$ 551,873	\$ 2,576,560	\$ 567,954
Books and Supplies	\$ 711,974	\$ 224,536	\$ 744,574	\$ 209,163
Travel and Conferences	\$ 136,353	\$ 22,463	\$ 156,150	\$ 24,301
Dues and Memberships	\$ 19,836	\$ 21,183	\$ 15,400	\$ 18,170
Other Insurance	\$ 206,467	\$ 204,004	\$ 174,631	\$ 181,341
All Other Utilities	\$ 345,000	\$ 68,757	\$ 330,000	\$ 105,795
Rents/Leases/Repairs	\$ 61,975	\$ 14,966	\$ 68,975	\$ 47,550
Other Operating Expenditures	\$ 446,049	\$ 204,723	\$ 601,061	\$ 267,928
Capital Outlay	\$ 797,275	\$ 174,470	\$ 255,025	\$ -
Other Outgo	\$ 1,670,695	\$ 21,642	\$ 1,652,217	\$ 23,420
Interfund Transfers Out	\$ 525,000	\$ -	\$ 125,000	\$ -
Total Expenditures	\$ 13,712,795	\$ 2,750,944	\$ 12,758,021	\$ 2,627,794
Net Increase (Decrease) in Fund	\$ (672,222)	\$ (749,684)	\$ (841,662)	\$ (394,969)
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	\$ 5,078,634			

HUSD Superintendent Report
Board Meeting on October 23, 2024

Jeremy Powell, Ed. D.

October tends to be a LONG month for many different reasons: changing of the weather, the “newness” of school has begun to wear off, and students begin to push the boundaries their teachers have earlier put in place. This year, however, October has flown by! The excitement of learning and “regular” school activities has created an environment throughout the District of renewed hope and pride in our schools! Our teachers and staff are focused on supporting ALL students in their academic and emotional needs.

District Highlights for September & October:

- Hamilton High School continues to shine in the classroom and community:
 - Gear Up Partnership with UC Davis is helping to support our students as they look beyond high school through multiple trips to colleges throughout California. We had visitors from UC Davis at HHS
 - Athletics continue to thrive by providing our student-athletes the opportunity to learn the critical skills of teamwork, dedication, and overcoming adversity. All of our teams have represented our school and community with great honor and pride!
 -
- Hamilton Elementary continues to connect with parents and students:
 - Academic Parent Teacher Teams! This year we have 12 teachers providing teacher-parent partnerships to better support student learning.
 - Plans are being developed to upgrade the play areas including new play structure for our TK students, new ground fall protection at both the lower elementary and upper elementary play structures, concrete and other field upgrades in the middle school play area.
- Make sure to Follow us on:
 - Instagram: HamiltonUnified
 - Twitter: @hamiltonunified
 - Facebook: HamiltonUnifiedSchool District

Upcoming Events:

- October 25th: Halloween Carnival
- November 11th-No School Veterans Day
- November 25th-29th: Thanksgiving Break
- December 5th: HES Christmas Program @ HHS Gym 6:00-7:00
- December 11th: HUSD Board Meeting in HHS Library @ 5:30

October 8th, 2024

Jeremy Powell, Superintendent
Hamilton Unified School District
PO Box 488
Hamilton City, CA 95951

Dear Jeremy:

Thank you for filing your district's 2024/25 Local Control Accountability Plan (LCAP) and budget, as well as the time spent attending GCOE LCAP trainings and meeting with us during the approval process. In accordance with Education Code sections 52070 and 42127(d), we have examined your LCAP and budget.

Education Code requires the County Superintendent to approve the LCAP or annual update for each school district after determining all of the following:

The LCAP adheres to the template adopted by the State Board of Education.

The budget includes expenditures sufficient to implement the specific actions and strategies included in the LCAP.

The LCAP adheres to the expenditure requirements for funds apportioned on the basis of the number and concentration of unduplicated students pursuant to Sections 42238.02 and 42238.03.

Education Code requires the County Superintendent to approve, conditionally approve, or disapprove the adopted final budget for each school district after doing the following:

Examine the adopted budget to determine whether it complies with the standards and criteria established pursuant to Section 33127 and identify any technical corrections needed to bring the budget into compliance with those standards and criteria.

Determine whether the adopted budget will allow the district to meet its financial obligations during the current fiscal year and is consistent with a financial plan that will enable the district to satisfy its multiyear financial commitments.

Determine whether the adopted budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

Based upon our review, your July 1, 2024, LCAP and budget meet the criteria and are approved.
If there are any questions regarding this letter, please call me.

Sincerely,

Dusty Thompson
Assistant Superintendent of Business Services

Cc: Business Manager



September 20, 2024

RECEIVED
OCT 01 2024

Jim Dill
Paradise Lions

Jim Myers
Launa Myers, Sec/Treas
Mike Van Gundy
Susan Pearce
Redding Host Lions

Rob Talley
Ray Odom
Dick Trimmer
Steve Hall, Director
Tyler Rutledge
Hamilton City Lions

Charlie Osuna
Ryan Osuna
Mike Fife
Redding Cyber Lions

Mike Pena
Chico Breakfast Lions

Randy Harrison
Mike Miller
Hayfork Lions

Cissy Rich
Anderson Lions



Dr. Jeremy Powell, Superintendent
Hamilton Unified School District
P.O. Box 488
Hamilton City, CA 95951

Dear Dr. Powell:

On behalf of Lions All Star Football, I want to thank you and the Hamilton Unified School District for providing the bus transportation for our South team of 54 coaches and players to the All Star game on June 22, 2024 in Redding.

Your generous support resulted in a savings of thousands of dollars in transportation costs as, without your help, we would have had to contract for transportation with a private bus carrier at a cost of approximately \$2000.

We also want to thank Alan and Cierra for giving of their time on a Saturday to transport our players and coaches to the game.

Once again, Dr. Powell, thank you for supporting Lions All Star Football.

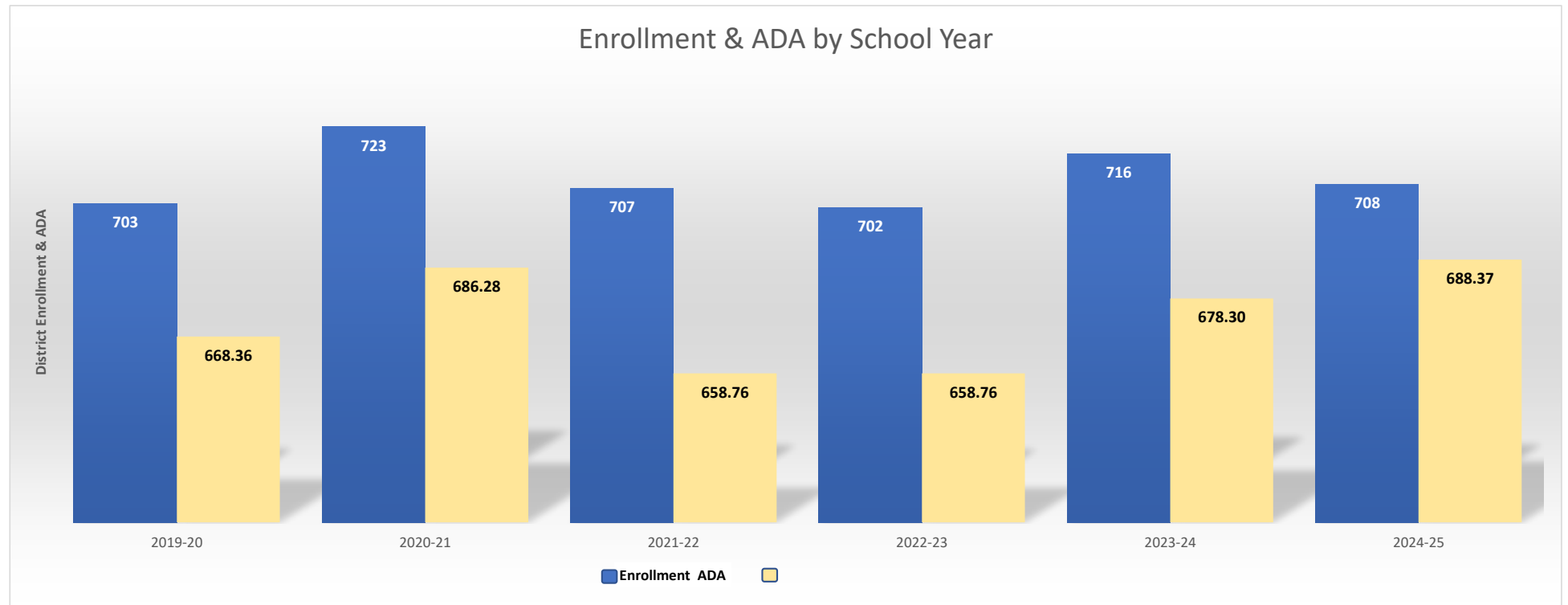
Sincerely,

Steve Hall, Director

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	261 K-5
153 6-8	146 6-8	149 6-8	129 6-8	141 6-8	131 6-8
703 ENROLLMENT	723 ENROLLMENT	707 ENROLLMENT	702 ENROLLMENT	716 ENROLLMENT	708 ENROLLMENT
668.36 ADA	686.28 ADA	658.76 ADA	658.76 ADA	678.30 ADA	688.37 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		ADA
#STU	GRADE	
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2024-25		ADA
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0 TOTAL		0.00

2024-25		ADA
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2024-25		ADA
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2024-25		ADA
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2024-25		ADA
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0 TOTAL		0.00

Building Fund 21 (Bond) Expenditures for 2024-25
For October 23, 2024 HUSD Board Meeting
Total Expenditures through October 14, 2024

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

Total expenditures through 10/14/2024 \$ 215,966.19



2024 GOVERNING BOARD WEBINAR SERIES

Governance Workshop Series for
Small and Rural School District
Governing Board Members



Jack O'Connell
Capitol Advisors

GUEST SPEAKERS



Michael Marino
Board President



Davis W. Campbell
Author



Keith Wolaridge
Trustee & Author



Barrett Snider
Capitol Advisors

5-Part Series



Session 1: December 17, 2024 5:30 PM - 6:45 PM



Session 2: January 16, 2024 5:30 PM - 6:45 PM



Session 3: February 6, 2024 5:30 PM - 6:45 PM



Session 4: February 27, 2024 5:30 PM - 6:45 PM



Session 5: March 20, 2024 5:30 PM - 6:45 PM



Live Governance Session: April 6, 2024 9:00 AM - 11:50 AM



Effective Governance
Ethics Compliance
Leadership

**RESERVE YOUR
COMPLIMENTARY
SEAT**



Visit our website:

ssda.org

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2024 Local Agency Biennial Notice

Name of Agency: Hamilton Unified School District
Mailing Address: P.O Box 488, Hamilton City, CA 95951
Contact Person: Jeremy Powell Phone No. 530-82603261
Email: jpowell@husdschools.org Alternate Email: ccarrier@husdschools.org

Accurate disclosure is essential to monitor whether officials have conflicts of interest and to help ensure public trust in government. The biennial review examines current programs to ensure that the agency's code includes disclosure by those agency officials who make or participate in making governmental decisions.

This agency has reviewed its conflict of interest code and has determined that (*check one BOX*):

☐ **An amendment is required. The following amendments are necessary:**

(*Check all that apply.*)

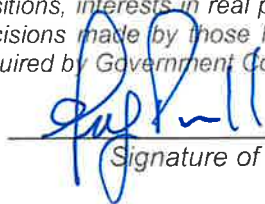
- ☐ Include new positions
- ☐ Revise disclosure categories
- ☐ Revise the titles of existing positions
- ☐ Delete titles of positions that have been abolished and/or positions that no longer make or participate in making governmental decisions
- ☐ Other (*describe*) _____

☐ **The code is currently under review by the code reviewing body.**

☒ **No amendment is required.** (If your code is over five years old, amendments may be necessary.)

Verification (to be completed if no amendment is required)

This agency's code accurately designates all positions that make or participate in the making of governmental decisions. The disclosure assigned to those positions accurately requires that all investments, business positions, interests in real property, and sources of income that may foreseeably be affected materially by the decisions made by those holding designated positions are reported. The code includes all other provisions required by Government Code Section 87302.



(Signature of Chief Executive Officer)

10/07/2024

Date

All agencies must complete and return this notice regardless of how recently your code was approved or amended. Please return this notice no later than **October 1, 2024**, or by the date specified by your agency, if earlier, to:

(PLACE RETURN ADDRESS OF CODE REVIEWING BODY HERE)

PLEASE DO NOT RETURN THIS FORM TO THE FPPC.

Bill Text: CA AB3074 | 2023-2024 | Regular Session | Chaptered California Assembly Bill 3074

Bill Title: School or athletic team names: California Racial Mascots Act.

Spectrum: Partisan Bill (Democrat 6-0)

Status: (Passed) 2024-09-27 - Chaptered by Secretary of State - Chapter 665, Statutes of 2024. [AB3074 Detail]

Download: California-2023-AB3074-Chaptered.html

Assembly Bill No. 3074

CHAPTER 665

An act to amend Sections 221.3 and 33315 of the Education Code, relating to schools.

[Approved by Governor September 27, 2024. Filed with Secretary of State September 27, 2024.]

LEGISLATIVE COUNSEL'S DIGEST

AB 3074, Schiavo. School or athletic team names: California Racial Mascots Act.

Existing law establishes the California Racial Mascots Act, which prohibits public schools from using the term Redskins as a school or athletic team name, mascot, or nickname. Existing law requires the Superintendent of Public Instruction to establish and implement a system of complaint processing, known as the Uniform Complaint Procedures, for specified educational programs.

This bill would exempt public schools operated by an Indian tribe or a tribal organization from this prohibition. The bill would prohibit, beginning July 1, 2026, public schools, except for public schools operated by an Indian tribe or tribal organization, from using any derogatory Native American term, as defined, as a school or athletic team name, mascot, or nickname, except as provided. The bill would require the Uniform Complaint Procedures to apply to school or athletic team names, mascots, or nicknames pursuant to the bill. To the extent that the bill would impose new duties on public schools, the bill would impose a state-mandated local program.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to the statutory provisions noted above.

Digest Key

Vote: majority Appropriation: no Fiscal Committee: yes Local Program: yes

Bill Text

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 221.3 of the Education Code is amended to read:

221.3. (a) For purposes of this section, "derogatory Native American term" includes, but is not necessarily limited to, Apaches, Big Reds, Braves, Chiefs, Chieftains, Chippewa, Comanches, Indians, Savages, Squaw, and Tribe.

(b) (1) All public schools, except for a school operated by an Indian tribe or a tribal organization, are prohibited from using the term Redskins for school or athletic team names, mascots, or nicknames.

(2) Commencing July 1, 2026, all public schools, except for a school operated by an Indian tribe or a tribal organization, are prohibited from using any derogatory Native American term for school or athletic team names, mascots, or nicknames.

(c) Notwithstanding this section, a public school may continue to use uniforms or other materials bearing a derogatory Native American term as a school or athletic team name, mascot, or nickname that were purchased before July 1, 2026, if all of the following requirements are met:

(1) The school selects a new school or athletic team name, mascot, or nickname.

(2) (A) Except as provided in subparagraph (B), the school refrains from purchasing or acquiring, for the purpose of distribution or sale to pupils or school employees, any uniform that includes or bears the derogatory Native American term.

(B) Notwithstanding subparagraph (A), before January 1, 2028, a school using uniforms that bear the derogatory Native American term may purchase or acquire a number of uniforms equal to up to 20 percent of the total number of uniforms used by a team or band at that school during the 2025–26 school year for the purposes of replacing damaged or lost uniforms.

(3) The school refrains from purchasing or acquiring, for the purpose of distribution or sale to pupils or school employees, any yearbook, newspaper, program, or other similar material that includes or bears the prohibited school or athletic team name, mascot, nickname, or related title in its logo or cover title.

(4) The school refrains from purchasing or constructing a marquee, sign, gymnasium floor, or other new or replacement fixture that includes or bears the prohibited school or athletic team name, mascot, or nickname. This paragraph applies to facilities that bear the prohibited school or athletic team name, mascot, or nickname, in which case the school shall remove the prohibited name, mascot, or nickname no later than the next time the associated part of the facility is replaced in the normal course of maintenance.

(d) (1) It is the intent of the Legislature that implementation of a new school or athletic team name, mascot, or nickname results in a requirement to purchase or replace materials or fixtures when they would have needed to be purchased or replaced without the enactment of this article.

(2) Notwithstanding paragraph (1), it is the intent of the Legislature that the purchase or replacement of materials or fixtures due to implementation of a new school or athletic team name, mascot, or nickname pursuant to this section occur before the 2028–29 school year.

(e) This section shall not apply to a public school that receives written consent from a local federally recognized tribe to use a derogatory Native American term for the school or an athletic team name, mascot, or nickname.

(f) This section is not subject to waiver by the state board pursuant to Section 33050, except as specified in this section.

(g) This section shall not apply to campuses of the California Community Colleges, the California State University, or the University of California.

SEC. 2. Section 33315 of the Education Code is amended to read:

33315. (a) The Superintendent shall establish and implement a system of complaint processing, known as the Uniform Complaint Procedures, for educational programs specified in paragraph (1). The department shall review the regulations set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations pertaining to uniform complaint procedures and, on or before March 31, 2019, shall commence rulemaking proceedings to revise those regulations, as necessary, to conform to all of the following:

(1) The Uniform Complaint Procedures shall apply to all of the following:

(A) Adult education programs established pursuant to Sections 8500 to 8538, inclusive, and Sections 52500 to 52617, inclusive.

(B) Consolidated categorical aid programs as listed in subdivision (a) of Section 64000.

(C) Migrant child education established pursuant to Sections 54440 to 54445, inclusive.

(D) Career technical and technical education and career technical and technical training programs established pursuant to Sections 52300 to 52462, inclusive.

(E) Childcare and development programs established pursuant to Sections 8200 to 8498, inclusive.

(F) The filing of complaints that allege unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified under Sections 200 and 220 and Section 11135 of the Government Code, including any actual or perceived characteristic as set forth in Section 422.55 of the Penal Code, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by an educational institution, as defined in Section 210.3, that is funded directly by, or that receives or benefits from, any state financial assistance.

(G) Lactation accommodations pursuant to Section 222.

(H) Educational rights of foster youth pursuant to Sections 48853, 48853.5, and 49069.5, and graduation requirements for foster youth, homeless youth, and other youth pursuant to Section 51225.1.

(I) Pupil fees pursuant to Sections 49010 to 49013, inclusive.

(J) Courses of study pursuant to Section 51228.3.

(K) Instructional minutes for physical education pursuant to Section 51223.

(L) Local control and accountability plans pursuant to Section 52075.

(M) Juvenile court schools pursuant to Section 48645.7.

(N) School safety plans pursuant to Section 32289.

(O) Deficiencies related to preschool health and safety issues for a California state preschool program pursuant to Section 8235.5.

(P) School or athletic team names, mascots, or nicknames pursuant to Section 221.3.

(Q) Any other state or federal educational program the Superintendent deems appropriate.

(2) As it pertains to child nutrition programs and established pursuant to Sections 49490 to 49570, inclusive, and special education programs established pursuant to Sections 56000 to 56865, inclusive, and Sections 59000 to 59300, inclusive, the Uniform Complaint Procedures shall expressly reference the federal provisions that govern complaints relative to these programs, as well as any additional applicable rules included within Title 5 of the California Code of Regulations.

(3) The department shall develop a pamphlet for parents that will explain the Uniform Complaint Procedures in a user-friendly manner and post this pamphlet on the department's internet website.

(4) Except for cases of complaints related to paragraph (2), a complainant who appeals a decision of a local educational agency under the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations to the department shall receive a written appeal decision within 60 days of the department's receipt of the appeal, unless extended by written agreement with the complainant or the department documents exceptional circumstances and informs the complainant.

(5) Except for cases of complaints related to paragraph (2), for those complaints that are filed directly with the department under the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations and the department determines merit direct intervention, the department shall complete an investigation and provide a written decision to the complainant within 60 days of receipt of the complaint, unless the parties have agreed to extend the timeline or the department documents exceptional circumstances and informs the complainant.

(6) If a local educational agency finds merit in a complaint, or the Superintendent finds merit in an appeal, filed under the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations, the local educational agency shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected pupil, or, in the case of complaints related to subparagraphs (I), (J), (K), and (L) of paragraph (1), to all affected pupils, parents, and guardians. For corrective actions related to subparagraph (I), remedies shall, where applicable, include reasonable efforts by the public school to ensure full reimbursement.

(7) Information regarding the requirements of this section shall be included in the annual notification distributed to pupils, parents and guardians, employees, and other interested parties pursuant to Section 4622 of Title 5 of the California Code of Regulations.

(b) The department may adopt emergency regulations pursuant to Section 11346.1 of the Government Code to satisfy the requirements of this section. The adoption of emergency regulations shall be deemed an emergency and necessary for the immediate preservation of the public peace, health, safety, or general welfare.

(c) Nothing in this section or those regulations adopted pursuant to this section shall prevent a local educational agency from using its local uniform complaint procedure to address complaints not listed in this section or those regulations.

(d) For purposes of this section, "local educational agency" has the same meaning as in Section 4600 of Title 5 of the California Code of Regulations.

SEC. 3. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

CSBA UPDATE CHECKLIST – September 2023

District Name: Hamilton Unified School District

Contact Name: Courtney Carrier Phone: 530-826-3261 Email: ccarrier@husdschools.org

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 1160	Political Processes		
AR 3311	Bids		
AR 3311.3	Design-Build Contracts		
BP 3312	Contracts	OPTION 1: <input type="checkbox"/>	
BP 4151	Employee Compensation		
BP 4251	Employee Compensation		
BP 4351	Employee Compensation		
AR 7140	Architectural and Engineering Services		
AR 4217.3	Layoff/Rehire	OPTION 1: <input type="checkbox"/>	

CSBA POLICY GUIDE SHEET

September 2023

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

Board Policy 1160 – Political Processes

Policy updated to reflect **NEW LAW (AB 1416, 2022)** which requires the ballot label or similar description of a school district (or other local government) measure on a county ballot to list, either as a supporter or an opponent of the measure, the associations, nonprofit organizations, businesses, or individuals, including current or former elected officials such as Governing Board members, who have signed the ballot argument or are listed in the text of the argument in support or opposition of the measure unless the county board of supervisors elects not to list such supporters and opponents.

Administrative Regulation 3311 - Bids

Regulation updated to reference the bid limit for 2023, add that for lease-leaseback, design-build, and alternative design-build projects the notice which solicits the call for bids is required to specify that the project is subject to skilled and trained workforce requirements, and reflect **NEW LAW (AB 185, 2022)** which adds, until January 1, 2029, the alternative design-build construction delivery method for projects in excess of \$5,000,000. Regulation also updated to reflect the State Allocation Board's (SAB) notification to districts which provides that modular school facilities must be competitively bid and that districts that use piggyback contracts for modular facilities are ineligible for state funding from SAC administered programs.

Administrative Regulation 3311.3 – Design-Build Contracts

Regulation updated to add that, until January 1, 2025, design-build contracts may be entered into and approved by the Governing Board. Regulation also updated to reflect **NEW LAW (AB 185, 2022)** which (1) adds, until January 1, 2029, the alternative design-build construction delivery method for projects in excess of \$5,000,000, (2) specifies that alternative design-build contracts may be awarded to the low bid or the best value, taking into consideration, at a minimum, design cost, general conditions, overhead, and profit as a component of the project price, technical design and construction expertise, and life-cycle costs, (3) provides that the district's determination of price shall be based on the open book evaluation of construction subcontracts, (4) includes that the contract may be subject to further negotiations or amendment and may be terminated by the district if the district and the design-build entity are unable to reach an agreement, and (5) requires an alternative design-build proposal for an alternative design-build project to include (a) design cost, general conditions, overhead, and profit as a component of the project price, unless a stipulated sum for the project is specified, (b) technical design and construction expertise, and (c) life-cycle costs over 15 or more years.

Board Policy 3312 - Contracts

Policy updated to reflect **NEW LAW (SB 1439, 2022)** related to conflict of interest from campaign contributions and **NEW LAW (SB 34, 2022)** related to bribery of a public official, and include a general statement requiring Governing Board members and district employees who are involved in the making of contracts on behalf of the district to comply with the district's conflict of interest policy.

Board Policy 4151/4251/4351 – Employee Compensation

Policy updated to add that for districts participating in the Classified School Employee Summer Assistance Program, eligible classified employees may elect to have up to 10 percent of the employee's monthly salary withheld and paid out during the summer recess in either one or two payments, and reflect **NEW LAW (AB 185, 2022)** which adds specific repayment procedures when a district has made a wage overpayment to a district employee.

Administrative Regulation 4217.3 – Layoff/Rehire

Regulation updated to reflect **NEW LAW (SB 913, 2022)** which provides that for districts with an average daily attendance of less than 250,000, the definition of "length of service" for the purpose of the order of layoff and determination of seniority is the employees' hours in paid status. Regulation also updated to reflect **NEW LAW (AB 185, 2022)** which authorizes a classified employee to be represented by an attorney or nonattorney representative of the exclusive representative of the district's classified employees at hearing

general conditions, overhead, and profit as a component of the project price, unless a stipulated sum for the project is specified, (b) technical design and construction expertise, and (c) life-cycle costs over 15 or more years.

Administrative Regulation 7140 – Architectural and Engineering Services

Regulation updated to more closely align with law and to reflect **NEW LAW (AB 185, 2022)** which enables a district to enter into an alternative design-build contract with a single entity for both design and construction of any school facility if the contract is in excess of \$5,000,000.

CSBA UPDATE CHECKLIST – October 2023

District Name: Hamilton Unified School District

Contact Name: Courtney Carrier Phone: 530-826-3261 Email: ccarrier@husdschools.org

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 1312.3	Uniform Complaint Procedures		
AR 1312.3	Uniform Complaint Procedures	Fill in Blanks _____ Jeremy Powell, Superintendent _____ PO box 488, Hamilton City, CA 95951 OPTION 1: <input type="checkbox"/>	

CSBA POLICY GUIDE SHEET
Instructional Materials Special Packet October 2023

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

Board Policy 1312.3 - Uniform Complaint Procedures

Policy updated to ensure compliance with the California Department of Education's (CDE) 2023-24 federal program monitoring instrument, and reflect **NEW LAW (AB 1078, 2023)** which (1) clarifies when it is unlawful discrimination for the Governing Board to refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library, (2) provides that complaints alleging discrimination related to the use or prohibited use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library may be brought under the district's uniform complaint procedures or may be directly filed with the Superintendent of Public Instruction, as specified, and (3) requires CDE to develop, by July 1, 2025, guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum. Policy also updated to reflect that the California Department of Fair Employment and Housing is now called the California Civil Rights Department.

Administrative Regulation 1312.3 - Uniform Complaint Procedures

Regulation updated to reference **NEW LAW (AB 1078, 2023)** which (1) clarifies when it is unlawful discrimination for the Governing Board to refuse to approve the use or prohibit the use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library, (2) provides that complaints alleging discrimination related to the use or prohibited use of any textbook, instructional material, supplemental instructional material, or other curriculum for classroom instruction, or any book or resource in a school library may be brought under the district's uniform complaint procedures or may be directly filed with the Superintendent of Public Instruction, as specified, and (3) requires the California Department of Education (CDE) to develop, by July 1, 2025, guidance and public educational materials to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum. Regulation also updated to ensure compliance with CDE's 2023-24 federal program monitoring instrument

CSBA UPDATE CHECKLIST – December 2023

District Name: Hamilton Unified School District

Contact Name: Courtney Carrier Phone: 530-826-3261 Email: ccarrier@hustschools.org

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 0460	Local Control and Accountability Plan		
BP 5116.2	Involuntary Student Transfers		

CSBA POLICY GUIDE SHEET
December 2023

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

Board Policy 0460 - Local Control and Accountability Plan

Policy updated to reflect **NEW LAW (SB 114, 2023)** which (1) requires numerous changes to the local control and accountability plan (LCAP) for use in the 2024-25 school year, and (2) adds "long-term English learners," defined by **NEW LAW (SB 141, 2023)** as a student who has not attained English language proficiency within seven years of initial classification as an English learner, as a numerically significant subgroup. Policy also updated to add headers for clarity, align the structure of the policy with the LCAP process, and clarify references to the annual update and budget overview for parents/guardians.

Board Policy 5116.2 - Involuntary Student Transfers

Policy updated to clarify that the policy only addresses involuntary transfers to other schools within the district, add that the determination of where to transfer a student who is the subject of involuntary transfer include a review of the programs to which the student may be involuntarily transferred, provide that the Superintendent or designee ensure that involuntary transfers are made in a nondiscriminatory manner, and reflect **NEW CALIFORNIA DEPARTMENT OF EDUCATION GUIDANCE** regarding legal requirements and recommended best practices governing voluntary and involuntary students transfers. Policy also updated to clarify requirements for an involuntary transfer of a student who has been convicted of a violent felony or a misdemeanor associated with possession of a firearm, an involuntary transfer to a continuation education program or class within the district, or an involuntary transfer to a community day school within the district. Additionally, policy updated to include information regarding notice and disclosure requirements.

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13. a	Date: October 23, 2024
Agenda Item Description: Architectural Services Contract for Shade Structure at Hamilton High School Pre-School	
<p>Background: The District desires to add a 30' x 25' fabric shade structure over the existing play apparatus at the preschool program in order to provide shade for students. A proposal to develop design documents for review and approval through the Division of the State Architect (DSA), to include bidding and construction administration by Eagle Architects, is attached for your review and approval.</p> <p>Upon approval of the plans by DSA, the District will put the project out for competitive bid. The results of the bid and a total project cost estimate will be brought back to the Board of Education for review.</p>	
Status: Pending Board Approval	
Fiscal Impact:	
Educational Impact: N/A	
Recommendation: Authorize the Superintendent or Designee to enter into a contract with Eagle Architects for the project. Authorize the Superintendent or Designee to bid the project, once DSA has approved the design documents.	

Eagle Architects
169 Picholine Way
Chico, CA 95928
(530)898-0123

October 4, 2024

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

Subject: Agreement for Consulting Services
EA-2024-55
Shade Structure
Hamilton High School Preschool
300 Hwy 32
Hamilton City, CA. 95951

Dear Mr. Powell,

I am glad to have the opportunity to continue a working relationship with Hamilton Unified School District. Please review, sign and return one (1) original of the attached Agreement for Consulting Services with Eagle Architects for the Shade Structure Project at Hamilton High School Preschool in Hamilton City.

The scope of work shall include one new 30 ft. by 25 ft. hip fabric shade structure 2022 PC approved from manufacturer located adjacent to the existing Pre-School Building. The work shall include all site work and ADA accessible path of travel to existing facilities including the path of travel lighting. Gates and fire access will be based upon a review of the existing site and acceptance by local fire authority. The duration of this contract shall be from October 20, 2024 through an approximate completion of August 31, 2024. The compensation for this project shall be on a fixed fee basis. See attached fixed fee schedule below:

Task	Fee
Phase 1: Pre-Design Site Visit: 1. Site visit to field verify existing conditions utilizing record documents provided by school district 2. Site visit attendees shall be Architect, Project Manager & Electrical Engineer	\$3040
Phase 1: Construction Documents Include the following documents: 1. Cover sht./ plot plan/general notes 2. Site plan/ADA access entire campus 3. Site Specific Demo & New Enlarged Site Plans 4. Site Plan Local Fire Review/Authority 5. Architectural details 6. Project Specification Manual 7. Electrical Panel Schedule Notes & Details	\$20,630

8. Electrical One Line & Load Calculations 9. Site Lighting/Photometric Plan- Path of travel 10. Shade Structure Manufacturers Drawings (Provided by Manufacturer) 11. Shade Structure concrete footings/details (Provided by manufacturer & their structural engineer) 12. Coordination review & approval with HUSD staff 13. Prepare DSA-1 & DSA-1 REG Application 14. Gates & Access Approval from Hamilton City Fire Protection District 15. Submit construction documents to DSA for OTC (over-the-counter) plan check in-person review	
Phase 1: Total Fee This fee proposal is good for 30 days. After 30 days fee subject to change.	\$23,670
Reimbursables- Printing costs to be billed at cost plus 20% (\$20 min.) Estimated Budget	\$1500
Phase 2: Bidding: 1. Prepare & issue documents for Bidding by others 2. Prepare Addendums with DSA review & approval 3. Attend Bid Walk Through with district & bidders 4. Answer questions & RFIs via email & phone	\$3340
Phase 2: Construction Administration: 1. Pre-construction meeting with contractor & DSA inspector 2. Prepare CCDs with DSA approval (if required) 3. DSA forms/paperwork 4. Upload & interact with DSA through Bluebeam Studio 5. Final Observation/Punch list walk through by Architect & Electrical Engineer	\$8220
Phase 2: Project Closeout with DSA: 1. Prepare documents for closeout 2. DSA forms/paperwork	\$2200
Phase 2: Total Fee This fee proposal is good for 30 days. After 30 days fee subject to change.	\$13,760

All additional Services shall be billed at an hourly rate as shown on attached rate schedules. Department of the State Architect (DSA) Fees to be paid by district.

All invoices will be billed based upon the percentage complete for each item in each task. All invoices are due and payable no more than 14 days after the invoice date. Interest of 12% annually will accrue on invoices 60 days past due. All documents produced by Eagle Architects are copyrighted under US copyright laws. Eagle Architects holds copyrights to all instruments of service until transferred or grants licenses for those rights

I hope this meets with your approval and I look forward to continue my relationship with Hamilton Unified School District.

Eagle Architects
Alan Chambers
Principal

ACCEPTED

IN WITNESS WHEREOF, Hamilton Unified School District and Eagle Architects have executed this Agreement.

CLIENT
Hamilton Unified School District

CONSULTANT
Eagle Architects



By: Jeremy Powell
Superintendent
Date:

By: Alan Chambers
President
Date: 10/4/24

ATTACHMENT "A"

PROFESSIONAL SERVICES EXPENSE SCHEDULE*

January 1, 2024 through December 31, 2024

A.	PROFESSIONAL SERVICES COMPENSATION RATES	RATE PER HOUR
	ARCHITECT-IN-CHARGE	\$250.00
	PROJECT DIRECTOR	\$200.00
	PROJECT ARCHITECT	\$180.00
	PROJECT MANAGER	\$180.00
	DRAFTER	\$140.00
	CLERICAL	\$ 80.00

*Note: Professional Services Expense Schedule to be revised annually

- B. Reimbursable Expenses:**
Printing Cost of printing plus 20% or Minimum cost \$20



Date: 01/01/2024

Hourly Rate Schedule valid for Contracts/Proposals entered into for projects during 01/01/2024 to 12/31/2024:

Principal:	\$255/hour
Electrical Engineer:	\$230/hour
Assistant Engineer:	\$140/hour
CAD Draftsperson:	\$125/hour
Clerical:	\$81/hour
Printing/Reproductions:	Cost plus 10%
Out of Town Travel	Cost plus 10%
Mileage:	\$ \$0.67/Mile Current Federal Rate

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13. b	Date: October 23, 2024
Agenda Item Description: Adopt Resolution 24-25-106 in order to certify the approval to enter into a contract with CDE for our State Preschool program and to authorize personnel to sign contract documents for Fiscal Year 2025-26.	
Background: This is the Fiscal Year 2025-26 Continued Funding application and corresponding resolution to certify the approval to enter into a contract with CDE for our State Preschool program and to authorize Jeremy Powell and Kristen Hamman to sign contract documents for Fiscal Year 2025-26.	
Status: Pending board approval.	
Fiscal Impact: This contract affects Fund 12 which is our Child Development Fund.	
Educational Impact: To provide preschool services to children in our area.	
Recommendation: Recommend board adopt Resolution 24-25-106.	

RESOLUTION 24-25-106

Authorizing Continued Funding Application

This resolution is adopted to certify the approval of the Governing Board to submit the Continued Funding Application (CFA) to the California Department of Education (CDE). If the CFA is approved by the CDE, the agency’s current California State Preschool Program contract will be automatically renewed for fiscal year (FY) 2025-26. This resolution further authorizes the designated representatives(s) below to sign the CFA and all related FY 2025-26 contract documents.

RESOLUTION 24-25-106

BE IT RESOLVED that the Governing Board of Hamilton Unified School District authorizes that the person(s) listed below, is/are authorized to sign the FY 2025-26 CFA and all related contract documents for the Governing Board.

NAME OF AUTHORIZED REPRESENTATIVE(S)	TITLE	SIGNATURE
Jeremy Powell	Superintendent	
Kristen Hamman	Chief Business Official	

PASSED AND ADOPTED THIS 23rd day of October 2024, by the Governing Board of Hamilton Unified School District of Glenn County, in the State of California.

I, _____, Clerk of the Governing Board of Hamilton Unified School District, of Glenn County, in the State of California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a regular board meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

Fiscal Year 2025–26 Continued Funding Application
DUE DATE: 5:00p.m. November 1, 2024

Contractors holding a current California State Preschool Program (CSPP) contract, and if applicable a Prekindergarten and Family Literacy Support (CPKS) contract, who wish to be considered for continued funding for fiscal year (FY) 2025–26 must complete this application for continued funding. The FY 2025–26 CFA Overview and Instructions may be accessed on the California Department of Education (CDE) CFA web page located at <https://www.cde.ca.gov/sp/cd/ci/cfa2526.asp>. Contractors are strongly encouraged to review the CFA Overview and Instructions before and after completion of the CFA and associated documents to confirm that the application and forms submitted for their agency have been completed in accordance with all applicable instructions.

Current contractors who apply for and are approved for continued funding do not need to sign a contract with the CDE to provide CSPP and CPKS services for FY 2025–26. Contracts will be automatically renewed in accordance with all applicable federal and state laws and Contract Terms and Conditions (CT&Cs). By signing this CFA, the contractor is indicating that it wishes to automatically renew its contract(s) for FY 2025–26 and accepts all of the terms and conditions of the 2025–26 CSPP contract, and if applicable the 2025–26 CPKS contract, which will be provided to the contractor no later than June 1, 2025.


Upon receipt of this CFA, the CDE will review the application and may contact your agency seeking additional information. If the CFA is returned to the CDE in a timely manner but is not fully and accurately completed, funding for FY 2025–26 may be delayed.

Please also note that contractors have no vested right to a subsequent contract. Completion of this CFA does not guarantee a renewal of funding. If the CDE determines your agency will not be renewed for a subsequent contract year, you will be notified in writing no later than April 7, 2025, pursuant to the *California Code of Regulations*, Title 5 (5 CCR) Section 17828.

Contractors that wish to reject the terms of the FY 2025–26 CSPP and/or CPKS contract must provide the CDE with a written notice that the terms of the contract(s) are rejected by sending an email to EarlyEducationContracts@cde.ca.gov on or before June 30, 2025. The email should come from the Executive Director/Superintendent of the contracting entity or their authorized representative and state that the terms of the FY 2025–26 CSPP and, as applicable, the CPKS contract are rejected. Contractors providing such notice to the CDE of the rejection of the terms of the contract will not have contract(s) in effect for FY 2025–26. Contractors cannot reject their CSPP contract and still receive funding under a CPKS contract as CPKS funding is tied to having a CSPP contract. If no notice is sent to the CDE, the contract will be automatically renewed, and no further action will be required from the contractor.

If a contractor wishes to terminate the contract for any reason during the FY 2025–26 contract term, the contractor shall notify the CDE of its intent to terminate the contract at least 90 calendar days in advance of contract termination and shall follow 5 CCR 17795.

If you have any questions regarding the CFA, please contact the CFA team by sending an email to CFA@cde.ca.gov.

Section I – Contractor Information	
Contractor Legal Name:	Hamilton Unified School District
Contractor "Doing Business As" (DBA):	Hamilton High State Preschool
Headquartered County:	Glenn 
Vendor Number:	7656
Executive Director Name:	Jeremy Powell
Executive Director Telephone Number:	530-826-3261
Executive Director Email Address:	Jpowell@husdschools.org
Legal Business Address:	620 Canal Street
City:	Hamilton City
Zip Code:	95951
Mailing Address:	PO Box 488
City:	Hamilton City
Zip Code:	95951
Contact Name:	Mariesa Fitzgerald-Adams
Contact Title:	Director
Contact Telephone Number:	530-826-0341
Contact Email Address:	Madams@husdschools.org

Contractor Name
Hamilton Unified School District

Vendor #
7656

Section II, Part I – Contract and Program Type

Check all applicable boxes indicating the programs the contractor intends to continue to administer for FY 2025–26. The contractor agrees to continue implementation of these programs with funds provided by the CDE.

Contract Type *(select all that apply)*

- ☒ CSPP
☐ CPKS

Does the CSPP operate a Family Childcare Home Education Network?

- ☐ Yes
☒ No

Does the CSPP operate any sites on Tribal reservations or Tribal Trust Lands?

- ☐ Yes
☒ No

If yes, please indicate the name(s) of the Tribe(s) and each Tribal affiliated site:

Program Type *(select all that apply)*

- ☐ Full-Day/Full-Year ☒ Part-Day/Part-Year
☐ Full-Day/Part-Year ☐ Part-Day/Full-Year

REQUIRED DOCUMENT: A completed program calendar (EED 9730) form is required. If the contractor operates both a full-day and a part-day program, a separate program calendar (EED 9730) must be submitted for each.

Contractor Name
Hamilton Unified School District

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Section II, Part II – Projected Enrollment
Insert the number of subsidized children your agency expects to enroll with the CSPP contract for each county services are provided, as applicable.
How many counties does your agency operate in? 1
1. County Name: Glenn Number of Children to be Enrolled in Part-Day CSPP in the County: 24 Number of Children to be Enrolled in Full-Day CSPP in the County: 0 Total Number of Children to be Enrolled in the County: 24
2. County Name: Number of Children to be Enrolled in Part-Day CSPP in the County: Number of Children to be Enrolled in Full-Day CSPP in the County: Total Number of Children to be Enrolled in the County: 0
3. County Name: Number of Children to be Enrolled in Part-Day CSPP in the County: Number of Children to be Enrolled in Full-Day CSPP in the County: Total Number of Children to be Enrolled in the County: 0
Total Number of CSPP Children to be Enrolled: 24

Contractor Name
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Section III – Contractor’s Officers and Board of Directors Information

Does the contractor have a board of directors? ☒ Yes ☐ No

If no, please explain the entity type and the governance structure, including the number of owners and partnerships.

List all officers and board members/governing individuals (i.e., owner, director, etc.).
Attach additional sheets as necessary.

Name	Title	Telephone Number	Mailing Address	Email Address
Wendell Lower	President	530-826-3261	PO Box 488 Hamilton City CA 95951	wlower@husdschools.org
Rod Boone	Clerk	530-826-3261	PO Box 488 Hamilton City CA 95951	rboone@husdschools.org
Ray Odom	Trustee	530-826-3261	PO Box 488 Hamilton City CA 95951	rodom@husdschools.org
Gabriel Leal	Trustee	530-826-3261	PO Box 488 Hamilton City CA 95951	Gleal@husdschools.org
Genaro Reyes	Trustee	530-826-3261	PO Box 488 Hamilton City CA 95951	greyes@husdschools.org

Have any of the listed officers, board members, owners or other governing individuals ever served as an officer, board member, owner, or governing individual with an agency that received state or federal funding and which agency funding was terminated or involuntarily non-renewed, or the agency was debarred from funding for any period of time?

☐ Yes ☒ No

If yes, list on a separate page the officer(s), board member(s), owner(s) or other governing individual(s) to which this applies and include the former agency(ies) with which the individual(s) was/were previously affiliated and the circumstances leading to the termination, involuntary non-renewal or debarment.

Contractor Name

Hamilton Unified School District

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Section IV – Program Narrative

- A. Please select the box below if the contractor **does not** have program or minimum days of operation (MDO) changes.

☒ No changes

- B. If the contractor **does** have program and/or MDO changes, please select the type(s) of change(s) and complete the Program Narrative Change (EED-3704A).

☐ Program change

☐ MDO change

NOTE: Making changes to the MDO does not change the contract Maximum Reimbursable Amount (MRA).

REQUIRED DOCUMENT: Contractors requesting program and/or MDO changes must also submit a completed Program Narrative Change (EED-3704A).

Section V – Subcontract Certification

For purposes of this CFA, subcontractor refers to an agency, other than lead contracted agency, who provides CSPP services in accordance with the provisions contained in the California Code of Regulations, Title 5 (5 CCR) and the Contract Terms and Conditions (CT&C) through an agreement with the lead contracted agency.

- A. Please select the box below if the contractor does not have subcontractors.

☒ No subcontractors

- B. Please select the box below if the contractor does have subcontractors and intends to continue to operate using the subcontractors previously approved by EED.

☐ Subcontractors

REQUIRED DOCUMENT: Contractors who subcontract CSPP services must also submit a completed Subcontract Certification Form (EED-3704B).

Contractor Name
Hamilton Unified School District

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7656

Section VI – Contractor Certification

Under penalty of perjury, I certify the following statements as true and correct to the best of my knowledge:

- I have read and understand the staffing requirements for Program Director, Site Supervisor, and Teacher. All staff employed by the contractor for the provision of preschool services are fully qualified for their respective positions. The exception to this certification is a person employed as Program Director or Site Supervisor who possesses a current Staffing Qualifications Waiver approved by the Early Education Division.
- I am authorized by the contractor's Board of Directors or other governing authority to execute this CFA, signifying their intent to automatically renew the current CSPP contract, and CPKS contract if applicable, for FY 2025–26, under new terms and conditions to be established by the CDE, unless rejected in writing prior to the effective date of the new contract(s) on June 30, 2025.
- On behalf of the contractor and its governing authority, I understand that some information requested in this CFA is intended for use by CDE auditors in connection with future audit work and performance reviews and may not be used, reviewed, or considered by the CDE until after the contract has expired, if ever. Therefore, the contractor further understands that the information (and any underlying transactions) disclosed by this CFA shall not be considered properly noticed to the CDE, nor approved, accepted, or authorized by the CDE, even if the contractor's request for continued funding by the CDE is subsequently approved.
- The governing board members or persons with governing authority have been trained in understanding conflict of interest requirements associated with their positions on the board and have reported all known conflicts of interest.
- As the signer of this CFA, I have supervisory authority over the CSPP and have knowledge of the information provided in this CFA. I am familiar with and will ensure that the contractor complies with all applicable program statutes and regulations in effect for FY 2025–26, including but not limited to:
 - Subcontracting requirements, including competitive bidding, CDE approval, and audit requirements in 5 CCR. I certify that any contractual arrangement(s) with subcontractors are made in adherence to the required subcontract provisions contained in the *California Education Code (EC)*, 5 CCR, and the CT&C. As the contractor, it is my responsibility to monitor the performance of the subcontractor to ensure services are provided appropriately through the entire contract term and that the contractor is ultimately responsible for the actions of any subcontractor.
 - Prohibitions on conflicts of interests, including (i) the assurances required to establish that transactions with officers, directors and other related party transactions are conducted at arm's length, and (ii) employment limitations stated in Education Code.
 - Cost reimbursement requirements, including reimbursable and non-reimbursable costs, documentation requirements, the provisions for determining the reimbursable amount

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Hamilton Unified School District

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- and other provisions in 5 CCR, and accounting and reporting requirements in 5 CCR.
- Operational and programmatic requirements.
 - Personnel requirements as stipulated in Education Code, 5 CCR, and the CT&C.
 - As the authorized representative of the CSPP contractor named in this application, I certify that:
 - I have reviewed all information for my agency and, to the best of my knowledge, the information on the CDMIS website reflects accurate information for my agency as of the date this certification is signed.
 - I understand my obligation as a CSPP contractor to ensure the accuracy of information in CDMIS on an ongoing basis and will update the information in CDMIS as needed throughout the contract period.

By signing this CFA, the contractor is indicating that it wishes to automatically renew the current contract for FY 2025–26 and, if approved, is willing to, and does accept, all terms and conditions of the CSPP contract, which will be provided to the contractor no later than June 1, 2025.

The contractor may reject the FY 2025–26 contract by providing the CDE with a written notice of rejection no later than June 30, 2025. Contractors that wish to reject the terms of the FY 2025–26 contract must provide written notice that the terms of the contract are rejected by sending an email to EarlyEducationContracts@cde.ca.gov on or before June 30, 2025. The email should come from the Executive Director/Superintendent of the contracting entity or their authorized representative and state that the terms of the FY 2025–26 CSPP contract, and CPKS contract if applicable, are rejected. Contractors providing such notice to the CDE of the rejection of the terms of the contract(s) will not have a contract(s) in effect for FY 2025–26. I understand that failure to timely reject the terms of the contract means that the contract may be automatically renewed for FY 2025-26 starting on July 1, 2025.

As the authorized representative of the contractor named in this application, I certify that I have reviewed all the information provided in this application, and in all accompanying forms, and I hereby attest that the information provided is true and correct to the best of my knowledge as of the date this certification is signed.

Printed Name of the Contractor's Authorized Representative:	Jeremy Powell
Title of the Contractor's Authorized Representative:	Superintendent
Signature of the Contractor's Authorized Representative:	
Date of Signature:	

Contractor Name
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7656

Section VII – Continued Funding Application Checklist

1. Is the contractor a public or non-public agency?

*The State Administrative Manual defines a **public agency** as any state agency, city, county, special district, school district, community college district, county superintendent of schools, or federal agency. A charter school is also a public agency. Any agency that does not meet these criteria is considered a **non-public agency**.*

☒ Public Agency ☐ Non-Public Agency

2. Is the contractor a community college or community college district in California?

☐ Yes ☒ No

3. Is the contractor a local educational agency (LEA)?

☒ Yes ☐ No

Please review your CFA package carefully before submission. Check the boxes below to confirm that each CFA section is complete, and each applicable required attachment is included in the CFA package. Forms for attachment are located on the CDE CFA web page located at <https://www.cde.ca.gov/sp/cd/ci/cfa2526.asp>.

CFA Section	Check Box
Section I – Contractor Information	<input checked="" type="checkbox"/>
Section II – Contract and Program Type	<input checked="" type="checkbox"/>
Section III – Contractor’s Officers and Board of Directors Information	<input checked="" type="checkbox"/>
Section IV – Program Narrative	<input checked="" type="checkbox"/>
Section V – Subcontract Certification	<input checked="" type="checkbox"/>
Section VI – Contractor Certification*	<input checked="" type="checkbox"/>
Section VII – CFA Checklist	<input checked="" type="checkbox"/>
All Sections must be included in the CFA package. *Requires signature.	

Contractor Name
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Required Attachments	Public Agency	Non-Public Agency	Check Box
CSPP Program Calendar(s) (EED 9730)	Yes	Yes	<input checked="" type="checkbox"/>
California Civil Rights Laws Certification (CO-005)	Yes	Yes	<input checked="" type="checkbox"/>
Contractor Certification Clauses (CCC)	Yes	Yes	<input checked="" type="checkbox"/>
Federal Certification (CO.8)	Yes	Yes	<input checked="" type="checkbox"/>
CDMIS Agency Information Certification	Yes	Yes	<input checked="" type="checkbox"/>
State of California, Payee Data Record (STD. 204)	No	Yes	<input type="checkbox"/>
Payee Data Record Supplement (STD. 205)	No	Required only if payment address differs from mailing address on STD. 204	<input type="checkbox"/>
Secretary of State certification or search results	No	Yes	<input type="checkbox"/>
Verification of LEA Name and Address: Information page printed from California School Directory web page or California Community College Chancellor's web page, as applicable	LEAs only	No	<input checked="" type="checkbox"/>
Program Narrative Change (EED 3704A)	Required only if requesting changes	Required only if requesting changes	<input type="checkbox"/>
Subcontract Certification (EED 3704B)	Required only if subcontracting	Required only if subcontracting	<input type="checkbox"/>
Authorizing board resolution, policy, or meeting minutes	Yes	As applicable	<input checked="" type="checkbox"/>
Application for License Exemption	Required only from LEAs applying to be exempt from licensure pursuant to <i>Health & Safety Code</i> Section 1596.792(o).	No	<input type="checkbox"/>

California State Preschool Program Fiscal Year 2025–26 Program Calendar

Contractor Name: Hamilton Unified School District

County: Glenn

Vendor Number: 7656

Contract Type: CSPP

Program Type: Part-Day/Part-Year

Instructions: Check the box on each date your program will operate. Total days of operation will automatically calculate.

July 2025 Days of Operation 0

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>
13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>	16 <input type="checkbox"/>	17 <input type="checkbox"/>	18 <input type="checkbox"/>	19 <input type="checkbox"/>
20 <input type="checkbox"/>	21 <input type="checkbox"/>	22 <input type="checkbox"/>	23 <input type="checkbox"/>	24 <input type="checkbox"/>	25 <input type="checkbox"/>	26 <input type="checkbox"/>
27 <input type="checkbox"/>	28 <input type="checkbox"/>	29 <input type="checkbox"/>	30 <input type="checkbox"/>	31 <input type="checkbox"/>	N/A	N/A

August 2025 Days of Operation 12

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	N/A	N/A	1 <input type="checkbox"/>	2 <input type="checkbox"/>
3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>	16 <input type="checkbox"/>
17 <input type="checkbox"/>	18 <input type="checkbox"/>	19 <input type="checkbox"/>	20 <input type="checkbox"/>	21 <input type="checkbox"/>	22 <input type="checkbox"/>	23 <input type="checkbox"/>
24 <input type="checkbox"/>	25 <input type="checkbox"/>	26 <input type="checkbox"/>	27 <input type="checkbox"/>	28 <input type="checkbox"/>	29 <input type="checkbox"/>	30 <input type="checkbox"/>
31 <input type="checkbox"/>	N/A	N/A	N/A	N/A	N/A	N/A

September 2025 Days of Operation 21

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>
14 <input type="checkbox"/>	15 <input type="checkbox"/>	16 <input type="checkbox"/>	17 <input type="checkbox"/>	18 <input type="checkbox"/>	19 <input type="checkbox"/>	20 <input type="checkbox"/>
21 <input type="checkbox"/>	22 <input type="checkbox"/>	23 <input type="checkbox"/>	24 <input type="checkbox"/>	25 <input type="checkbox"/>	26 <input type="checkbox"/>	27 <input type="checkbox"/>
28 <input type="checkbox"/>	29 <input type="checkbox"/>	30 <input type="checkbox"/>	N/A	N/A	N/A	N/A

October 2025 Days of Operation 22

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>
12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>	16 <input type="checkbox"/>	17 <input type="checkbox"/>	18 <input type="checkbox"/>
19 <input type="checkbox"/>	20 <input type="checkbox"/>	21 <input type="checkbox"/>	22 <input type="checkbox"/>	23 <input type="checkbox"/>	24 <input type="checkbox"/>	25 <input type="checkbox"/>
26 <input type="checkbox"/>	27 <input type="checkbox"/>	28 <input type="checkbox"/>	29 <input type="checkbox"/>	30 <input type="checkbox"/>	31 <input type="checkbox"/>	N/A

November 2025 Days of Operation 14

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	N/A	N/A	N/A	1 <input type="checkbox"/>
2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>
9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>
16 <input type="checkbox"/>	17 <input type="checkbox"/>	18 <input type="checkbox"/>	19 <input type="checkbox"/>	20 <input type="checkbox"/>	21 <input type="checkbox"/>	22 <input type="checkbox"/>
23 <input type="checkbox"/>	24 <input type="checkbox"/>	25 <input type="checkbox"/>	26 <input type="checkbox"/>	27 <input type="checkbox"/>	28 <input type="checkbox"/>	29 <input type="checkbox"/>
30 <input type="checkbox"/>	N/A	N/A	N/A	N/A	N/A	N/A

December 2025 Days of Operation 15

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>
14 <input type="checkbox"/>	15 <input type="checkbox"/>	16 <input type="checkbox"/>	17 <input type="checkbox"/>	18 <input type="checkbox"/>	19 <input type="checkbox"/>	20 <input type="checkbox"/>
21 <input type="checkbox"/>	22 <input type="checkbox"/>	23 <input type="checkbox"/>	24 <input type="checkbox"/>	25 <input type="checkbox"/>	26 <input type="checkbox"/>	27 <input type="checkbox"/>
28 <input type="checkbox"/>	29 <input type="checkbox"/>	30 <input type="checkbox"/>	31 <input type="checkbox"/>	N/A	N/A	N/A

January 2026 Days of Operation 14

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	N/A	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>	16 <input type="checkbox"/>	17 <input type="checkbox"/>
18 <input type="checkbox"/>	19 <input type="checkbox"/>	20 <input type="checkbox"/>	21 <input type="checkbox"/>	22 <input type="checkbox"/>	23 <input type="checkbox"/>	24 <input type="checkbox"/>
25 <input type="checkbox"/>	26 <input type="checkbox"/>	27 <input type="checkbox"/>	28 <input type="checkbox"/>	29 <input type="checkbox"/>	30 <input type="checkbox"/>	31 <input type="checkbox"/>

February 2026 Days of Operation 18

SUN	MON	TUE	WED	THU	FRI	SAT
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>
15 <input type="checkbox"/>	16 <input type="checkbox"/>	17 <input type="checkbox"/>	18 <input type="checkbox"/>	19 <input type="checkbox"/>	20 <input type="checkbox"/>	21 <input type="checkbox"/>
22 <input type="checkbox"/>	23 <input type="checkbox"/>	24 <input type="checkbox"/>	25 <input type="checkbox"/>	26 <input type="checkbox"/>	27 <input type="checkbox"/>	28 <input type="checkbox"/>

March 2026 Days of Operation 22

SUN	MON	TUE	WED	THU	FRI	SAT
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>
8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>
15 <input type="checkbox"/>	16 <input type="checkbox"/>	17 <input type="checkbox"/>	18 <input type="checkbox"/>	19 <input type="checkbox"/>	20 <input type="checkbox"/>	21 <input type="checkbox"/>
22 <input type="checkbox"/>	23 <input type="checkbox"/>	24 <input type="checkbox"/>	25 <input type="checkbox"/>	26 <input type="checkbox"/>	27 <input type="checkbox"/>	28 <input type="checkbox"/>
29 <input type="checkbox"/>	30 <input type="checkbox"/>	31 <input type="checkbox"/>	N/A	N/A	N/A	N/A

April 2026 Days of Operation 16

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>
12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>	16 <input type="checkbox"/>	17 <input type="checkbox"/>	18 <input type="checkbox"/>
19 <input type="checkbox"/>	20 <input type="checkbox"/>	21 <input type="checkbox"/>	22 <input type="checkbox"/>	23 <input type="checkbox"/>	24 <input type="checkbox"/>	25 <input type="checkbox"/>
26 <input type="checkbox"/>	27 <input type="checkbox"/>	28 <input type="checkbox"/>	29 <input type="checkbox"/>	30 <input type="checkbox"/>	N/A	N/A

May 2026 Days of Operation 20

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	N/A	N/A	N/A	N/A	1 <input type="checkbox"/>	2 <input type="checkbox"/>
3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>
10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>	14 <input type="checkbox"/>	15 <input type="checkbox"/>	16 <input type="checkbox"/>
17 <input type="checkbox"/>	18 <input type="checkbox"/>	19 <input type="checkbox"/>	20 <input type="checkbox"/>	21 <input type="checkbox"/>	22 <input type="checkbox"/>	23 <input type="checkbox"/>
24 <input type="checkbox"/>	25 <input type="checkbox"/>	26 <input type="checkbox"/>	27 <input type="checkbox"/>	28 <input type="checkbox"/>	29 <input type="checkbox"/>	30 <input type="checkbox"/>
31 <input type="checkbox"/>	N/A	N/A	N/A	N/A	N/A	N/A

June 2026 Days of Operation 4

SUN	MON	TUE	WED	THU	FRI	SAT
N/A	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>
7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>	12 <input type="checkbox"/>	13 <input type="checkbox"/>
14 <input type="checkbox"/>	15 <input type="checkbox"/>	16 <input type="checkbox"/>	17 <input type="checkbox"/>	18 <input type="checkbox"/>	19 <input type="checkbox"/>	20 <input type="checkbox"/>
21 <input type="checkbox"/>	22 <input type="checkbox"/>	23 <input type="checkbox"/>	24 <input type="checkbox"/>	25 <input type="checkbox"/>	26 <input type="checkbox"/>	27 <input type="checkbox"/>
28 <input type="checkbox"/>	29 <input type="checkbox"/>	30 <input type="checkbox"/>	N/A	N/A	N/A	N/A

Total Days of Operation: 178

CALIFORNIA CIVIL RIGHTS LAWS CERTIFICATION

Pursuant to Public Contract Code section 2010, if a bidder or proposer executes or renews a contract in the amount of \$100,000 or more on or after January 1, 2017, the bidder or proposer hereby certifies compliance with the following:

1. **CALIFORNIA CIVIL RIGHTS LAWS:** For contracts \$100,000 or more, executed or renewed after January 1, 2017, the contractor certifies compliance with the Unruh Civil Rights Act (Section 51 of the Civil Code) and the Fair Employment and Housing Act (Section 12960 of the Government Code); and
2. **EMPLOYER DISCRIMINATORY POLICIES:** For contracts \$100,000 or more, executed or renewed after January 1, 2017, if a Contractor has an internal policy against a sovereign nation or peoples recognized by the United States government, the Contractor certifies that such policies are not used in violation of the Unruh Civil Rights Act (Section 51 of the Civil Code) or the Fair Employment and Housing Act (Section 12960 of the Government Code).

CERTIFICATION

I, the official named below, certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

1. Proposer/Bidder Firm Name (Printed):

Hamilton Unified School District

2. Federal ID Number:

26-4432719

3. By (Authorized Signature):

4. Printed Name and Title of Person Signing:

Jeremy Powell, Superintendent

5. Date Executed:

6. Executed in the County and State of:

Glenn, California

Contractor Certification Clauses

CCC 04/2017

CERTIFICATION

I, the official named below, CERTIFY UNDER PENALTY OF PERJURY that I am duly authorized to legally bind the prospective Contractor to the clause(s) listed below. This certification is made under the laws of the State of California.

Contractor/Bidder Firm Name (Printed)	Federal ID Number
Hamilton Unified School District	26-4432719
By (Authorized Signature)	

Printed Name and Title of Person Signing	
Jeremy Powell, Superintendent	
Date Executed	Executed in the County of
	Glenn

CONTRACTOR CERTIFICATION CLAUSES

1. STATEMENT OF COMPLIANCE: Contractor has, unless exempted, complied with the nondiscrimination program requirements. (Gov. Code §12990 (a-f) and CCR, Title 2, Section 11102) (Not applicable to public entities.)

2. DRUG-FREE WORKPLACE REQUIREMENTS: Contractor will comply with the requirements of the Drug-Free Workplace Act of 1990 and will provide a drug-free workplace by taking the following actions:

a. Publish a statement notifying employees that unlawful manufacture, distribution, dispensation, possession or use of a controlled substance is prohibited and specifying actions to be taken against employees for violations.

b. Establish a Drug-Free Awareness Program to inform employees about:

- 1) the dangers of drug abuse in the workplace;
- 2) the person's or organization's policy of maintaining a drug-free workplace;
- 3) any available counseling, rehabilitation and employee assistance programs; and,
- 4) penalties that may be imposed upon employees for drug abuse violations.

c. Every employee who works on the proposed Agreement will:

- 1) receive a copy of the company's drug-free workplace policy statement; and,

2) agree to abide by the terms of the company's statement as a condition of employment on the Agreement.

Failure to comply with these requirements may result in suspension of payments under the Agreement or termination of the Agreement or both and Contractor may be ineligible for award of any future State agreements if the department determines that any of the following has occurred: the Contractor has made false certification, or violated the certification by failing to carry out the requirements as noted above. (Gov. Code §8350 et seq.)

3. NATIONAL LABOR RELATIONS BOARD CERTIFICATION: Contractor certifies that no more than one (1) final unappealable finding of contempt of court by a Federal court has been issued against Contractor within the immediately preceding two-year period because of Contractor's failure to comply with an order of a Federal court, which orders Contractor to comply with an order of the National Labor Relations Board. (Pub. Contract Code §10296) (Not applicable to public entities.)

4. CONTRACTS FOR LEGAL SERVICES \$50,000 OR MORE- PRO BONO REQUIREMENT: Contractor hereby certifies that Contractor will comply with the requirements of Section 6072 of the Business and Professions Code, effective January 1, 2003.

Contractor agrees to make a good faith effort to provide a minimum number of hours of pro bono legal services during each year of the contract equal to the lessor of 30 multiplied by the number of full time attorneys in the firm's offices in the State, with the number of hours prorated on an actual day basis for any contract period of less than a full year or 10% of its contract with the State.

Failure to make a good faith effort may be cause for non-renewal of a state contract for legal services, and may be taken into account when determining the award of future contracts with the State for legal services.

5. EXPATRIATE CORPORATIONS: Contractor hereby declares that it is not an expatriate corporation or subsidiary of an expatriate corporation within the meaning of Public Contract Code Section 10286 and 10286.1, and is eligible to contract with the State of California.

6. SWEATFREE CODE OF CONDUCT:

a. All Contractors contracting for the procurement or laundering of apparel, garments or corresponding accessories, or the procurement of equipment, materials, or supplies, other than procurement related to a public works contract, declare under penalty of perjury that no apparel, garments or corresponding accessories, equipment, materials, or supplies furnished to the state pursuant to the contract have been laundered or produced in whole or in part by sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor, or with the benefit of sweatshop labor, forced labor, convict labor, indentured labor under penal sanction, abusive forms of child labor or exploitation of children in sweatshop labor. The contractor further declares under penalty of perjury that they adhere to the Sweatfree Code of Conduct as set forth on the California Department of Industrial Relations website located at www.dir.ca.gov, and Public Contract Code Section 6108.

b. The contractor agrees to cooperate fully in providing reasonable access to the contractor's records, documents, agents or employees, or premises if reasonably

required by authorized officials of the contracting agency, the Department of Industrial Relations, or the Department of Justice to determine the contractor's compliance with the requirements under paragraph (a).

7. DOMESTIC PARTNERS: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.3.

8. GENDER IDENTITY: For contracts of \$100,000 or more, Contractor certifies that Contractor is in compliance with Public Contract Code section 10295.35.

DOING BUSINESS WITH THE STATE OF CALIFORNIA

The following laws apply to persons or entities doing business with the State of California.

1. CONFLICT OF INTEREST: Contractor needs to be aware of the following provisions regarding current or former state employees. If Contractor has any questions on the status of any person rendering services or involved with the Agreement, the awarding agency must be contacted immediately for clarification.

Current State Employees (Pub. Contract Code §10410):

1). No officer or employee shall engage in any employment, activity or enterprise from which the officer or employee receives compensation or has a financial interest and which is sponsored or funded by any state agency, unless the employment, activity or enterprise is required as a condition of regular state employment.

2). No officer or employee shall contract on his or her own behalf as an independent contractor with any state agency to provide goods or services.

Former State Employees (Pub. Contract Code §10411):

1). For the two-year period from the date he or she left state employment, no former state officer or employee may enter into a contract in which he or she engaged in any of the negotiations, transactions, planning, arrangements or any part of the decision-making process relevant to the contract while employed in any capacity by any state agency.

2). For the twelve-month period from the date he or she left state employment, no former state officer or employee may enter into a contract with any state agency if he or she was employed by that state agency in a policy-making position in the same general subject area as the proposed contract within the 12-month period prior to his or her leaving state service.

If Contractor violates any provisions of above paragraphs, such action by Contractor shall render this Agreement void. (Pub. Contract Code §10420)

Members of boards and commissions are exempt from this section if they do not receive payment other than payment of each meeting of the board or commission, payment for preparatory time and payment for per diem. (Pub. Contract Code §10430 (e))

2. LABOR CODE/WORKERS' COMPENSATION: Contractor needs to be aware of the provisions which require every employer to be insured against liability for Worker's Compensation or to undertake self-insurance in accordance with the provisions, and

Contractor affirms to comply with such provisions before commencing the performance of the work of this Agreement. (Labor Code Section 3700)

3. AMERICANS WITH DISABILITIES ACT: Contractor assures the State that it complies with the Americans with Disabilities Act (ADA) of 1990, which prohibits discrimination on the basis of disability, as well as all applicable regulations and guidelines issued pursuant to the ADA. (42 U.S.C. 12101 et seq.)

4. CONTRACTOR NAME CHANGE: An amendment is required to change the Contractor's name as listed on this Agreement. Upon receipt of legal documentation of the name change the State will process the amendment. Payment of invoices presented with a new name cannot be paid prior to approval of said amendment.

5. CORPORATE QUALIFICATIONS TO DO BUSINESS IN CALIFORNIA:

a. When agreements are to be performed in the state by corporations, the contracting agencies will be verifying that the contractor is currently qualified to do business in California in order to ensure that all obligations due to the state are fulfilled.

b. "Doing business" is defined in R&TC Section 23101 as actively engaging in any transaction for the purpose of financial or pecuniary gain or profit. Although there are some statutory exceptions to taxation, rarely will a corporate contractor performing within the state not be subject to the franchise tax.

c. Both domestic and foreign corporations (those incorporated outside of California) must be in good standing in order to be qualified to do business in California. Agencies will determine whether a corporation is in good standing by calling the Office of the Secretary of State.

6. RESOLUTION: A county, city, district, or other local public body must provide the State with a copy of a resolution, order, motion, or ordinance of the local governing body which by law has authority to enter into an agreement, authorizing execution of the agreement.

7. AIR OR WATER POLLUTION VIOLATION: Under the State laws, the Contractor shall not be: (1) in violation of any order or resolution not subject to review promulgated by the State Air Resources Board or an air pollution control district; (2) subject to cease and desist order not subject to review issued pursuant to Section 13301 of the Water Code for violation of waste discharge requirements or discharge prohibitions; or (3) finally determined to be in violation of provisions of federal law relating to air or water pollution.

8. PAYEE DATA RECORD FORM STD. 204: This form must be completed by all contractors that are not another state agency or other governmental entity.

FEDERAL CERTIFICATIONS

CO.8 (REV. 06/20)

California Department of Education

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature on this form provides for compliance with certification requirements under 45 Code of Federal Regulations (CFR) Part 93, "New restrictions on Lobbying," and 45 CFR Part 76, "Government-wide Debarment and Suspension (Non procurement) and Government-wide requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 45 CFR Part 93, for persons entering into a grant or cooperative agreement over \$100,000 as defined at 45 CFR Part 93, Sections 93.105 and 93.110, the applicant certifies that:

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

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by executive Order 12549, Debarment and Suspension, and other responsibilities implemented at 45 CFR Part 76, for prospective participants in primary or a lower tier covered transactions, as defined at 45 CFR Part 76, Sections 76.105 and 76.110.

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction violation of federal or State antitrust statutes or commission of embezzlement,

theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period proceeding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The danger of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will -

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants, and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W., (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee shall insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)
300 6th Street/PO Box 488
Hamilton City, CA 95951

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

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 45 CFR Part 76, Subpart F, for grantees, as defined at 45 CFR Part 76, Sections 76.605 and 76.610-

- a. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant, and
- b. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and contracts Service, U.S. department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3) Washington, DC 20202-4571. Notice shall include the identification numbers(s) of each affected grant.

ENVIRONMENTAL TOBACCO SMOKE ACT

As required by the Pro-Children Act of 1994, (also known as Environmental Tobacco Smoke), and implemented at Public Law 103-277, Part C requires that:

The applicant certifies that smoking is not permitted in any portion of any indoor facility owned or leased or contracted and used routinely or regularly for the provision of health care services, day care, and education to children under the age of 18. Failure to comply with the provisions of this law may result in the imposition of a civil monetary penalty of up to \$1,000 per day. (The law does not apply to children's services provided in private residence, facilities funded solely by Medicare or Medicaid funds, and portions of facilities used for in- patient drug and alcohol treatment.)

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

FISCAL YEAR 2025-26

CONTRACTOR NAME
Hamilton Unified School District

VENDOR ID NUMBER
7656

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Jeremy Powell, Superintendent

SIGNATURE DATE

Child Development Division Agency Information Certification

I certify, as the authorized representative of the agency listed below, I have reviewed all the information for and updates, additions, or deletions have been submitted as needed for information in all of the areas below:

Executive Director/Superintendent information
Program Director information
Sites and Licenses and/or Office information
Family Child Care Home summary information

To the best of my knowledge, the information on the CDMIS Web site reflects accurate information for as of the date this certification was signed.

Program Director/Authorized Representative Signature	Date Signed
--	-------------

Printed Name of Program Director/Authorized Representative

Name of Agency User Generating Certification: Mariesa Fitzgerald Adams

Date Generated: 10/15/2024

Assigned CDD Consultant: Shellie MacColl

Hamilton Unified

County	Glenn
District	Hamilton Unified List of active district's schools
CDS Code	11 76562 0000000
District Address	620 Canal St. Hamilton City, CA 95951 Google Map
Mailing Address	PO Box 488 Hamilton City, CA 95951-0488
Phone Number	(530) 826-3261 Ext. 6011
Fax Number	(530) 826-0440
Email	ccarrier@hudschools.org
Web Address	www.hudschools.org
Superintendent	Dr. Jeremy Powell Superintendent (530) 826-3261 Ext. 6005 jpowell@hudschools.org
Chief Business Official	Kristen Hamman CBO (530) 826-3261 Ext. 6012 khamman@hudschools.org
Status	Active
District Type	Unified School District
Low Grade	P
High Grade	Adult
NCES/Federal District ID	0601339
CDS Coordinator (Contact for Data Updates)	Courtney Carrier (530) 826-3261 Ext. 6011 Request Data Update(s)
Last Updated	February 17, 2023

Directory Disclaimer

The California School Directory and related public school and district data files (collectively referred to as the 'Directory'), contain information about California schools, districts, and school/district administrators that is voluntarily self-reported by local education agencies (LEAs)* to the California Department of Education (CDE) as a public convenience. Because the information is voluntarily self-reported, the Directory does not contain information for every LEA or school and the information that is in the Directory may be outdated or have errors, omissions, typos and other inaccuracies. Therefore, information, or the absence of information, in the Directory should not be relied upon for any purpose and should be used only to contact the LEA or school. The CDE makes no representation or warranty, express or implied, with respect to Directory information.

* Private school data are self-reported by private school owners/heads.

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13. c	Date: 10/23/24
Agenda Item Description: School Plan for Student Achievement	
Background: The SPSA was written with the guidance and help of the HES School Site Council. The SPSA was reviewed and updated at SSC meetings.	
Status: SPSA needs board Approval	
Fiscal Impact: LCFF/Title I funds along with other funds	
Educational Impact: SPSA drives the school goals and initiatives	
Recommendation: For the Board to approve the 24-25 SPSA	



School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hamilton School	Elementary	11765626007447	May 21st, 2024	June 5th, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Hamilton Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Hamilton Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) aligns with Hamilton Unified School District's (HUSD) LCAP. Hamilton Elementary School (HES) will prioritize goals from the LCAP and continue with implementation of the Multi-Tiered Support Systems (MTSS) for behavior, academics, and the social-emotional learning success for all students. This is an integrated, comprehensive approach focusing on instruction, student centered learning, individualized student needs, and data to drive improvement efforts. The creation of the SPSA is guided by the input of stakeholders from the HUSD community including parents, community members, classified staff, certificated teachers and administrators.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The HES School Site Council meets regularly on the third Tuesday of each month. Our School Site Council is composed of parents and school staff. At the SSC meetings, we review and update the SPSA and discuss other school related topics. The SPSA is reviewed in sections at a time at School Site Council meetings. During the review, SSC members are able to give input and suggestions. SPSA updates and reviews are also presented at English Language Advisory Committee meetings. The SPSA is also reviewed and approved by the district's school board.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

English Language Arts, Mathematics, and Suspension Rate

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Hamilton Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.73%	0.51%	0.49%	3	2	2
African American	%	0%	%		0	
Asian	1.94%	1.77%	1.98%	8	7	8
Filipino	%	0%	%		0	
Hispanic/Latino	94.66%	94.7%	93.58%	390	375	379
Pacific Islander	%	0%	%		0	
White	1.46%	1.01%	1.98%	6	4	8
Multiple	%	0%	%		0	
Total Enrollment				412	396	405

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	52	49	39
Grade 1	42	43	34
Grade 2	45	46	50
Grade3	46	45	51
Grade 4	36	45	46
Grade 5	38	40	47
Grade 6	48	38	43
Grade 7	48	47	41
Grade 8	57	43	54
Total Enrollment	412	396	405

Conclusions based on this data:

- Enrollment numbers have been hovering around 400 that last few years. The new enrollment in Kindergarten is not keeping up with the exiting student enrollment (8th grade). The last few years, the middle school classes have been bigger classes and as those classes promote our enrollment has been decreasing.

2. The Latino/Hispanic, Spanish speaking group continues to be the largest on campus making up about 95% of the school population.
3. We continue to have high interest in our Dual Language Immersion Program. The classes in the DI program have a significantly higher enrollment rate than the neighborhood program.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	180	174	181	34.10%	43.7%	44.7%
Fluent English Proficient (FEP)	89	84	77	22.70%	21.6%	19.0%
Reclassified Fluent English Proficient (RFEP)	109	100		11.3%	14.2%	

Conclusions based on this data:

1. HES continues to have a significant EL population. In 22-23, ELs totaled 43.9% of the student population.
2. ELs are reclassifying at an acceptable rate, 13.9% is similar to the California reclassification rate.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	45	44	52	44	43	50	44	43	50	97.8	97.7	96.2
Grade 4	38	48	46	37	45	44	37	45	44	97.4	93.8	95.7
Grade 5	40	42	46	39	40	46	39	40	46	97.5	95.2	100
Grade 6	47	38	44	46	37	43	46	37	43	97.9	97.4	97.7
Grade 7	47	49	42	45	48	41	45	48	41	95.7	98.0	97.6
Grade 8	55	43	55	55	42	53	55	42	53	100.0	97.7	96.4
All Grades	272	264	285	266	255	277	266	255	277	97.8	96.6	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2339.	2356.	2326.	4.55	4.65	2.00	11.36	9.30	12.00	15.91	25.58	14.00	68.18	60.47	72.00
Grade 4	2414.	2400.	2381.	5.41	6.67	0.00	10.81	15.56	11.36	29.73	17.78	27.27	54.05	60.00	61.36
Grade 5	2414.	2428.	2420.	2.56	5.00	13.04	10.26	20.00	17.39	17.95	17.50	15.22	69.23	57.50	54.35
Grade 6	2448.	2462.	2471.	2.17	0.00	6.98	8.70	16.22	20.93	36.96	40.54	30.23	52.17	43.24	41.86
Grade 7	2472.	2477.	2458.	4.44	4.17	2.44	17.78	16.67	19.51	26.67	31.25	12.20	51.11	47.92	65.85
Grade 8	2502.	2479.	2466.	3.64	2.38	1.89	12.73	4.76	9.43	41.82	42.86	32.08	41.82	50.00	56.60
All Grades	N/A	N/A	N/A	3.76	3.92	4.33	12.03	13.73	14.80	28.95	29.02	22.02	55.26	53.33	58.84

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.27	2.33	4.00	52.27	69.77	48.00	45.45	27.91	48.00
Grade 4	0.00	11.11	0.00	64.86	46.67	65.91	35.14	42.22	34.09
Grade 5	2.56	7.50	8.70	58.97	60.00	52.17	38.46	32.50	39.13
Grade 6	0.00	5.41	2.33	52.17	59.46	53.49	47.83	35.14	44.19
Grade 7	0.00	2.08	4.88	62.22	70.83	51.22	37.78	27.08	43.90
Grade 8	7.27	2.38	3.77	45.45	52.38	39.62	47.27	45.24	56.60
All Grades	2.26	5.10	3.97	55.26	60.00	51.26	42.48	34.90	44.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.82	2.33	0.00	47.73	39.53	40.00	45.45	58.14	60.00
Grade 4	2.70	2.22	0.00	64.86	42.22	52.27	32.43	55.56	47.73
Grade 5	5.26	5.00	4.35	47.37	40.00	39.13	47.37	55.00	56.52
Grade 6	2.17	0.00	16.28	39.13	45.95	39.53	58.70	54.05	44.19
Grade 7	6.67	6.25	2.44	40.00	50.00	48.78	53.33	43.75	48.78
Grade 8	3.64	4.76	1.89	58.18	45.24	37.74	38.18	50.00	60.38
All Grades	4.53	3.53	3.97	49.43	43.92	42.60	46.04	52.55	53.43

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	0.00	6.98	0.00	77.27	74.42	66.00	22.73	18.60	34.00
Grade 4	10.81	4.44	2.27	70.27	75.56	70.45	18.92	20.00	27.27
Grade 5	7.69	2.50	8.70	69.23	77.50	52.17	23.08	20.00	39.13
Grade 6	6.52	5.41	6.98	58.70	72.97	67.44	34.78	21.62	25.58
Grade 7	4.44	6.25	4.88	64.44	75.00	58.54	31.11	18.75	36.59
Grade 8	12.73	4.76	1.89	67.27	69.05	73.58	20.00	26.19	24.53
All Grades	7.14	5.10	3.97	67.67	74.12	64.98	25.19	20.78	31.05

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2.27	2.33	6.00	43.18	72.09	58.00	54.55	25.58	36.00
Grade 4	5.41	4.44	4.55	59.46	68.89	59.09	35.14	26.67	36.36
Grade 5	0.00	5.00	10.87	48.72	62.50	50.00	51.28	32.50	39.13
Grade 6	4.35	2.70	6.98	69.57	70.27	67.44	26.09	27.03	25.58
Grade 7	8.89	4.17	2.44	60.00	60.42	58.54	31.11	35.42	39.02
Grade 8	10.91	4.76	3.77	65.45	66.67	67.92	23.64	28.57	28.30
All Grades	5.64	3.92	5.78	58.27	66.67	60.29	36.09	29.41	33.94

Conclusions based on this data:

1. In the 22-23 school year, 82.35% of students did not meet standards in ELA.
2. Between the 21-22 and 22-23 school year, there was a small increase of students (1.86%) that met standards and a small decrease of students (1.86%) that did not meet standards in ELA.
3. Out of the four domains, writing has the largest number of students below standard in ELA.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	45	45	52	45	43	52	45	43	52	100.0	95.6	100
Grade 4	38	48	46	38	48	45	38	48	45	100.0	100.0	97.8
Grade 5	40	42	46	39	41	46	39	41	46	97.5	97.6	100
Grade 6	47	38	44	47	38	43	47	38	43	100.0	100.0	97.7
Grade 7	47	49	42	45	49	42	45	49	42	95.7	100.0	100
Grade 8	55	43	55	55	42	55	55	42	55	100.0	97.7	100
All Grades	272	265	285	269	261	283	269	261	283	98.9	98.5	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2364.6	2387.7	2394.6	6.67	6.98	6.98	13.33	18.60	18.60	22.22	34.88	34.88	57.78	39.53	39.53
Grade 4	2408.8	2434.8	2434.8	0.00	4.17	4.17	7.89	20.83	20.83	28.95	39.58	39.58	63.16	35.42	35.42
Grade 5	2423.4	2400.0	2400.0	0.00	2.44	2.44	15.38	7.32	7.32	10.26	9.76	9.76	74.36	80.49	80.49
Grade 6	2388.1	2450.8	2450.8	0.00	5.26	5.26	6.38	5.26	5.26	8.51	26.32	26.32	85.11	63.16	63.16
Grade 7	2431.2	2423.5	2423.5	2.22	4.08	4.08	6.67	2.04	2.04	15.56	18.37	18.37	75.56	75.51	75.51
Grade 8	2410.2	2409.7	2409.7	0.00	2.38	2.38	5.45	0.00	0.00	16.36	9.52	9.52	78.18	88.10	88.10
All Grades	N/A	N/A	N/A	1.49	4.21	4.21	8.92	9.20	9.20	16.73	23.37	23.37	72.86	63.22	63.22

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.67	9.30	11.54	33.33	48.84	50.00	60.00	41.86	38.46
Grade 4	0.00	4.17	4.44	50.00	56.25	48.89	50.00	39.58	46.67
Grade 5	0.00	2.44	13.04	38.46	31.71	39.13	61.54	65.85	47.83
Grade 6	0.00	5.26	2.33	29.79	36.84	51.16	70.21	57.89	46.51
Grade 7	2.22	2.04	0.00	46.67	34.69	47.62	51.11	63.27	52.38
Grade 8	1.82	0.00	3.64	27.27	38.10	47.27	70.91	61.90	49.09
All Grades	1.86	3.83	6.01	36.80	41.38	47.35	61.34	54.79	46.64

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.67	4.65	9.62	57.78	76.74	57.69	35.56	18.60	32.69
Grade 4	5.26	6.25	2.22	34.21	64.58	57.78	60.53	29.17	40.00
Grade 5	5.13	2.44	2.17	41.03	41.46	56.52	53.85	56.10	41.30
Grade 6	2.13	5.26	6.98	44.68	44.74	39.53	53.19	50.00	53.49
Grade 7	0.00	2.04	2.38	55.56	48.98	57.14	44.44	48.98	40.48
Grade 8	1.82	2.38	1.82	32.73	45.24	40.00	65.45	52.38	58.18
All Grades	3.35	3.83	4.24	44.24	54.02	51.24	52.42	42.15	44.52

Conclusions based on this data:

1. In the 22-23 school year, 86.59% of students did not meet standards in Mathematics.

2. Between the 21-22 and 22-23 school year, there was a small increase of students (3%) that met standards and a small decrease of students (3%) that did not met standards in Mathematics.
3. The Concepts and Procedures domain had the largest percentage of students below standard (62.45%) in Mathematics.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1388.2	1433.0	1401.9	1398.5	1455.6	1420.6	1363.4	1380.3	1358.2	24	29	17
1	1407.2	1418.8	1381.3	1444.1	1471.1	1386.3	1369.9	1365.8	1376.0	25	22	20
2	1434.6	1447.6	1411.0	1442.0	1449.8	1426.8	1426.5	1444.9	1394.7	24	27	24
3	1470.4	1479.5	1463.9	1466.4	1484.5	1463.9	1474.0	1473.9	1463.3	28	24	29
4	1491.4	1489.7	1490.4	1486.3	1489.5	1493.0	1496.1	1489.5	1487.2	15	26	23
5	1499.1	1486.1	1522.7	1496.3	1471.3	1524.0	1501.5	1500.2	1521.1	17	15	21
6	1490.5	1510.3	1506.3	1485.7	1496.9	1498.1	1494.7	1523.4	1513.8	15	16	16
7	1492.0	1518.1	1504.1	1475.5	1506.2	1507.5	1508.2	1529.3	1500.2	13	16	17
8	*	*	1504.1	*	*	1487.7	*	*	1520.1	7	8	15
All Grades										168	183	182

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.17	17.24	5.88	12.50	44.83	35.29	54.17	20.69	29.41	29.17	17.24	29.41	24	29	17
1	0.00	4.55	0.00	16.00	27.27	20.00	24.00	45.45	25.00	60.00	22.73	55.00	25	22	20
2	0.00	0.00	0.00	37.50	33.33	25.00	37.50	44.44	37.50	25.00	22.22	37.50	24	27	24
3	14.29	12.50	3.45	17.86	33.33	27.59	39.29	33.33	37.93	28.57	20.83	31.03	28	24	29
4	6.67	11.54	21.74	46.67	34.62	34.78	33.33	34.62	21.74	13.33	19.23	21.74	15	26	23
5	5.88	0.00	19.05	29.41	26.67	38.10	47.06	46.67	33.33	17.65	26.67	9.52	17	15	21
6	6.67	6.25	25.00	40.00	43.75	31.25	40.00	25.00	12.50	13.33	25.00	31.25	15	16	16
7	15.38	18.75	11.76	23.08	37.50	35.29	30.77	18.75	29.41	30.77	25.00	23.53	13	16	17
8	*	*	6.67	*	*	40.00	*	*	13.33	*	*	40.00	*	*	15
All Grades	5.95	10.38	9.89	27.38	34.97	31.32	37.50	32.79	28.02	29.17	21.86	30.77	168	183	182

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.17	34.48	11.76	16.67	34.48	35.29	45.83	13.79	23.53	33.33	17.24	29.41	24	29	17
1	12.00	45.45	15.00	32.00	22.73	25.00	36.00	18.18	5.00	20.00	13.64	55.00	25	22	20
2	8.33	7.41	12.50	45.83	48.15	37.50	29.17	29.63	16.67	16.67	14.81	33.33	24	27	24
3	17.86	29.17	24.14	39.29	45.83	24.14	21.43	8.33	27.59	21.43	16.67	24.14	28	24	29
4	20.00	42.31	43.48	53.33	26.92	26.09	20.00	11.54	13.04	6.67	19.23	17.39	15	26	23
5	5.88	6.67	38.10	70.59	53.33	38.10	17.65	20.00	14.29	5.88	20.00	9.52	17	15	21
6	20.00	25.00	31.25	60.00	37.50	31.25	6.67	25.00	18.75	13.33	12.50	18.75	15	16	16
7	15.38	43.75	23.53	38.46	25.00	52.94	15.38	6.25	11.76	30.77	25.00	11.76	13	16	17
8	*	*	40.00	*	*	13.33	*	*	6.67	*	*	40.00	*	*	15
All Grades	13.10	30.60	26.37	42.26	36.07	31.32	25.60	15.85	15.93	19.05	17.49	26.37	168	183	182

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	0.00	3.23	27.59	27.59	74.19	48.28	48.28	22.58	24.14	24.14	31	29	29
1	0.00	0.00	0.00	4.17	4.55	4.55	20.83	27.27	27.27	75.00	68.18	68.18	24	22	22
2	7.41	0.00	0.00	14.81	11.11	11.11	22.22	55.56	55.56	55.56	33.33	33.33	27	27	27
3	0.00	4.17	4.17	0.00	12.50	12.50	78.57	54.17	54.17	21.43	29.17	29.17	14	24	24
4	0.00	0.00	0.00	5.88	23.08	23.08	35.29	34.62	34.62	58.82	42.31	42.31	17	26	26
5	0.00	0.00	0.00	5.56	20.00	20.00	55.56	40.00	40.00	38.89	40.00	40.00	18	15	15
6	0.00	0.00	0.00	26.67	37.50	37.50	46.67	31.25	31.25	26.67	31.25	31.25	15	16	16
7	0.00	0.00	0.00	23.08	31.25	31.25	38.46	37.50	37.50	38.46	31.25	31.25	13	16	16
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.60	1.64	1.64	17.86	19.67	19.67	39.29	41.53	41.53	42.26	37.16	37.16	168	183	183

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.50	24.14	17.65	54.17	65.52	64.71	33.33	10.34	17.65	24	29	17
1	28.00	50.00	20.00	64.00	36.36	25.00	8.00	13.64	55.00	25	22	20
2	20.83	18.52	16.67	58.33	70.37	62.50	20.83	11.11	20.83	24	27	24
3	42.86	16.67	24.14	46.43	62.50	55.17	10.71	20.83	20.69	28	24	29
4	40.00	42.31	52.17	53.33	34.62	30.43	6.67	23.08	17.39	15	26	23
5	11.76	0.00	28.57	76.47	93.33	57.14	11.76	6.67	14.29	17	15	21
6	13.33	12.50	18.75	73.33	68.75	56.25	13.33	18.75	25.00	15	16	16
7	0.00	18.75	11.76	61.54	50.00	70.59	38.46	31.25	17.65	13	16	17
8	*	*	13.33	*	*	46.67	*	*	40.00	*	*	15
All Grades	22.02	23.50	23.63	60.71	59.56	51.65	17.26	16.94	24.73	168	183	182

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.17	37.93	11.76	54.17	44.83	58.82	41.67	17.24	29.41	24	29	17
1	12.00	54.55	10.00	56.00	31.82	65.00	32.00	13.64	25.00	25	22	20
2	16.67	14.81	8.33	66.67	66.67	58.33	16.67	18.52	33.33	24	27	24
3	10.71	45.83	13.79	60.71	37.50	55.17	28.57	16.67	31.03	28	24	29
4	13.33	34.62	39.13	73.33	46.15	34.78	13.33	19.23	26.09	15	26	23
5	17.65	13.33	52.38	70.59	46.67	38.10	11.76	40.00	9.52	17	15	21
6	33.33	25.00	43.75	53.33	62.50	37.50	13.33	12.50	18.75	15	16	16
7	58.33	56.25	41.18	16.67	18.75	47.06	25.00	25.00	11.76	12	16	17
8	*	*	40.00	*	*	20.00	*	*	40.00	*	*	15
All Grades	17.96	37.16	27.47	58.08	43.17	47.25	23.95	19.67	25.27	167	183	182

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.17	3.45	0.00	83.33	86.21	76.47	12.50	10.34	23.53	24	29	17
1	0.00	0.00	5.00	8.00	22.73	30.00	92.00	77.27	65.00	25	22	20
2	4.17	3.70	4.17	66.67	55.56	50.00	29.17	40.74	45.83	24	27	24
3	0.00	4.17	0.00	35.71	41.67	48.28	64.29	54.17	51.72	28	24	29
4	0.00	0.00	0.00	53.33	50.00	52.17	46.67	50.00	47.83	15	26	23
5	0.00	6.67	9.52	41.18	40.00	61.90	58.82	53.33	28.57	17	15	21
6	0.00	12.50	0.00	40.00	50.00	37.50	60.00	37.50	62.50	15	16	16
7	7.69	18.75	5.88	46.15	31.25	47.06	46.15	50.00	47.06	13	16	17
8	*	*	13.33	*	*	26.67	*	*	60.00	*	*	15
All Grades	1.79	6.56	3.85	46.43	47.54	48.35	51.79	45.90	47.80	168	183	182

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.17	17.24	17.65	33.33	41.38	29.41	62.50	41.38	52.94	24	29	17
1	0.00	0.00	0.00	28.00	45.45	45.00	72.00	54.55	55.00	25	22	20
2	0.00	0.00	0.00	66.67	66.67	37.50	33.33	33.33	62.50	24	27	24
3	7.14	8.33	3.45	71.43	66.67	72.41	21.43	25.00	24.14	28	24	29
4	33.33	23.08	17.39	46.67	42.31	65.22	20.00	34.62	17.39	15	26	23
5	23.53	6.67	19.05	47.06	66.67	66.67	29.41	26.67	14.29	17	15	21
6	6.67	18.75	18.75	80.00	68.75	56.25	13.33	12.50	25.00	15	16	16
7	0.00	12.50	5.88	61.54	68.75	70.59	38.46	18.75	23.53	13	16	17
8	*	*	0.00	*	*	73.33	*	*	26.67	*	*	15
All Grades	8.33	10.38	8.79	54.17	57.38	57.69	37.50	32.24	33.52	168	183	182

Conclusions based on this data:

- Overall, there has been a steady increase in student performance on the ELPAC in the last 3 years. An increase of 12% of students scored at levels 3 or 4 in the 22-23 school year on the ELPAC.
- Written Language (Reading and Writing) has the lowest scores overall with 78.69% of students scoring a 1 or 2 on the ELPAC.
- The Reading Domain had the lowest scores with 45.90% of students scoring at the Beginning level on the ELPAC.

School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
396	92.7	43.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Hamilton Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	174	43.9
Foster Youth	1	
Homeless	27	6.8
Socioeconomically Disadvantaged	367	92.7
Students with Disabilities	45	11.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	2	0.5
Asian	7	1.8
Hispanic	375	94.7
White	4	1

Conclusions based on this data:

1. The largest group on campus is the Hispanic/Latino group which totals 94.7% of the population.
2. Socioeconomically disadvantaged students are the second largest group at 92.7% of the population.
3. An individualized Educational Plan is designed and delivered to 11.4% of HES students.

School and Student Performance Data

Overall Performance






The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Red</div>	<div>Chronic Absenteeism</div> <div> Green</div>	<div>Suspension Rate</div> <div> Red</div>
<div>Mathematics</div> <div> Orange</div>		
<div>English Learner Progress</div> <div> Green</div>		

Conclusions based on this data:

1. There are three performance areas in need of improvement: English Language Arts, Mathematics and the Suspension Rate.
2. HES improved in the academic engagement category by finishing the 22-23 school year in the green for Chronic Absenteeism.

3. English Learner Progress is also in the green. This is great considering that English Learners make up 44% of the population.

School and Student Performance Data

Academic Performance English Language Arts

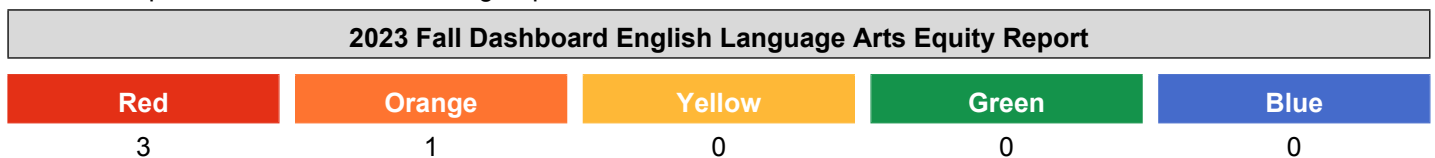
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Red 75.3 points below standard Maintained +2.6 points 253 Students	English Learners Red 101.9 points below standard Maintained +1.2 points 124 Students	Foster Youth Less than 11 Students 0 Students
Homeless 54.2 points below standard Increased Significantly +28 points 13 Students	Socioeconomically Disadvantaged Orange 79.1 points below standard Increased +3.8 points 238 Students	Students with Disabilities Red 148.3 points below standard Decreased -14.9 points 40 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 76.6 points below standard Maintained +1.5 points 244 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
111.5 points below standard Increased +3.1 points 97 Students	67.6 points below standard Increased +10.3 points 27 Students	66.2 points below standard Maintained -0.8 points 83 Students

Conclusions based on this data:

- Four out of the five student groups represented in this data performed in the red (lowest performance). The Socioeconomically Disadvantaged group scored in the orange.
- The Students with Disabilities Group is the only group to decrease in points and it has the biggest gap with 148.3 points below standard.
- The Hispanic group is the the largest of the student group and it maintained its points but it still 76.6 points below standard.

School and Student Performance Data

Academic Performance Mathematics

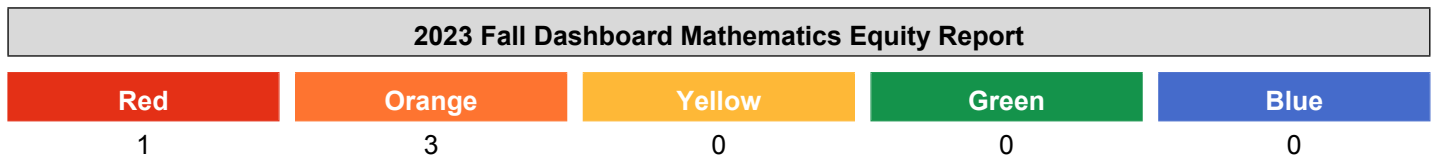
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."








This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 107 points below standard Increased Significantly +18 points 252 Students	English Learners  Orange 115.9 points below standard Increased Significantly +21.1 points 124 Students	Foster Youth Less than 11 Students 0 Students
Homeless 86.6 points below standard Decreased -7.1 points 13 Students	Socioeconomically Disadvantaged  Orange 110.6 points below standard Increased Significantly +18.2 points 237 Students	Students with Disabilities  Red 174.9 points below standard Decreased -3.6 points 40 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 109 points below standard Increased Significantly +15.8 points 243 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
116.2 points below standard Increased Significantly +18.4 points 97 Students	115.1 points below standard Increased Significantly +27.3 points 27 Students	104.6 points below standard Increased Significantly +15.5 points 82 Students

Conclusions based on this data:

- Four out of the five student groups represented in this data performed in the orange in Mathematics. The Students with Disabilities group scored in the red.
- Four student groups increased significantly in Mathematics. However, most of the student groups are 100+ points below standard.
- The biggest student group, Hispanic group, increased significantly but is still 109 points below standard.

School and Student Performance Data

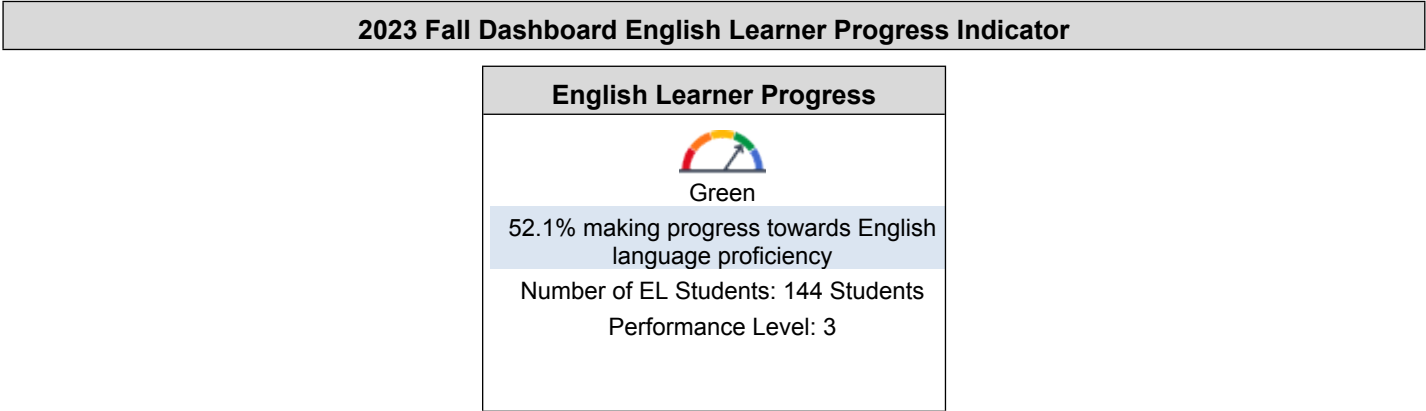
Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14	55	1	74

Conclusions based on this data:

1. English Learner progress had the best academic performance.
2. Over half of ELs progressed at least one ELPI level.
3. A significant percentage of students also maintained their ELPI level.

School and Student Performance Data

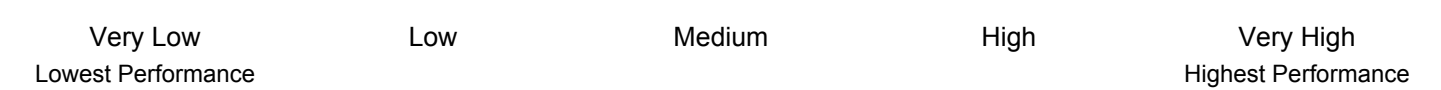
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

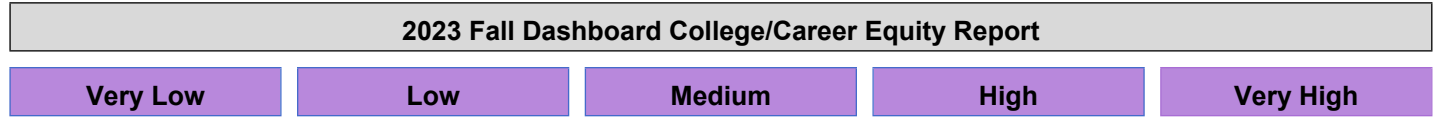
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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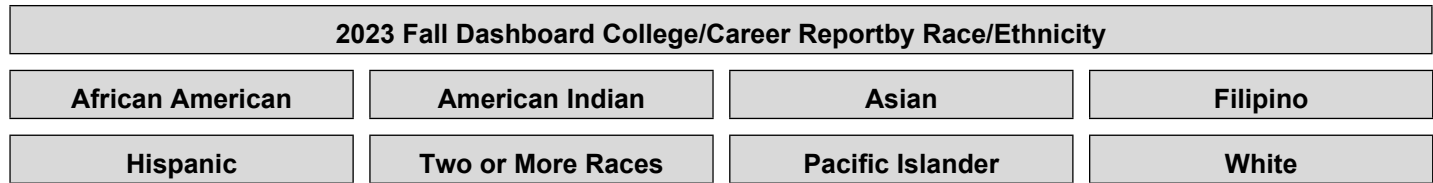
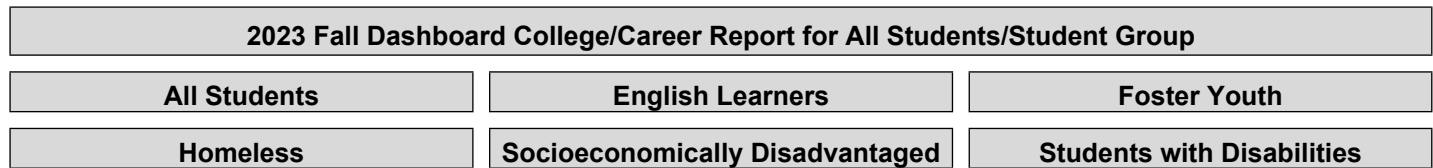
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report







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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 9.4% Chronically Absent Declined Significantly -8.6 406 Students	 Green 9.9% Chronically Absent Declined Significantly -6.3 191 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
6.5% Chronically Absent Increased 2.3 31 Students	 Green 9.8% Chronically Absent Declined Significantly -7.7 377 Students	 Yellow 14.8% Chronically Absent Declined -5.2 54 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian Less than 11 Students 2 Students	Asian Less than 11 Students 7 Students	Filipino  No Performance Color 0 Students
Hispanic  Green 9.4% Chronically Absent Declined Significantly -8.4 385 Students	Two or More Races Less than 11 Students 8 Students	Pacific Islander  No Performance Color 0 Students	White Less than 11 Students 4 Students

Conclusions based on this data:

1. HES improved in this area from last year and is in the green. The percentage of students chronically absent declined in all groups except for the homeless population.
2. Our students with disabilities has the highest percent of students absent.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

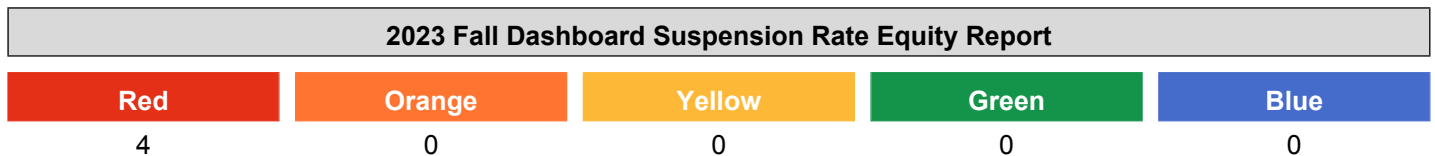
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.





Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Red 5.5% suspended at least one day Increased Significantly 2.7 420 Students	English Learners  Red 6% suspended at least one day Increased Significantly 2.3 201 Students	Foster Youth Less than 11 Students 1 Student
Homeless 5.6% suspended at least one day Increased 1.4 36 Students	Socioeconomically Disadvantaged  Red 5.7% suspended at least one day Increased Significantly 2.7 389 Students	Students with Disabilities  Red 10.9% suspended at least one day Increased 5.6 55 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian Less than 11 Students 2 Students	Asian Less than 11 Students 7 Students	Filipino  No Performance Color 0 Students
Hispanic  Red 5.8% suspended at least one day Increased Significantly 3.1 399 Students	Two or More Races Less than 11 Students 8 Students	Pacific Islander  No Performance Color 0 Students	White Less than 11 Students 4 Students

Conclusions based on this data:

1. HES scored in the red for all of the student groups.
2. Overall, HES suspended more students in 22-23 than in 21-22.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts, Mathematics and English Language Development
Hamilton Elementary School will increase student achievement for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

In the 22-23 school year, 82.35% of students did not meet standards in ELA. Out of the four domains, writing has the largest number of students below standard in ELA.
In the same year, 86.59% of students did not meet standards in Mathematics. The Concepts and Procedures domain had the largest percentage of students below standard (62.45%) in Mathematics. On the ELPAC, ELD students performed low in Written Language (Reading and Writing) with 78.69% of students scoring a 1 or 2.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	2021-22 10% of students met achievement standard. 90% of students did not meet achievement standard. The average distance from level 3 was -125.	Increase percent of students that meet achievement standard by 15% and decrease the the average distance from level 3 by 50 points.
CAASPP ELA	2021-22 16% of students met achievement standard. 84% of students did not meet achievement standard. The average distance from level 3 was -78.	Increase percent of students that meet achievement standard by 15% and decrease the the average distance from level 3 by 50 points.
STAR Math	2022-23 Urgent intervention 31% intervention 21%	Decrease the percent of students that are in the urgent intervention by 15% and decrease intervention by 10%.
STAR Reading	2022-23 Urgent intervention 54% intervention 21% on watch 10% at/above benchmark 15%	Decrease the percent of students that are in the urgent intervention by 15% and decrease intervention by 10%.
STAR Early Literacy	2022-23 Urgent intervention 42% intervention 27% on watch 13% at/above benchmark 18%	Decrease the percent of students that are in the urgent intervention by 15% and decrease intervention by 10%.
ELPAC	2022-23 8% of EL students attained English language proficiency based on the ELPAC overall score of 4.	Increase the percent of EL students attaining English language proficiency based on ELPAC level 4 by 50%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Pacing guides for TK-8 grades will be reviewed and redeveloped to meet current essential standards (ELA and Math).	All Students	5870 ESSER III
1.2	A Comprehensive Assessment Plan will be designed and followed to analyze student progress and program review. Quarterly assessments will be administered to students and the data will be reviewed to determine if intervention support is needed. Interim Assessments in ELA, Math and ELD will be systematically administered throughout the year. The data from the interim assessments will be reviewed with the students and used to guide instruction.	All Students	1,000 Title I
1.3	A Certificated Intervention Teacher or Ed Specialist will deliver Tier 3 intervention support in Math and Reading to our lowest achieving students. Tier 2 intervention support will be delivered by classroom teachers in small group settings. Paras will help support the intervention.	Underachieving students	213,113 Other Learning Recovery Block Grant
1.4	The Master Schedule will be designed to facilitate leveled designated ELD Instruction. Paraeducator support in Level 1 ELD classes will be a priority.	ELD Students	25,614 Title III Part A: Language Instruction for LEP Students
1.5	Improving writing will be a school wide focus for all students including ELD students. Each grade level will focus on a grade appropriate writing skill leading to 8th grade students being able to write two paragraph essays/responses. The grade level writing skills will be practiced across content areas.	All Students	
1.6	Improving mathematical concepts and procedures skills will be a school wide focus for all students.	All students	
1.14			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Classroom Instruction

Teachers will deliver rigorous and engaging lessons that meet students' needs and extend their understanding of the content.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. HUSD will provide high quality classroom instruction to promote college and career readiness: The District anticipates increasing staffing in order to provide access to additional courses/enrichment activities that will promote college and career readiness.
2. HUSD will increase student performance (for all subgroups) on State and Local achievement metrics: The District plans on increasing/enhancing coaching and professional development support for staff to improve instructional practices and fully implement common core state standards for all students and sub-groups.

Identified Need

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

HES has a diverse population. It is imperative that instruction is designed to meet the needs of our diverse population. HES continues to have a significant EL population. In 22-23, ELs totaled 43.9% of the student population. The largest group on campus is the Hispanic/Latino group which totals 94.7% of the population. Socioeconomically disadvantaged students are the second largest group at 92.7% of the population. In ELA, four out of the five student groups represented in California School Dashboard data performed in the red (lowest performance). The Students with Disabilities Group decreased in points and it has the biggest gap with 148.3 points below standard in ELA. In Mathematics, four out of the five student groups represented in the California School Dashboard data performed in the orange. The Students with Disabilities group scored in the red in Mathematics.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Observations		During informal and formal classroom observations, 100% of students will be engaged 85-90% of the time.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Teachers will meet regularly with grade level PLC to collaborate, review data and plan lessons to push students to the next level.	All students	2,526,972 LCFF

			s
2.2	Instructional staff will receive professional development in engaging and effective instructional strategies and methods to improve the participation and engagement of EL students during integrated and designated ELD instruction.	All Students	25,614 Title III
2.3	Classroom coaching, peer observations, and formal/informal observations will be conducted throughout the year.	All students	13,000
2.4	Teachers will receive training and support from an outside agency to run effective Professional Learning Communities.		
2.5	Professional Development will focus on improving writing in all contents, math and the implementation of interim assessments.		
2.7			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Connecting with Students and Families

HES will provide a safe and productive learning environment and develop strong connections with stakeholders such as students, families and community members.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

HES scored in the red for suspensions in all of the student groups. Overall, HES suspended more students in 22-23 than in 21-22. Results from the California Healthy Kids Survey indicate that only 47% of 7th graders feel connected to our school. Additionally, only 45% of 7th graders have caring adult relationships according to the CHKS.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parents Portal Access Increased (K-5)	Tk-5 - 99.6% 6-8 99.2%	Increase the parent portal access to 100%
Attendance at parent outreach programs	Parent workshops 65, APTT 100	Increase the attendance of all parent outreach programs including parent workshops and APTT by 25%
Parent participation	SSC - 38, ELAC/DELAC -14	Increase participation in SSC and ELAC/DELAC meetings by 10%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	HES will strive for full participation with our parent portal. The parent portal gives parents access to student information, school updates and upcoming events.	All	22,500 LCFF
3.2	HES will expand the Academic Parent Teacher Teams to at least one more grade level. Currently, we have APTT at the Kindergarten, 1st, 2nd, 3rd, and 5th and 7th and 8th grade levels.	TK-5 Students and Parents	6,500 LCFF
3.3	HES will continue the partnership with our Parent Teacher Organization. HES will provide space and materials for meetings.	Parents of students	400 Title I

3.4	HES will provide quarterly parent workshops. The workshop sessions will be selected based on current community/family needs.	Parents	500 Title I
3.5	HES will continue with the school wide PBIS and Capturing Kids Hearts program and activities.		2000 ASB
3.6	Teachers will receive training on building strong student rapport and classroom management through the Capturing Kids Hearts program or other such programs.		4,500 Title I
3.7	HES will monitor and extend support to chronically absent students.		
3.8	HES will continue to recognize academic achievement, perfect attendance and strong character traits.		
3.9	HES will regularly review and follow the school safety plan.		
3.10	Tier 2 behavior interventions will be implemented along with counseling support for at risk students.		

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2023-24

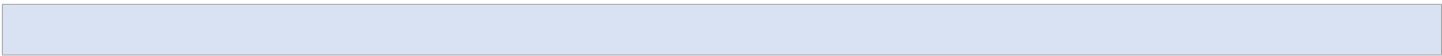
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$168,121
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,847,583.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$6,400.00
Title III	\$25,614.00
Title III Part A: Language Instruction for LEP Students	\$25,614.00

Subtotal of additional federal funds included for this school: \$57,628.00

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

State or Local Programs	Allocation (\$)
	\$13,000.00
ASB	\$2,000.00
ESSER III	\$5,870.00
LCFF	\$2,555,972.00
Other	\$213,113.00

Subtotal of state or local funds included for this school: \$2,789,955.00

Total of federal, state, and/or local funds for this school: \$2,847,583.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	13,000.00
ASB	2,000.00
ESSER III	5,870.00
LCFF	2,555,972.00
Other	213,113.00
Title I	6,400.00
Title III	25,614.00
Title III Part A: Language Instruction for LEP Students	25,614.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		13,000.00
	ASB	2,000.00
	ESSER III	5,870.00
	LCFF	2,555,972.00
	Other	213,113.00
	Title I	6,400.00
	Title III	25,614.00
	Title III Part A: Language Instruction for LEP Students	25,614.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
245,597.00
2,565,586.00
36,400.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Ulises Tellechea	Principal
Derek Nall	Classroom Teacher
Aimee Curiel	Classroom Teacher
Rosa Rivera	Parent or Community Member
Vanessa Ortiz	Parent or Community Member
Rocio Jauregui	Parent or Community Member
Lily-Lopez Orta	Parent or Community Member
Emma Robles	Parent or Community Member
Ariel Ellis	Other School Staff
Trevor Heyl	Classroom Teacher

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: MTSS Leadership Team

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

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

This SPSA was adopted by the SSC at a public meeting on 5/21/24.

Attested:

	Principal, Ulises Tellechea on 5/21/24
	SSC Chairperson, Vanessa Ortiz on 5/21/24

Instructions

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13. d	Date: 10/23/24
Agenda Item Description: Project Design and Cost Exploration Proposals	
Background: The board has previously approved further design and cost exploration for the following projects: <ol style="list-style-type: none">1. High School Field Option SP-12. High School Tennis Court Renovation3. Hamilton Elementary School Soccer Field and Track Attached are the surveying, mapping and landscape proposals for the beginning phases of these projects.	
Status: Pending Board approval.	
Fiscal Impact: BOND and ELOP Funds	
Educational Impact: N/A	
Recommendation: Board Approve Design and Cost Exploration Proposals.	



September 28, 2024

Hamilton Unified School District
620 Canal Street
Hamilton City, CA 95951
Attention: Mr. Jeremy Powell, Superintendent

Regarding: Hamilton Elementary School Athletic Fields

Dear Mr. Powell,

At the request of Mr. Alan Chambers of Eagle Architecture, we have prepared this proposal for surveying and mapping of portions of the Elementary School. From our research we propose the following services:

I. SURVEYING & SCHEMATIC PHASE

A. TOPOGRAPHIC SURVEY

1. Preliminary Research

- a) Research existing recorded maps in the vicinity of the property and locate existing survey monuments upon which to determine approximate boundary locations.

2. Field Surveying

- a) Using Theodolite with total station data collector, perform a topographic survey of the property as outlined with a redline as shown on Exhibit A.
- b) Locate prominent features such as buildings, walkways, fences, visible surface utilities, and existing trees.
- c) "Tie-in" relevant existing survey monuments on adjacent properties

3. Mapping

- a) Download field data into computers
- b) Create 24"x36" map at the appropriate scale depicting the following:
 - Elevation contours at 1-foot intervals
 - Spot elevations at selected points
 - Building and structures
 - Slopes and cross slopes along path of travel and handicap parking areas.
 - Approximate Property boundary lines
 - Surface Utilities and underground utilities from record drawings (if record drawings are available)

- Other unique physical features observable from surface evidence.

ASSUMPTIONS AND EXCLUSIONS

1. Preparation of Parcel Maps, easement plats and/or legal descriptions, American Land Title Association/National Society of Professional Surveyors (ALTA/NSPS) surveys and maps, and/or flood studies is not included.
2. The preparation and processing of drawings and documents for environmental impact reports, assessment districts, maintenance districts, or annexations is not included.
3. Design services are not included with this scope of work and associated fees.

We proposed providing the services listed above for a fee of \$3,850.00

If you have any questions or would like to discuss this further, please do not hesitate to call me at (530) 894-3500. If you decide to hire us for this project, please sign and date this proposal/contract letter below. Work can be stopped on this project with a 10-day notice written by either party with fees paid to date. We have the right to stop working on this project for invoices not paid beyond 30-days past due date.

Thank you for the opportunity to present this proposal and we look forward to working with you.

Sincerely,



Russ Erickson, P.E.
Civil Engineer/Principal
C58460

Accepted by: _____

Printed Name: _____

Date: _____

▼ ▼ ▼ ▼ FOLLOW US ON INSTAGRAM @PETERLINPAPERLESS





September 28, 2024

Hamilton Unified School District
620 Canal Street
Hamilton City, CA 95951
Attention: Mr. Jeremy Powell, Superintendent

Regarding: Tennis Court Area Survey, Hamilton High School

Dear Mr. Powell,

At the request of Mr. Alan Chambers of Eagle Architecture, we have prepared this proposal for surveying and mapping of the southwest corner of Hamilton High School, focused on the tennis court area. From our research we propose the following services:

I. SURVEYING & SCHEMATIC PHASE

A. TOPOGRAPHIC SURVEY

1. Preliminary Research

- a) Research existing recorded maps in the vicinity of the property and locate existing survey monuments upon which to determine approximate boundary locations.

2. Field Surveying

- a) Using Theodolite with total station data collector, perform a topographic survey of the property as outlined with a redline as shown on Exhibit A.
- b) Locate prominent features such as buildings, tennis courts, parking lots, walkways, fences, visible surface utilities, and existing trees.
- c) "Tie-in" relevant existing survey monuments on adjacent properties

3. Mapping

- a) Download field data into computers
- b) Create 24"x36" map at the appropriate scale depicting the following:
 - Elevation contours at 1-foot intervals
 - Spot elevations at selected points
 - Building and structures
 - Slopes and cross slopes along path of travel and handicap parking areas.
 - Approximate Property boundary lines
 - Surface Utilities and underground utilities from record drawings (if record drawings are available)

- Other unique physical features observable from surface evidence.

ASSUMPTIONS AND EXCLUSIONS

1. Preparation of Parcel Maps, easement plats and/or legal descriptions, American Land Title Association/National Society of Professional Surveyors (ALTA/NSPS) surveys and maps, and/or flood studies is not included.
2. The preparation and processing of drawings and documents for environmental impact reports, assessment districts, maintenance districts, or annexations is not included.
3. Design services are not included with this scope of work and associated fees.

We proposed providing the services listed above for a fee of \$3,850.00

If you have any questions or would like to discuss this further, please do not hesitate to call me at (530) 894-3500. If you decide to hire us for this project, please sign and date this proposal/contract letter below. Work can be stopped on this project with a 10-day notice written by either party with fees paid to date. We have the right to stop working on this project for invoices not paid beyond 30-days past due date.

Thank you for the opportunity to present this proposal and we look forward to working with you.

Sincerely,



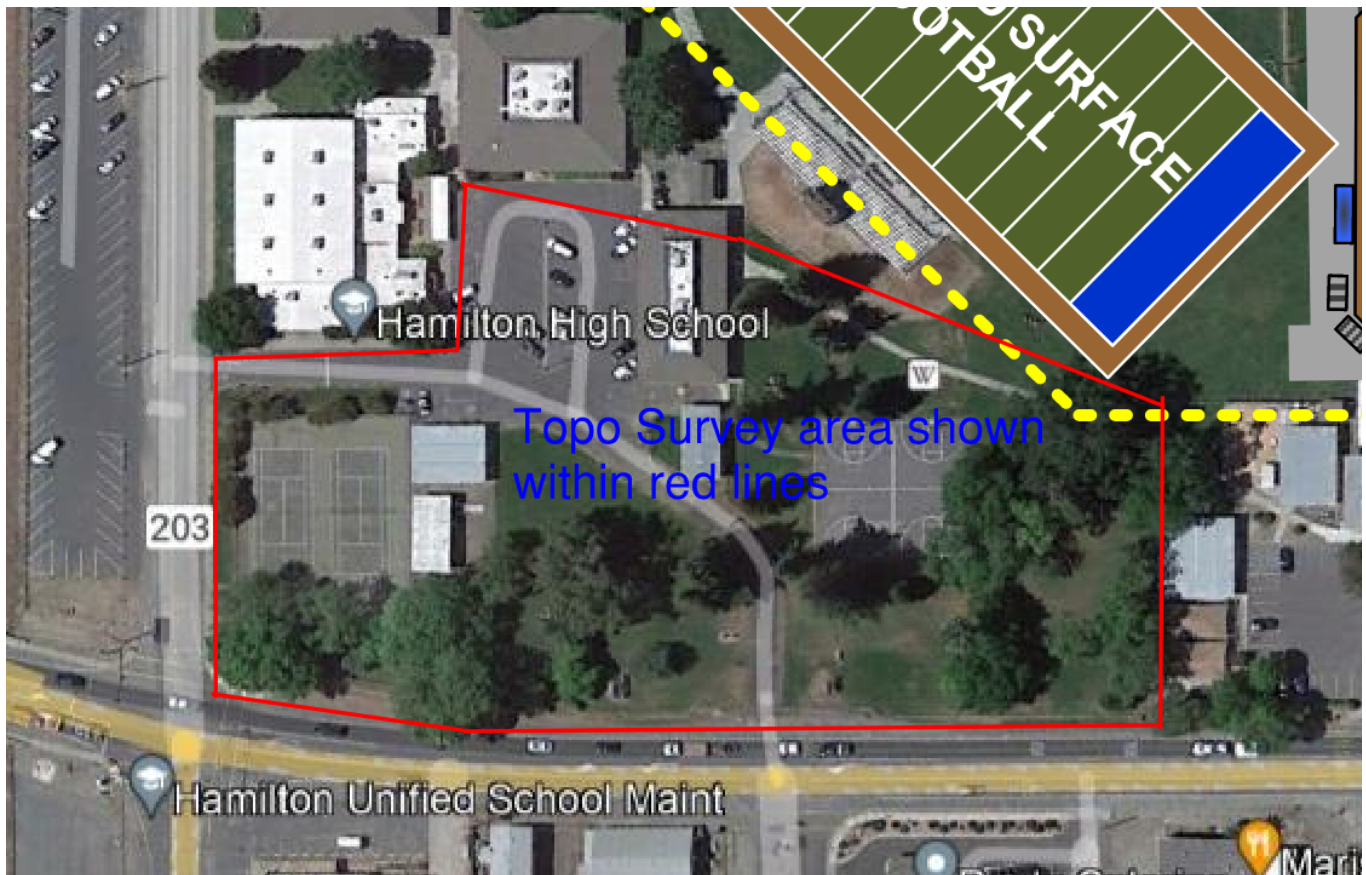
Russ Erickson, P.E.
Civil Engineer/Principal
C58460

Accepted by: _____

Printed Name: _____

Date: _____

Exhibit A
Project Survey Area





October 9, 2024

Hamilton Unified School District

620 Canal Street

Hamilton City, CA 95951

Attention: Mr. Jeremy Powell, Superintendent

Regarding: Master Planning Topographic Surveying, Hamilton High School

Dear Mr. Powell,

I thank you for the opportunity to submit a proposal for surveying services to support the master plan at Hamilton High School. From our correspondence and research, we propose the following scope of work based on the project survey area as defined on Exhibit A:

SCOPE OF SERVICES

1. Aerial Surveying

- a) Set aerial panels on which to base site control.
- b) Tie aerial control into property boundary markers.
- c) Establish field reference points and benchmarks as required to be used as horizontal and vertical control for future surveying.

2. Mapping

- a) Download field data into computers
- b) Create 24"x36" map at the appropriate scale depicting the following:
 - Existing site improvements
 - Spot elevations at selected points
 - Elevation Contours with 1-foot intervals
 - Property boundary line location
 - Known utilities from surface features and/or maps supplied by owner/client.
 - Other unique physical features observable from surface evidence.
- c) Provide the above on electronically Autocad format client.
- d) Provide orthorectified photo of Project Area.

1. Preparation of Parcel Maps, easement plats and/or legal descriptions, American Land Title Association (ALTA) Surveys and maps, and flood studies is not included.

2. Plan check fees, permit fees, and other processing fees will not be paid by Robertson Erickson.

3. Design work is not included, this proposal is to map existing conditions only.
4. Property Boundaries shown on the topographic map and plans will be based on field evidence and recorded information.

Client agrees to compensate consultant for such services as follows:

We propose to provide the services listed above for a fee of \$9,800.00

We will invoice for these services as work progresses based on our current hourly rates, at approximately two-week intervals, for work performed since the previous billing period with invoices due upon receipt. Invoices not paid within 30 days will be subject to a late charge of 1-1/2% per month. And we reserve the right to stop work on the project if any invoice becomes more than thirty (30) days past due.

This proposal is valid for a period of six months. After that time, we reserve the right to adjust our fee quote. If this proposal is acceptable, please sign and date below.

If you have any questions or would like to discuss this further, please do not hesitate to call me at (530) 894-3500. Thank you for the opportunity to present this proposal and we look forward to working with you.

Sincerely,

A handwritten signature in dark ink, appearing to read "Russ Erickson", with a long horizontal flourish extending to the right.

Russ Erickson, P.E.
Civil Engineer/Principal
C58460

Exhibit A
Project Survey Area



LANDSCAPE DESIGN AGREEMENT
MELTON DESIGN GROUP, INC. and HAMILTON UNIFIED SCHOOL DISTRICT

This AGREEMENT, submitted on the 15th day of October 2024, shall be

BETWEEN

CLIENT: HAMILTON UNIFIED SCHOOL DISTRICT
Jeremy Powell, Superintendent
620 Canal Street, Hamilton, CA 95951
530-826-3261/ JPowell@hudschools.org

AND

CONSULTANT: MELTON DESIGN GROUP, Inc. (MDG)
Gregory Melton, President/CEO
820 Broadway Street, Chico, CA 95928
530-899-1616 / Greg@meltondg.com

PROJECT: Hamilton Elementary School Soccer/Track Fields
277 Capay Avenue, Hamilton City

PROJECT UNDERSTANDING:

The scope of services under this agreement includes:

- ◆ Hamilton Elementary School Athletic Improvements
 - Soccer Field, Turf Renovation
 - Track around Soccer Field
 - Picnic Area under Solar Structures

SCOPE OF WORK:

The following is an outline of the proposed scope of work MDG will provide:

- TASK 1:** PROJECT KICK-OFF, PROGRAM DEVELOPMENT, PROJECT COORDINATION \$ 1,500
- TASK 2:** SITE ANALYSIS/UNDERSTANDING and BASE MAP \$ 500
- a. Confirm utilities.
 - b. Identify onsite elements (keep or remove).
 - c. Coordinate with Civil Engineer, survey by Civil.
- TASK 3:** CONCEPTUAL MASTER PLAN (two (2) hand-rendered options) and COST ESTIMATES ... \$ 5,015
- a. Hand-drawn Concept Plans, sketches.
 - b. Product cutsheets and inspiration boards.
 - c. Plant list with size and location onsite.

- d. Develop Cost Estimates.
- e. Present to Client for review and comment.
- f. Revise preferred concept plan and corresponding Cost Estimate based on Client comments.

TASK 4: DESIGN DEVELOPMENT (30%) \$ 2,385

- a. Develop digitized final Master Plan and 3D rendering.
- b. Present to Client for review

We are pleased to have the opportunity for providing these services and assure you of our interest and best professional effort consistent with the normal Standard of Care practiced by Professional Landscape Architects.

BASIS OF COMPENSATION

TOTAL (not to exceed): **\$ 9,400**

Reimbursable expenses are included for items noted above. Additional Services and reimbursables exceeding expectations shall be billed on an hourly rate / expense basis in accordance with MDG's Schedule of Rates.

MISCELLANEOUS PROVISIONS

1. This proposal will remain valid for the time of 6 months, after which, if a contract has not been executed, MELTON DESIGN GROUP, INC. reserves the right to revise billing rates and fee amounts.
2. If the Client deems a delay of scheduled deliveries or other due dates is needed, the Client may do so by written notice to the Consultant. Delays of six (6) months or more will result in a fee increase of 5% every six (6) months while the project is delayed.
3. Charges for Services shall be billed in proportion to the work completed. Invoices are due and payable within 30 days of receipt. Agreement shall bear interest on the unpaid balance at a rate of 1.5% per month which is an annual percentage rate of 18%. If payment is not received within forty-five (45) days, Consultant may, at his discretion, stop work until payment is received.
4. This Agreement is construed and governed by the laws of the State of California. The venue for any proceeding brought by either Party in regard to any provision or obligation arising under this Agreement shall be in the county where the project is located.
5. This Agreement is the entire and integrated agreement between Client and MDG and supersedes all prior negotiations, statements or agreements, either written or oral. The parties may amend this Agreement only by a written instrument signed by both Client and MDG.
6. If any term or provision of this Agreement is held as a matter of law to be unenforceable or invalid for any reason, the remainder of this Agreement shall continue in full force and effect and be enforceable without such provisions, and the parties agree that any unenforceable or invalid term or provision shall be amended to the minimum extent required to make such term or provision

enforceable and valid.

7. Neither Client nor MDG shall assign this Agreement without the written consent of the other.
8. Nothing in this Agreement shall create a contractual relationship for the benefit of any third party.
9. MDG agrees to provide its professional services with its best skill and judgement in accordance with this Agreement; Federal, State and local laws and regulations and the generally accepted Standard of Care for Landscape Architects which are in effect at the time of this Agreement in all ways to further the interest of the Client and project(s). MDG shall furnish the services in an efficient manner and shall use its best efforts to see that the project is completed in conformity with the terms of this Agreement and consistent with the interest of the Client.
10. MDG shall use reasonable efforts to verify the accuracy and suitability of any drawings, plans, sketches, instructions, information, requirements, procedures, requests for action and other data supplied to MDG for the project.
11. MDG agrees that its officers and employees do not now have a conflict of interest with respect to any aspect of this Agreement and that MDG, its officers or employees, will not contract for or accept employment for the performance of any work or services with any individual business, corporation or government unit that would create a conflict of interest in the performance of services.
12. MDG shall maintain in force throughout the term of this Agreement insurance adequate by industry standards for professional liability and comprehensive general liability to insure against any claim or claims for damage arising in connection with MDG's performance or service provided under this Agreement.
13. Irrespective of any other term in this Agreement, MDG shall not control or be responsible for construction means, methods, techniques, schedules, sequences or procedures; or for construction safety or any other related programs; or for another party's errors or omissions or for another party's failure to complete their work or services in accordance with MDG's documents.
14. Both Client and MDG agree to indemnify the other Party; its officers, directors, employees and agents; defend and hold harmless from and against any and all claims, liabilities, suits, demands, losses, costs and expenses, including, but not limited to, reasonable attorneys' fees and all legal expenses and fees incurred through appeal, and all interest thereon, accruing or resulting to any and all persons, firms or any other legal entities on account of any damages or losses to property or persons, including injuries or death, or economic losses, arising out of the Project and/or this Agreement, except to the extent arising solely from the gross negligence or willful misconduct of either Party.
15. Client and MDG waive consequential damages for any claims, disputes or other matters in question arising out of or relating to this Agreement. MDG's waiver of consequential damages, however, is contingent upon the Client requiring contractor and its subcontractors to waive all consequential damages against MDG for claims, disputes or other matters in question arising out of or relating to the Project.
16. Neither the Client nor MDG shall have any liability for any negligent act or omission of the other, its employees, officers or agents. In no event shall either Party be liable to the other Party for

indirect or consequential loss of or damage to profits, business, revenue, goodwill or anticipated savings suffered by the other Party during the term of this Agreement.

17. To the extent damages are covered by property insurance during construction, Client and MDG waive all rights against each other and against the contractors, consultants, agents and employees of the other for such damages. Client or MDG, as appropriate, shall require of the contractors, consultants, agents and employees of any of them similar waivers in favor of the other parties described in this paragraph.
18. Client acknowledges and agrees that proper project maintenance is required after the Project is complete. A lack of or improper maintenance in areas such as irrigation equipment may result in damage to property or persons. Client further acknowledges and agrees that, as between the parties to this Agreement, Client is solely responsible for the results of any lack of or improper maintenance.
19. MDG shall maintain records of costs, expenses and billings pertaining to services performed under this Agreement in accordance with generally accepted accounting standards. Such records shall be available to the Client or the Client's authorized representative at mutually convenient times for a period of at least three (3) years after expiration or termination of this Agreement. Client shall have the right to audit and to verify the details set forth in MDG's billings, certificates and statements, either before or after payment. The terms of this paragraph shall survive any termination of the Agreement.
20. If either Party to this Agreement institutes a proceeding in court to enforce any provision of this Agreement, or for damages by reason of any breach of this Agreement, then the Prevailing Party will be entitled to recover from the other Party all costs of the suit, including, without limitation, court costs and such amounts as the court may award as reasonable attorney's fees and expenses for services rendered to the Prevailing Party during the proceedings.
21. MDG shall treat any Client-supplied information or information pertaining to the Client's business as confidential and shall not disclose any such information to others except as necessary for the performance of this Agreement or as authorized by the Client in writing.
22. This Agreement may be amended by written agreement of the Parties.
23. This Agreement may be terminated by either party with or without cause, provided the other party is given not less than five calendar (5) days' written notice of intent to terminate (delivered by certified mail, return receipt requested). Client shall pay MDG the reasonable value of services rendered by MDG or MDG sub-consultants prior to termination.
24. Landscape Architects are regulated by the State of California. Any questions concerning a Landscape Architect may be referred to:

Landscape Architects Technical Committee
2420 Del Paso Road, Suite 105, Sacramento, CA 95834. (916) 575-7230



Hamilton ES Soccer/Track Fields
MDG Project #2620a
October 15, 2024

Let us know if you have any questions concerning this proposal. If the above meets your approval, please sign and return a copy.

Sincerely,

Greg Melton, President/CEO
Principal Landscape Architect RLA #4217
Melton Design Group, Inc.

2024 SCHEDULE OF RATES

MDG PERSONNEL

Principal Landscape Architect	\$210.00 / hour
Senior Project Manager	\$195.00 / hour
Project Manager	\$170.00 / hour
Irrigation Specialist	\$155.00 / hour
Senior Production Specialist	\$140.00 / hour
Production Specialist	\$115.00 / hour
Administration	\$100.00 / hour
Drone Pilot Technician	\$185.00 / hour

REIMBURSABLE EXPENSES

B & W Copies 8.5" x 11"	\$.40 each
B & W Copies 11 x 17	\$.65 each
Color Copies 8.5 x 11	\$ 1.55 each
Color Copies 11 x 17	\$ 2.90 each
Binding Covers 8.5 x 11	\$ 3.50 each
Binding Covers 11 x 17	\$ 6.75 each
B & W 24 x 36 Print	\$ 6.25 each
B & W 30 x 42 Print	\$ 8.85 each
Color 24 x 36 Print	\$33.50 each
Color 30 x 42 Print	\$49.50 each
Premium Color Glossy Plan Print	\$73.00 each
Foam Core 24 x 36	\$15.00 each
Foam Core 30 x 42	\$17.75 each
Flash Drive	\$11.00 each
Overnight Mail	Cost Plus 15%
Courier	Cost Plus 15%
Photography	Cost Plus 15%
Soils Analysis	Cost Plus 15%
Travel / Automobile	\$.75 per mile

Note: Rates subject to change after one year of proposal



I hereby authorize Melton Design Group, Inc. to proceed with the work as set forth in this contract.

Date: _____ By: _____

Print Name: _____

Title: _____

Company: _____

CONTACT INFO and EMAIL ADDRESS WHERE BILLINGS ARE TO BE SENT:

Print Name and Title: _____

Company Project # or Reference Name: _____

Phone #: _____ Email: _____

Mailing Address: _____

State / Zip Code: _____

If more than one recipient for billings, please add Email below.

Email: _____

All checks are to be mailed to: **Melton Design Group, Inc.**
 820 Broadway Street
 Chico, CA 95928

Billing Questions:
(530) 899-1616
Teresa@meltondg.com

LANDSCAPE DESIGN AGREEMENT MELTON DESIGN GROUP, INC. and HAMILTON UNIFIED SCHOOL DISTRICT

This AGREEMENT, submitted on the 15th day of October 2024, shall be

BETWEEN

CLIENT: HAMILTON UNIFIED SCHOOL DISTRICT
Jeremy Powell, Superintendent
620 Canal Street, Hamilton, CA 95951
530-826-3261/ JPowell@husdschools.org

AND

CONSULTANT: MELTON DESIGN GROUP, Inc. (MDG)
Gregory Melton, President/CEO
820 Broadway Street, Chico, CA 95928
530-899-1616 / Greg@meltondg.com

PROJECT: Hamilton High School Tennis Court Renovation
620 Canal Street, Hamilton City

PROJECT UNDERSTANDING:

The scope of services under this agreement includes:

- ◆ Hamilton High School – Phase I Improvements (Indigo Park, Chico for reference)
 - Tennis Court Conversion to Pickleball Courts
 - Landscape Renovations for a Park-Like Setting
 - Play Area
 - Dog Park
 - Monument Signage (Large Letters)

SCOPE OF WORK:

The following is an outline of the proposed scope of work MDG will provide:

- TASK 1:** PROJECT KICK-OFF, PROGRAM DEVELOPMENT, PROJECT COORDINATION \$ 2,750
- TASK 2:** SITE ANALYSIS/UNDERSTANDING and BASE MAP \$ 800
- a. Confirm utilities.
 - b. Identify onsite elements (keep or remove).
 - c. Coordinate with Civil Engineer, survey by Civil.
- TASK 3:** CONCEPTUAL MASTER PLAN (two (2) hand-rendered options) and COST ESTIMATES ... \$ 8,420
- a. Hand-drawn Concept Plans, sketches.

- b. Product cutsheets and inspiration boards.
- c. Plant list with size and location onsite.
- d. Develop Cost Estimates.
- e. Present to Client for review and comment.
- f. Revise preferred concept plan and corresponding Cost Estimate based on Client comments.

TASK 4: DESIGN DEVELOPMENT (30%) \$ 3,685

- a. Develop digitized final Master Plan and 3D rendering.
- b. Present to Client for review

We are pleased to have the opportunity for providing these services and assure you of our interest and best professional effort consistent with the normal Standard of Care practiced by Professional Landscape Architects.

BASIS OF COMPENSATION

TOTAL (not to exceed): **\$ 15,655**

Reimbursable expenses are included for items noted above. Additional Services and reimbursables exceeding expectations shall be billed on an hourly rate / expense basis in accordance with MDG's Schedule of Rates.

MISCELLANEOUS PROVISIONS

1. This proposal will remain valid for the time of 6 months, after which, if a contract has not been executed, MELTON DESIGN GROUP, INC. reserves the right to revise billing rates and fee amounts.
2. If the Client deems a delay of scheduled deliveries or other due dates is needed, the Client may do so by written notice to the Consultant. Delays of six (6) months or more will result in a fee increase of 5% every six (6) months while the project is delayed.
3. Charges for Services shall be billed in proportion to the work completed. Invoices are due and payable within 30 days of receipt. Agreement shall bear interest on the unpaid balance at a rate of 1.5% per month which is an annual percentage rate of 18%. If payment is not received within forty-five (45) days, Consultant may, at his discretion, stop work until payment is received.
4. This Agreement is construed and governed by the laws of the State of California. The venue for any proceeding brought by either Party in regard to any provision or obligation arising under this Agreement shall be in the county where the project is located.
5. This Agreement is the entire and integrated agreement between Client and MDG and supersedes all prior negotiations, statements or agreements, either written or oral. The parties may amend this Agreement only by a written instrument signed by both Client and MDG.
6. If any term or provision of this Agreement is held as a matter of law to be unenforceable or invalid for any reason, the remainder of this Agreement shall continue in full force and effect and be

enforceable without such provisions, and the parties agree that any unenforceable or invalid term or provision shall be amended to the minimum extent required to make such term or provision enforceable and valid.

7. Neither Client nor MDG shall assign this Agreement without the written consent of the other.
8. Nothing in this Agreement shall create a contractual relationship for the benefit of any third party.
9. MDG agrees to provide its professional services with its best skill and judgement in accordance with this Agreement; Federal, State and local laws and regulations and the generally accepted Standard of Care for Landscape Architects which are in effect at the time of this Agreement in all ways to further the interest of the Client and project(s). MDG shall furnish the services in an efficient manner and shall use its best efforts to see that the project is completed in conformity with the terms of this Agreement and consistent with the interest of the Client.
10. MDG shall use reasonable efforts to verify the accuracy and suitability of any drawings, plans, sketches, instructions, information, requirements, procedures, requests for action and other data supplied to MDG for the project.
11. MDG agrees that its officers and employees do not now have a conflict of interest with respect to any aspect of this Agreement and that MDG, its officers or employees, will not contract for or accept employment for the performance of any work or services with any individual business, corporation or government unit that would create a conflict of interest in the performance of services.
12. MDG shall maintain in force throughout the term of this Agreement insurance adequate by industry standards for professional liability and comprehensive general liability to insure against any claim or claims for damage arising in connection with MDG's performance or service provided under this Agreement.
13. Irrespective of any other term in this Agreement, MDG shall not control or be responsible for construction means, methods, techniques, schedules, sequences or procedures; or for construction safety or any other related programs; or for another party's errors or omissions or for another party's failure to complete their work or services in accordance with MDG's documents.
14. Both Client and MDG agree to indemnify the other Party; its officers, directors, employees and agents; defend and hold harmless from and against any and all claims, liabilities, suits, demands, losses, costs and expenses, including, but not limited to, reasonable attorneys' fees and all legal expenses and fees incurred through appeal, and all interest thereon, accruing or resulting to any and all persons, firms or any other legal entities on account of any damages or losses to property or persons, including injuries or death, or economic losses, arising out of the Project and/or this Agreement, except to the extent arising solely from the gross negligence or willful misconduct of either Party.
15. Client and MDG waive consequential damages for any claims, disputes or other matters in question arising out of or relating to this Agreement. MDG's waiver of consequential damages, however, is contingent upon the Client requiring contractor and its subcontractors to waive all consequential damages against MDG for claims, disputes or other matters in question arising out of or relating to the Project.

16. Neither the Client nor MDG shall have any liability for any negligent act or omission of the other, its employees, officers or agents. In no event shall either Party be liable to the other Party for indirect or consequential loss of or damage to profits, business, revenue, goodwill or anticipated savings suffered by the other Party during the term of this Agreement.
17. To the extent damages are covered by property insurance during construction, Client and MDG waive all rights against each other and against the contractors, consultants, agents and employees of the other for such damages. Client or MDG, as appropriate, shall require of the contractors, consultants, agents and employees of any of them similar waivers in favor of the other parties described in this paragraph.
18. Client acknowledges and agrees that proper project maintenance is required after the Project is complete. A lack of or improper maintenance in areas such as irrigation equipment may result in damage to property or persons. Client further acknowledges and agrees that, as between the parties to this Agreement, Client is solely responsible for the results of any lack of or improper maintenance.
19. MDG shall maintain records of costs, expenses and billings pertaining to services performed under this Agreement in accordance with generally accepted accounting standards. Such records shall be available to the Client or the Client's authorized representative at mutually convenient times for a period of at least three (3) years after expiration or termination of this Agreement. Client shall have the right to audit and to verify the details set forth in MDG's billings, certificates and statements, either before or after payment. The terms of this paragraph shall survive any termination of the Agreement.
20. If either Party to this Agreement institutes a proceeding in court to enforce any provision of this Agreement, or for damages by reason of any breach of this Agreement, then the Prevailing Party will be entitled to recover from the other Party all costs of the suit, including, without limitation, court costs and such amounts as the court may award as reasonable attorney's fees and expenses for services rendered to the Prevailing Party during the proceedings.
21. MDG shall treat any Client-supplied information or information pertaining to the Client's business as confidential and shall not disclose any such information to others except as necessary for the performance of this Agreement or as authorized by the Client in writing.
22. This Agreement may be amended by written agreement of the Parties.
23. This Agreement may be terminated by either party with or without cause, provided the other party is given not less than five calendar (5) days' written notice of intent to terminate (delivered by certified mail, return receipt requested). Client shall pay MDG the reasonable value of services rendered by MDG or MDG sub-consultants prior to termination.
24. Landscape Architects are regulated by the State of California. Any questions concerning a Landscape Architect may be referred to:
Landscape Architects Technical Committee
2420 Del Paso Road, Suite 105, Sacramento, CA 95834. (916) 575-7230



Hamilton HS Tennis Court Renov
MDG Project #2620b
October 15, 2024

Let us know if you have any questions concerning this proposal. If the above meets your approval, please sign and return a copy.

Sincerely,

Greg Melton, President/CEO
Principal Landscape Architect RLA #4217
Melton Design Group, Inc.

2024 SCHEDULE OF RATES

MDG PERSONNEL

Principal Landscape Architect	\$210.00 / hour
Senior Project Manager	\$195.00 / hour
Project Manager	\$170.00 / hour
Irrigation Specialist	\$155.00 / hour
Senior Production Specialist	\$140.00 / hour
Production Specialist	\$115.00 / hour
Administration	\$100.00 / hour
Drone Pilot Technician	\$185.00 / hour

REIMBURSABLE EXPENSES

B & W Copies 8.5" x 11"	\$.40 each
B & W Copies 11 x 17	\$.65 each
Color Copies 8.5 x 11	\$ 1.55 each
Color Copies 11 x 17	\$ 2.90 each
Binding Covers 8.5 x 11	\$ 3.50 each
Binding Covers 11 x 17	\$ 6.75 each
B & W 24 x 36 Print	\$ 6.25 each
B & W 30 x 42 Print	\$ 8.85 each
Color 24 x 36 Print	\$33.50 each
Color 30 x 42 Print	\$49.50 each
Premium Color Glossy Plan Print	\$73.00 each
Foam Core 24 x 36	\$15.00 each
Foam Core 30 x 42	\$17.75 each
Flash Drive	\$11.00 each
Overnight Mail	Cost Plus 15%
Courier	Cost Plus 15%
Photography	Cost Plus 15%
Soils Analysis	Cost Plus 15%
Travel / Automobile	\$.75 per mile

Note: Rates subject to change after one year of proposal



I hereby authorize Melton Design Group, Inc. to proceed with the work as set forth in this contract.

Date: _____ By: _____

Print Name: _____

Title: _____

Company: _____

CONTACT INFO and EMAIL ADDRESS WHERE BILLINGS ARE TO BE SENT:

Print Name and Title: _____

Company Project # or Reference Name: _____

Phone #: _____ Email: _____

Mailing Address: _____

State / Zip Code: _____

If more than one recipient for billings, please add Email below.

Email: _____

All checks are to be mailed to: **Melton Design Group, Inc.**
 820 Broadway Street
 Chico, CA 95928

Billing Questions:
(530) 899-1616
Teresa@meltondg.com

**HAMILTON UNIFIED SCHOOL DISTRICT
REGULAR BOARD MEETING MINUTES**
Hamilton High School Library/Zoom/Facebook Live
620 Canal Street, Hamilton City, CA 95951
Wednesday, September 25, 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/4968739639?pwd=RUw1Qk5hZFVNTDh3RVFuMm9tVDBCQT09>

Meeting ID: 496 873 9639

Passcode: 123456789

Dial by phone:

+1 669 900 6833 US

Meeting ID: 496 873 9639

Passcode: 123456789



1.0 OPENING BUSINESS:

- a. Call to order and roll call [at 6:08pm.](#)

✓ Hubert "Wendell" Lower, President	✓ Ray Odom
✓ Genaro Reyes	Rod Boone, Clerk (Absent)
✓ Gabriel Leal	

2.0 IDENTIFY CLOSED SESSION ITEMS:

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

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

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

Report out action taken in closed session. [No action to report out.](#)

5.0 PUBLIC SESSION/FLAG SALUTE: [lead by Ulises Tellechea.](#)

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: ABSENT	Reyes: AYE
Odom: AYE	

7.0 COMMUNICATIONS/REPORTS:

- a. Board Member Comments/Reports
- b. ASB President and Student Council President Reports
 - i. Hamilton High School – Cayden Stickney reported out.
 - 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 (p. 5)
 - iii. Operations Report by Alan Jokschi (p. 7)
- d. Principal and Dean of Student Reports (written)
 - i. Ulises Tellechea, Hamilton Elementary School Principal (p. 8)
 1. Mr. Tellechea presented.
 - ii. Maria Reyes, District Dean of Students (p. 10)
 1. Ms. Reyes presented.
 - iii. Cris Oseguera, Hamilton High School Principal (p. 11)
 1. Mr. Oseguera presented.
 - iv. Silvia Robles, Adult School (p. 12)
- e. Chief Business Official Report by Kristen Hamman (written) (p. 13)
- f. Superintendent Report by Jeremy Powell (p. 14)
 - i. Dr. Powell presented.

8.0 PRESENTATIONS:

- a. Hamilton High School (handout)
 1. Mr. Oseguera presented.

9.0 CORRESPONDENCE:

- a. None

10.0 INFORMATION ITEMS:

- a. HUSD Enrollment History for 6 years (p. 15)
 - i. Dr. Powell reviewed.
- b. Bond Status: Fund 21 Update (p. 18)
 - i. Dr. Powell reviewed.

11.0 DISCUSSION ITEMS:

- a. General Obligation Bonds, 2018 Election, 2024 Series B (p. 19)
 - i. Dr. Powell reviewed.
 - ii. Mrs. Hamman reviewed.
- b. Similar District Management and Support Staff (p. 20)
 - i. Dr. Powell reviewed.

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.
None.

13.0 ACTION ITEMS:

- a. District-Owned Equipment, Vehicles, and Supplies to be Sold (p. 21)
i. Dr. Powell reviewed.

Motion to approve sale of items by Mr. Reyes 2nd by Mr. Leal Motion Carried 4-0

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

- b. Approve High School Field Option SP-1 for further design and cost exploration (p. 23)
i. Dr. Powell reviewed.

Motion to approve option SP-1 by Mr. Odom 2nd by Mr. Reyes Motion Carried 4-0

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

- c. Approve Tennis Court Renovation for further design and cost exploration (p. 26) (handout)
i. Dr. Powell reviewed.

Motion to approve by Mr. Reyes 2nd by Mr. Odom Motion Carried 4-0

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

- d. Approve increase to certificated substitute teacher pay (p. 27)
i. Dr. Powell reviewed.

Motion to increase by Mr. Reyes 2nd by Mr. Leal Motion Carried 4-0

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

- e. Approve Director of Human Resources and State/Federal Programs Job Description (p. 29)
i. Dr. Powell reviewed.

Motion to approve by Mr. Reyes 2nd by Mr. Leal Motion Carried 4-0

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

- f. Update 2024-2025 Classified Management Salary Schedule (p. 33)
i. Dr. Powell reviewed.

Motion to approve by Mr. Reyes 2nd by Mr. Leal Motion Carried 4-0

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

14.0 CONSENT AGENDA: Items in the consent agenda are considered routine and are acted upon by the Board in one motion. There is no discussion of these items prior to the Board vote and unless a member of the Board, staff, or public request specific items be discussed and/or removed from the consent agenda. Each item on the consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

- a. Minutes from Regular Board Meeting on August 28, 2024 (p. 34)
b. Minutes from Special Board Meeting on August 28, 2024 (p. 39)
c. Williams Quarterly July 2024 (p. 41)
d. Warrants and Expenditures (p. 42)
e. Interdistrict Transfers (new only; elementary students reapply annually).

- i. Out
 - 1. Hamilton Elementary School
 - a. TK x 3 (2024-25)
 - 2. Hamilton High School
 - a. 10TH x 1 (2024-25)

- ii. In
 - 1. Hamilton Elementary School
 - a. TK x 6 (2024-25)
 - b. K x 3 (2024-25)
 - c. 5th x 1 (2024-25)
 - d. 6th x 1 (2024-25)
 - e. 8th x 1 (2024-25)
 - 2. Hamilton High School
 - a. 9th x 15 (2024-25)
 - b. 11th x 2 (2024-25)

f. Personnel Actions as Presented:
 New Hires: None

Resignations/Retirement: Lynn Larson 7th Grade Girls Basketball Coach HES
 Lynn Larson 8th Grade Girls Basketball Coach HES

Motion to approve consent calendar by Mr. Odom 2nd by Mr. Leal Motion Carried 4-0

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

15.0 ADJOURNMENT: 7:02pm

X

 Rod Boone
 HUSD Board Clerk

X

 Jeremy Powell
 HUSD Superintendent

**HAMILTON UNIFIED SCHOOL DISTRICT
SPECIAL BOARD MEETING MINUTES
Hamilton High School Library/Zoom/Facebook Live
620 Canal Street, Hamilton City, CA 95951
Wednesday, October 9, 2024**

5:30 p.m. Public session for purposes of opening the meeting only

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/85372805332?pwd=d01qa2tuZ0lMSlJkeVFmMmFRdVgxUT09>

Meeting ID: 853 7280 5332

Passcode: board

Dial in by phone:

+1 669 900 6833 US

Meeting ID: 853 7280 5332

Passcode: 579412



1.0 OPENING BUSINESS:

- a. Call to order and roll call at 5:35pm.

✓ Hubert "Wendell" Lower, President

✓ Genaro Reyes

Gabriel Leal (Absent)

✓

Ray Odom

Rod Boone, Clerk (Absent)

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

3.0 ADOPT THE AGENDA: (M)

Motion to adopt the agenda by Mr. Reyes 2nd by Mr. Odom

Motion Carried 3-0

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

4.0 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.

5.0 ACTION ITEMS:

- a. Adopt Board Resolution No. 23-24-102: GANN Limit (p. 6)

i. Mrs. Hamman reviewed.

ii. Discussion was held.

Motion to adopt Resolution No. 24-25-105 by Mr. Reyes 2nd by Mr. Odom

Motion Carried 3-0

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

b. Review and Approved 2022-23 Unaudited Actuals (p. 12)

- i. Mrs. Hamman reviewed.
- ii. Discussion was held.

Motion to approve 2023-24 Unaudited Actuals by Mr. Reyes 2nd by Mr. Odom

Motion Carried 3-0

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

6.0 ADJOURNMENT: 7:15pm

X

Rod Boone
HUSD Board Clerk

X

Jeremy Powell
HUSD Superintendent

Scheduled 09/20/2024 - 10/07/2024						Bank Account COUNTY - County Bank Account				
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		ACCULARM SECURITY SYSTEMS (001187/1) 2348 BALDWIN AVE OROVILLE, CA 95966								
2024/25	09/06/24	R25-00178	13-5310;8150-4400 CAFE SENORS FRIDGE/FREEZ & MAINT	281479	09/20/24	Paid	Printed	815.00		815.00
2025 (001385)		13- 5310- 0- 0000- 3700- 4300- 000- 000- 00000								
Check #	40359583			BatchId	AP09242024	Check Date	09/25/24	PO#	PO25-00279	Register # 000172
2024/25	09/06/24	R25-00178	13-5310;8150-4400 CAFE SENORS FRIDGE/FREEZ & MAINT	281480	09/20/24	Paid	Printed	905.00		905.00
2025 (001142)		01- 8150- 0- 0000- 8100- 4300- 000- 000- 00000								
Check #	40359583			BatchId	AP09242024	Check Date	09/25/24	PO#	PO25-00279	Register # 000172
Total Invoice Amount								1,720.00		
AP Vendor		AT&T (001075/1) P.O. BOX 9011 ACCT#C602224524777 CAROL STREAM, IL 60197-9011								
2024/25	09/12/24	REQ25-00003	8100-5590 MONTHLY PHONE SERVICE	SEPT 2024 ELEM	09/23/24	Paid	Printed	120.23		120.23
2025 (000189)		01- 0000- 0- 0000- 8100- 5590- 800- 000- 00000								
Check #	40359587			BatchId	AP09242024	Check Date	09/25/24	PO#	PO25-00003	Register # 000173
2024/25	09/12/24	REQ25-00003	8100-5590 MONTHLY PHONE SERVICE	SEPT 2024 HS-DIS	09/23/24	Paid	Printed	151.62		151.62
2025 (000186)		01- 0000- 0- 0000- 8100- 5590- 000- 000- 00000				60.65				
2025 (000187)		01- 0000- 0- 0000- 8100- 5590- 100- 000- 00000				90.97				
Check #	40359587			BatchId	AP09242024	Check Date	09/25/24	PO#	PO25-00003	Register # 000173
Total Invoice Amount								271.85		
AP Vendor		BAMBAUER TOWING SERVICE (002125/1) 4295 HWY 99 WEST ORLAND, CA 95963								

Scheduled 09/20/2024 - 10/07/2024

Bank Account COUNTY - County Bank Account

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		BAMBAUER TOWING SERVICE (002125/1)			(continued)					
F	2024/25	08/28/24	R25-00213	8100-5890 TOW OLD BUS FOR TOTAL SALVAGE	59981	09/23/24	Paid	Printed	700.00	700.00
2025 (002379) 01- 0000- 0- 0000- 8100- 5890- 000- 000- 00000										
Check #		40359588		Batchld		AP09242024		Check Date 09/25/24		PO# PO25-00306
									Register # 000173	

Total Invoice Amount 700.00

AP Vendor		CAL PERS (001029/1) FINANCIAL REP & ACCTG CASHIER BOX 942703 SACRAMENTO, CA 94229-2703									
F	2024/25	09/01/24	REQ25-00048	CAL PERS ID	100000015824885	X	09/20/24	Paid	Printed	4.74	4.74
5470164350											
2025 (000175) 01- 0000- 0- 0000- 7300- 3702- 000- 000- 00000											
Check #	40359584	BatchId		AP09242024		Check Date		09/25/24	PO# PO25-00049		Register # 000172

Total Invoice Amount 4.74

AP Vendor		CALIFORNIA'S VALUED TRUST H/W (000008/2) ATTN: FINANCE DEPARTMENT P.O. BOX 26300 FRESNO, CA 93729-6300									
2024/25	09/19/24	REQ25-00044	9572 STAFF H & W	OCTOBER 2024	09/20/24	Paid	Printed	115,101.35		115,101.35	
			INSURANCE								
	2025 (002061)	01-	- - -	- 9572-	- -						
Check #	40359579			BatchId	AP09242024	Check Date	09/25/24	PO#	PO25-00044	Register #	000171

Total Invoice Amount 115,101.35

Direct Employee		CAMARENA, DIANNA (000738) 149 E. MILL STREET ORLAND, CA 95963									
2024/25	09/17/24	BOOTCAMP		SEPT 17 MILEAGE		09/23/24	Paid	Printed	84.29		84.29
TRAINING MILEAGE											
2025 (000109) 01- 0000- 0- 0000- 2700- 5200- 800- 000- 00000											
Check #	40359589	BatchId		AP09242024		Check Date		09/25/24	PO#	Register # 000173	

Total Invoice Amount 84.29

AP Vendor			CARL'S FEED (002100/1) 811 N TEHAMA STREET WILLOWS, CA 95988							
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Selection See last page for selection criteria

Scheduled 09/20/2024 - 10/07/2024

Bank Account COUNTY - County Bank Account

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor			CARL'S FEED (002100/1)	(continued)						
2024/25	09/19/24	R25-00133	6387-4300-100 Lohse CTEIG	288863	09/23/24	Paid	Printed	25.69		25.69
			2025 (000919) 01- 6387- 0- 3800- 1000- 4300- 100- 000- 00000							
Check #	40359590			Batchld AP09242024		Check Date 09/25/24		PO# PO25-00223	Register # 000173	
Total Invoice Amount								25.69		
AP Vendor			DANIELSEN CO (000764/1) 435 SOUTHGATE CT CHICO, CA 95928							
2024/25	09/09/24	REQ25-00025	BOARD/MTG COOKIES	335993	09/23/24	Paid	Printed	157.11		157.11
			2025 (000240) 01- 0000- 0- 1110- 1000- 4300- 000- 000- 00000							
Check #	40359591			Batchld AP09242024		Check Date 09/25/24		PO# PO25-00025	Register # 000173	
2024/25	09/09/24	REQ25-00025	13-5310-3700-4300/ 4700	336164	09/23/24	Paid	Printed	3,985.88		3,985.88
			2025 (001385) 13- 5310- 0- 0000- 3700- 4300- 000- 000- 00000			172.59				
			2025 (001387) 13- 5310- 0- 0000- 3700- 4700- 000- 000- 00000			2,790.66				
			2025 (001390) 13- 5310- 0- 0000- 3700- 5890- 000- 000- 00000			8.00				
			2025 (001413) 13- 5320- 0- 0000- 3700- 4300- 000- 049- 00000			95.25				
			2025 (001414) 13- 5320- 0- 0000- 3700- 4700- 000- 049- 00000			919.38				
Check #	40359591			Batchld AP09242024		Check Date 09/25/24		PO# PO25-00025	Register # 000173	
2024/25	09/09/24	REQ25-00025	13-5310-3700-4300/ 4700	336300	09/23/24	Paid	Printed	1,781.04		1,781.04
			2025 (001385) 13- 5310- 0- 0000- 3700- 4300- 000- 000- 00000			114.30				
			2025 (001387) 13- 5310- 0- 0000- 3700- 4700- 000- 000- 00000			1,658.74				
			2025 (001390) 13- 5310- 0- 0000- 3700- 5890- 000- 000- 00000			8.00				
Check #	40359591			Batchld AP09242024		Check Date 09/25/24		PO# PO25-00025	Register # 000173	
Total Invoice Amount								5,924.03		
AP Vendor			DANNIS WOLIVER KELLEY (002047/2) 2087 ADDISON STREET 2ND FLOOR BERKELEY, CA 94704							
2024/25	09/13/24	REQ25-00023	7110-5815 & FD 21 LEGAL FEES	AUGUST 2024	09/20/24	Paid	Printed	2,824.00		2,824.00
			2025 (000144) 01- 0000- 0- 0000- 7110- 5815- 000- 000- 00000							
Check #	40359580			Batchld AP09242024		Check Date 09/25/24		PO# PO25-00023	Register # 000171	

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Bank Account COUNTY - County Bank Account

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
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Total Invoice Amount 2,824.00

Direct Vendor
DEPARTMENT OF SOCIAL SERVICES
MS 9-3-67 (000109/1)
P O BOX 944243
FACILITY#115400763
SACRAMENTO, CA 94244-2430

2024/25	09/04/24		24-25 ANNUAL PRESCHOOL LICENSE FEES	24-25 115400763	09/23/24	Paid	Printed	242.00		242.00
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2025 (001353) 12- 6105- 0- 1110- 1000- 5890- 000- 000- 00000

Check #	40359592			BatchId	AP09242024	Check Date	09/25/24	PO#		Register #	000173
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Total Invoice Amount 242.00

AP Vendor
EWELL EDUCATIONAL SERVICES INC (002022/1)
PO BOX 3298
GLEN ROSE, TX 76043-3298

2024/25	09/25/24	R25-00055	6387 COLUSA	103-19681	09/23/24	Paid	Printed	955.00		955.00
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REDHAWK SERIES

2025 (001879) 01- 6387- 0- 3800- 1000- 5200- 100- 000- 00000

Check #	40359593			BatchId	AP09242024	Check Date	09/25/24	PO#	PO25-00150	Register #	000173
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Total Invoice Amount 955.00

AP Vendor
FASTRAK (001267/1)
INVOICE PROCESSING DEPT
BOX 26879
SAN FRANCISCO, CA 94126

2024/25	09/10/24	REQ25-00049	TOLLS FOR DIST TRAVEL	1712421868664	09/23/24	Paid	Printed	7.00		7.00
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2025 (000106) 01- 0000- 0- 0000- 2700- 5200- 000- 000- 00000

Check #	40359594			BatchId	AP09242024	Check Date	09/25/24	PO#	PO25-00051	Register #	000173
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Total Invoice Amount 7.00

AP Vendor
FLORA FRESH (000460/1)
1127 FEE DRIVE
SACRAMENTO, CA 95815

2024/25	09/13/24	R25-00038	11-6391 A ED	1394143	09/23/24	Paid	Printed	723.40		723.40
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FLORAL SUPPLIES -
OPEN PO J LOHSE

2025 (001282) 11- 6391- 0- 4110- 1000- 4300- 000- 023- 00000

Selection See last page for selection criteria

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Bank Account COUNTY - County Bank Account

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor			FLORA FRESH (000460/1) (continued)							
Check #	40359595			BatchId	AP09242024	Check Date	09/25/24	PO# PO25-00135	Register #	000173
2024/25	09/18/24	R25-00146	0350-052 FLORAL CLASS OPEN	1394836	09/23/24	Paid	Printed	411.84		411.84
2025 (000488) 01- 0350- 0- 6000- 1000- 4300- 100- 052- 00000										
Check #	40359595			BatchId	AP09242024	Check Date	09/25/24	PO# PO25-00250	Register #	000173
2024/25	09/20/24	R25-00038	11-6391 A ED FLORAL SUPPLIES - OPEN PO J LOHSE	1395308	09/23/24	Paid	Printed	1,037.91		1,037.91
2025 (001282) 11- 6391- 0- 4110- 1000- 4300- 000- 023- 00000										
Check #	40359595			BatchId	AP09242024	Check Date	09/25/24	PO# PO25-00135	Register #	000173
Total Invoice Amount								2,173.15		

AP Vendor			FLORAL RESOURCES (001198/1) 1127 FEE DRIVE SACRAMENTO, CA 95815							
2024/25	09/13/24	R25-00147	0350-4300-052 OPEN FOR FLORAL CLASS	1393381	09/23/24	Paid	Printed	1,435.81		1,435.81
2025 (000488) 01- 0350- 0- 6000- 1000- 4300- 100- 052- 00000										
Check #	40359596			BatchId	AP09242024	Check Date	09/25/24	PO# PO25-00255	Register #	000173
2024/25	09/13/24	R25-00037	11-6391 ADULT ED FLORAL CLASS SUPPLIES - OPEN PO	1393528	09/23/24	Paid	Printed	347.76		347.76
2025 (001282) 11- 6391- 0- 4110- 1000- 4300- 000- 023- 00000										
Check #	40359596			BatchId	AP09242024	Check Date	09/25/24	PO# PO25-00140	Register #	000173
2024/25	09/18/24	R25-00147	0350-4300-052 OPEN FOR FLORAL CLASS	1394649	09/23/24	Paid	Printed	16.36		16.36
2025 (000488) 01- 0350- 0- 6000- 1000- 4300- 100- 052- 00000										
Check #	40359596			BatchId	AP09242024	Check Date	09/25/24	PO# PO25-00255	Register #	000173
Total Invoice Amount								1,799.93		

AP Vendor			GENESIS TECHNOLOGIES INC (002281/1) 248 ADDIE ROY ROAD B102 AUSTIN, TX 78746							
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Bank Account COUNTY - County Bank Account

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor			GENESIS TECHNOLOGIES INC (002281/1) (continued)							
F	2024/25	09/16/24	R25-00130	9150-5890 ADOBE CREATIVE CLOUD X500	3013376	09/23/24	Paid	Printed	110.00	110.00
			2025 (000178) 01- 0000- 0- 0000- 7300- 5890- 000- 000- 00000							
Check #		40359597		BatchId	AP09242024	Check Date 09/25/24		PO# PO25-00220	Register # 000173	
Total Invoice Amount									110.00	
AP Vendor			GLENN COUNTY PUBLIC WORKS (002206/1) PO BOX 1070 WILLOWS, CA 95988							
	2024/25	08/02/24	R25-00036	CTEIG 6387 OPEN PO FOR DISPOSABLE SERVICES	006316	09/23/24	Paid	Printed	41.00	41.00
			2025 (000921) 01- 6387- 0- 3800- 1000- 5890- 100- 000- 00000							
Check #		40359598		BatchId	AP09242024	Check Date 09/25/24		PO# PO25-00134	Register # 000173	
Total Invoice Amount									41.00	
Direct Vendor			HAMILTON HIGH SCHOOL (000307/1) PETTY CASH FUND P O BOX 488 HAMILTON CITY, CA 95951							
F	2024/25	09/18/24		ZIMMERMAN MEM DONATIONS FOR BENCH	HHS ASB ZIMMERMAN	09/20/24	Paid	Printed	465.00	465.00
			2025 (003846) 01- 0000- 0- 0000- 2700- 4300- 000- 004- 00000							
Check #		40359585		BatchId	AP09242024	Check Date 09/25/24		PO#	Register # 000172	
Total Invoice Amount									465.00	
AP Vendor			HILLYARD INC (000072/1) BOX 801400 KANSAS CITY, MO 64180-1400							
	2024/25	08/22/24	REQ25-00012	8100-4300 MAINT DEPT SUPPLIES	605574510	09/23/24	Paid	Printed	300.65	300.65
			2025 (002264) 01- 0000- 0- 0000- 8100- 4300- 000- 000- 00000							
Check #		40359599		BatchId	AP09242024	Check Date 09/25/24		PO# PO25-00012	Register # 000173	
	2024/25	09/19/24	REQ25-00012	8100-4300 MAINT DEPT SUPPLIES	605603663	09/23/24	Paid	Printed	6.95	6.95
			2025 (002264) 01- 0000- 0- 0000- 8100- 4300- 000- 000- 00000							
Selection See last page for selection criteria									ERP for California	
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Scheduled 09/20/2024 - 10/07/2024

Bank Account COUNTY - County Bank Account

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		HILLYARD INC (000072/1)			(continued)		(continued)			
Check #	40359599			BatchId	AP09242024	Check Date	09/25/24	PO# PO25-00012	Register #	000173
Total Invoice Amount								307.60		
AP Vendor		LESLIE ANDERSON-MILLS (000522/1) 960 RACHEL CT. SAN LUIS OBISPO, CA 93401								
2024/25	09/19/24	REQ25-00033	1110-1000-3701 L ANDERSON H&W PAYOUT	OCTOBER 2024	09/20/24	Paid	Printed	791.67		791.67
2025 (000238) 01- 0000- 0- 1110- 1000- 3701- 000- 000- 00000										
Check #	40359581			BatchId	AP09242024	Check Date	09/25/24	PO# PO25-00033	Register #	000171
Total Invoice Amount								791.67		
AP Vendor		MCHUTCHISON (001398/1) BOX 7229 CAROL STREAM, IL 60197-7229								
2024/25	08/28/24	R25-00032	054 OPEN PO FOR HORTICULTURE A HAUTALA	MSI0247720	09/23/24	Paid	Printed	219.45		219.45
2025 (000490) 01- 0350- 0- 6000- 1000- 4300- 100- 054- 00000										
Check #	40359600			BatchId	AP09242024	Check Date	09/25/24	PO# PO25-00130	Register #	000173
2024/25	09/09/24	R25-00032	054 OPEN PO FOR HORTICULTURE A HAUTALA	MSI0248151	09/23/24	Paid	Printed	176.91		176.91
2025 (000490) 01- 0350- 0- 6000- 1000- 4300- 100- 054- 00000										
Check #	40359600			BatchId	AP09242024	Check Date	09/25/24	PO# PO25-00130	Register #	000173
2024/25	09/12/24	R25-00032	054 OPEN PO FOR HORTICULTURE A HAUTALA	RCPT82783	09/23/24	Paid	Printed	131.49-		131.49-
2025 (000490) 01- 0350- 0- 6000- 1000- 4300- 100- 054- 00000										
Check #	40359600			BatchId	AP09242024	Check Date	09/25/24	PO# PO25-00130	Register #	000173
Total Invoice Amount								264.87		
AP Vendor		MYSTERY SCIENCE C/O DISCOVERY EDUCATION INC (002291/1) PO BOX 745873 ATLANTA, GA 30374-5873								

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Bank Account COUNTY - County Bank Account

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor			MYSTERY SCIENCE C/O DISCOVERY EDUCATION INC (002291/1) (continued)							
F	2024/25	09/17/24	R25-00192	3010-5890-800	273947	09/23/24	Paid	Printed	1,999.00	1,999.00
			Mystery Science 2025 (000641) 01- 3010- 0- 1110- 1000- 5890- 800- 000- 00000							
Check #		40359601		BatchId AP09242024		Check Date 09/25/24		PO# PO25-00293		Register # 000173
Total Invoice Amount								1,999.00		
AP Vendor			NAPA AUTO PARTS (000012/1) 402 WALKER ST ORLAND, CA 95963							
	2024/25	04/18/24	REQ25-00018	8100-4300 MAINT	871390 REPL	09/23/24	Paid	Printed	82.96	82.96
			DEPT SUPPLIES OPEN 2025 (002264) 01- 0000- 0- 0000- 8100- 4300- 000- 000- 00000							
Check #		40359602		BatchId AP09242024		Check Date 09/25/24		PO# PO25-00018		Register # 000173
	2024/25	08/14/24	REQ25-00018	8100-4300 MAINT	882942	09/23/24	Paid	Printed	8.60	8.60
			DEPT SUPPLIES OPEN 2025 (002264) 01- 0000- 0- 0000- 8100- 4300- 000- 000- 00000							
Check #		40359602		BatchId AP09242024		Check Date 09/25/24		PO# PO25-00018		Register # 000173
	2024/25	08/15/24	REQ25-00018	8100-4300 MAINT	883098	09/23/24	Paid	Printed	21.11	21.11
			DEPT SUPPLIES OPEN 2025 (002264) 01- 0000- 0- 0000- 8100- 4300- 000- 000- 00000							
Check #		40359602		BatchId AP09242024		Check Date 09/25/24		PO# PO25-00018		Register # 000173
Total Invoice Amount								112.67		
AP Vendor			NORCAL FOOD EQUIPMENT INC (001059/1) 172 COMMERCIAL AVENUE CHICO, CA 95973							
	2024/25	08/12/24	REQ25-00045	13-5310-3700-5630	RA543594	09/23/24	Paid	Printed	243.00	243.00
			CAFE EQUIP REPAIRS-REPLACE 2025 (001389) 13- 5310- 0- 0000- 3700- 5630- 000- 000- 00000							
Check #		40359603		BatchId AP09242024		Check Date 09/25/24		PO# PO25-00045		Register # 000173
Total Invoice Amount								243.00		

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		OFFICE DEPOT INC (000309/1) PO BOX 29248 PHOENIX, AZ 85038-9248								
F	2024/25	09/05/24	R25-00166	BINDERS & DUCT TAPE Mello - Ella	381694442001	09/23/24	Paid	Printed	8.14	8.14
		2025 (000327) 01- 0000- 0- 3200- 1000- 4300- 300- 000- 00000								
Check #	40359604				BatchId	AP09242024	Check Date	09/25/24	PO# PO25-00267	Register # 000173
Total Invoice Amount								8.14		
AP Vendor		ORKIN PEST CONTROL OF NORTHERN CALIF (002270/1) 629 ENTLER AVENUE SUITE 43 CHICO, CA 95928								
	2024/25	08/31/24	REQ25-00040	AUG 2024 8100-5590 MONTHLY PEST CONTROL SERVICE	AUG 2024	09/23/24	Paid	Printed	560.00	560.00
		2025 (000186) 01- 0000- 0- 0000- 8100- 5590- 000- 000- 00000								
Check #	40359605				BatchId	AP09242024	Check Date	09/25/24	PO# PO25-00040	Register # 000173
	2024/25	07/31/24	REQ25-00040	JULY 2024 8100-5590 MONTHLY PEST CONTROL SERVICE	JULY 2024	09/23/24	Paid	Printed	560.00	560.00
		2025 (000186) 01- 0000- 0- 0000- 8100- 5590- 000- 000- 00000								
Check #	40359605				BatchId	AP09242024	Check Date	09/25/24	PO# PO25-00040	Register # 000173
	2024/25	09/30/24	REQ25-00040	8100-5590 MONTHLY PEST CONTROL SERVICE	SEPT 2024	09/23/24	Paid	Printed	560.00	560.00
		2025 (000186) 01- 0000- 0- 0000- 8100- 5590- 000- 000- 00000								
Check #	40359605				BatchId	AP09242024	Check Date	09/25/24	PO# PO25-00040	Register # 000173
	2024/25	09/30/24	REQ25-00040	RAT TRAPS EXTRA 8100-5590	SEPT EQUIP 2024	09/23/24	Paid	Printed	50.00	50.00
		2025 (000186) 01- 0000- 0- 0000- 8100- 5590- 000- 000- 00000								
Check #	40359605				BatchId	AP09242024	Check Date	09/25/24	PO# PO25-00040	Register # 000173
Total Invoice Amount								1,730.00		

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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		PGE (000084/1) BOX 997300 SACRAMENTO, CA 95899-7300								
2024/25	09/13/24	REQ25-00016	SEPT HS/DIST 2024 8100-5590 MONTHLY POWER/GAS	SEPT 24 99217747296	09/23/24	Paid	Printed	11,016.10		11,016.10
			2025 (000186) 01- 0000- 0- 0000- 8100- 5590- 000- 000- 00000			4,406.44				
			2025 (000187) 01- 0000- 0- 0000- 8100- 5590- 100- 000- 00000			6,609.66				
Check #	40359606			BatchId AP09242024		Check Date 09/25/24	PO# PO25-00016		Register # 000173	
Total Invoice Amount								11,016.10		
Direct Vendor		PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC (000418/1) PO BOX 981022 ACCT#0015706426 BOSTON, MA 02298-1022								
2024/25	08/21/24		JULY-OCT 2024	3106796675	09/23/24	Paid	Printed	166.48		166.48
			2025 (000282) 01- 0000- 0- 1110- 1000- 5620- 800- 000- 00000							
Check #	40359607			BatchId AP09242024		Check Date 09/25/24	PO#		Register # 000173	
Total Invoice Amount								166.48		
AP Vendor		PROPACIFIC FRESH (000763/1) CHICO DIVISION PO BOX 1069 DURHAM, CA 95938								
2024/25	09/09/24	REQ25-00007	13-5310/5320-3700-4700	7105956	09/23/24	Paid	Printed	1,342.58		1,342.58
			2025 (001387) 13- 5310- 0- 0000- 3700- 4700- 000- 000- 00000			852.18				
			2025 (001414) 13- 5320- 0- 0000- 3700- 4700- 000- 049- 00000			490.40				
Check #	40359608			BatchId AP09242024		Check Date 09/25/24	PO# PO25-00007		Register # 000173	
2024/25	09/09/24	REQ25-00007	13-5310/5320-3700-4700	7106060	09/23/24	Paid	Printed	1,031.72		1,031.72
			2025 (001387) 13- 5310- 0- 0000- 3700- 4700- 000- 000- 00000							
Check #	40359608			BatchId AP09242024		Check Date 09/25/24	PO# PO25-00007		Register # 000173	
2024/25	09/16/24	REQ25-00007	13-5310/5320-3700-4700	7108182	09/23/24	Paid	Printed	1,327.06		1,327.06
			2025 (001387) 13- 5310- 0- 0000- 3700- 4700- 000- 000- 00000			949.10				
			2025 (001414) 13- 5320- 0- 0000- 3700- 4700- 000- 049- 00000			377.96				
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Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor	PROPACIFIC FRESH (000763/1)			(continued)			(continued)			
Check #	40359608			BatchId	AP09242024	Check Date	09/25/24	PO# PO25-00007	Register #	000173
Total Invoice Amount								3,701.36		
AP Vendor	QUILL CORPORATION (000134/1) PO BOX 37600 PHILADELPHIA, PA 19101-0600									
2024/25	09/03/24	R25-00002	4300 DIST OPEN FOR HS/DIST SUPPLIES	40366310	09/23/24	Paid	Printed	398.79		398.79
		2025 (000176)	01- 0000- 0- 0000- 7300- 4300- 000- 000- 00000			164.12				
		2025 (000240)	01- 0000- 0- 1110- 1000- 4300- 000- 000- 00000			59.61				
		2025 (000243)	01- 0000- 0- 1110- 1000- 4300- 100- 000- 00000			175.06				
Check #	40359609			BatchId	AP09242024	Check Date	09/25/24	PO# PO25-00105	Register #	000173
2024/25	09/03/24	R25-00002	4300-100 CO BATTERIES	40368224	09/23/24	Paid	Printed	37.54		37.54
		2025 (000243)	01- 0000- 0- 1110- 1000- 4300- 100- 000- 00000							
Check #	40359609			BatchId	AP09242024	Check Date	09/25/24	PO# PO25-00105	Register #	000173
Total Invoice Amount								436.33		
Direct Vendor	RECLAMATION DISTRICT #2140 (000311/1) BOX 758 HAMILTON CITY, CA 95951									
2024/25	09/15/24		24-25 PROPERTY TAX DUE	24-25 PROPERTY TAX	09/23/24	Paid	Printed	700.54		700.54
		2025 (000178)	01- 0000- 0- 0000- 7300- 5890- 000- 000- 00000							
Check #	40359610			BatchId	AP09242024	Check Date	09/25/24	PO#	Register #	000173
Total Invoice Amount								700.54		
Direct Employee	REYES, MARIA G (000298) 3151 MARIPOSA AVE. CHICO, CA 95973									
2024/25	09/17/24		HOTEL REIMB FOR CSU COUNSELOR CONF	RM 407	09/20/24	Paid	Printed	193.04		193.04
		2025 (000107)	01- 0000- 0- 0000- 2700- 5200- 100- 000- 00000							
Check #	40359586			BatchId	AP09242024	Check Date	09/25/24	PO#	Register #	000172
Total Invoice Amount								193.04		
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Bank Account COUNTY - County Bank Account

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor			SACRAMENTO KINGS (002295/1) PO BOX 1917 SACRAMENTO, CA 95812							
F	2024/25	09/13/24	R25-00232	BOYS & GIRLS VARSITY BASKETBALL GAMES AT GOLDEN 1	31493155	10/07/24	Paid	Printed	7,500.00	7,500.00
Check #			2025 (003853) 01- 0000- 0- 1110- 1000- 5890- 100- 044- 00000		BatchId AP10082024		Check Date 10/09/24		PO# PO25-00322	
			40360180						Register # 000175	
Total Invoice Amount								7,500.00		
AP Vendor			SMALL SCHOOL DISTRICTS ASSN (000191/1) 925 L-STREET SUITE 1200 SACRAMENTO, CA 95814							
F	2024/25	08/22/24	R25-00009	2700-5300 Membership 24-25	00161	09/23/24	Paid	Printed	1,500.00	1,500.00
Check #			2025 (000110) 01- 0000- 0- 0000- 2700- 5300- 000- 000- 00000		BatchId AP09242024		Check Date 09/25/24		PO# PO25-00062	
			40359611						Register # 000173	
Total Invoice Amount								1,500.00		
AP Vendor			STANDARD (000584/1) P.O. BOX 4664 PORTLAND, OR 97208-4664							
	2024/25	09/01/24	REQ25-00008	9572- STANDARD EE INS	SEPTEMBER 2024	09/20/24	Paid	Printed	379.32	379.32
Check #			2025 (002061) 01- - - - 9572- - -		BatchId AP09242024		Check Date 09/25/24		PO# PO25-00008	
			40359582						Register # 000171	
Total Invoice Amount								379.32		
AP Vendor			TREE WORX (000550/1) 494 CIMARRON DRIVE CHICO, CA 95973							
F	2024/25	09/11/24	R25-00202	MTO Dept - Tree worx	091124	09/23/24	Paid	Printed	4,950.00	4,950.00
Check #			2025 (000193) 01- 0000- 0- 0000- 8100- 5890- 000- 048- 00000		BatchId AP09242024		Check Date 09/25/24		PO# PO25-00298	
			40359612						Register # 000173	
Total Invoice Amount								4,950.00		

Selection See last page for selection criteria

Scheduled 09/20/2024 - 10/07/2024

Bank Account COUNTY - County Bank Account

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		U.S. BANK CORPORATE PAYMENT SYSTEM (001382/1) P.O. BOX 790428 ST. LOUIS, MO 63179-0428								
F	2024/25	09/23/24	R25-00159	SITE 100 CASC MEMBERSHIP FOR KL AND MR	2024 CASC MEMB	10/07/24	Paid	Printed	190.00	190.00
		2025 (000112) 01-0000-0-0000-2700-5300-100-000-00000								
Check #		40360179	Batchld		AP10082024	Check Date		10/09/24	PO# PO25-00256	Register # 000174
	2024/25	09/23/24	REQ25-00075	11-6391-4300 OPEN FOR EVENTS & SUPPLIES	ADULT ED SEPT 2024	10/07/24	Paid	Printed	57.65	57.65
		2025 (001279) 11-6391-0-4110-1000-4300-000-000-00000								
Check #		40360179	Batchld		AP10082024	Check Date		10/09/24	PO# PO25-00080	Register # 000174
	2024/25	09/23/24	REQ25-00095	11-6391-4110-024 AE CAKE SEPT 2024	10/07/24	Paid	Printed	912.98		912.98
		2025 (002422) 11-6391-0-4110-1000-4300-000-024-00000								
Check #		40360179	Batchld		AP10082024	Check Date		10/09/24	PO# PO25-00200	Register # 000174
	2024/25	09/23/24	R25-00098	11-6391-4300-019 MIXED MEDIA 1ST SEMISTER	AE MMED SEPT 2024	10/07/24	Paid	Printed	862.91	862.91
		2025 (002763) 11-6391-0-4110-1000-4300-000-019-00000								
Check #		40360179	Batchld		AP10082024	Check Date		10/09/24	PO# PO25-00160	Register # 000174
F	2024/25	09/23/24	R25-00174	CTEIG 6387 CA FOOD HANDLER'S TRAINING CERT PGM	AG FOOD TRAIN	10/07/24	Paid	Printed	222.60	222.60
		2025 (001879) 01-6387-0-3800-1000-5200-100-000-00000								
Check #		40360179	Batchld		AP10082024	Check Date		10/09/24	PO# PO25-00262	Register # 000174
	2024/25	09/23/24	R25-00034	7010 AIG OPEN PO FOR AG FUEL & CAR WASH	AG SEPT 2024	10/07/24	Paid	Printed	640.50	640.50
		2025 (000935) 01-7010-0-3800-1000-4392-100-000-00000								
		2025 (000942) 01-7010-0-3800-1000-5890-100-000-00000								
Check #		40360179	Batchld		AP10082024	Check Date		10/09/24	PO# PO25-00125	Register # 000174
	2024/25	09/23/24	REQ25-00041	8100-4300 DIST MAINT OPEN	AJ SEPT 2024	10/07/24	Paid	Printed	2,402.17	2,402.17
		2025 (002264) 01-0000-0-0000-8100-4300-000-000-00000								
		2025 (000183) 01-0000-0-0000-8100-4392-000-000-00000								
							1,033.74			
							1,003.25			

Selection See last page for selection criteria

Scheduled 09/20/2024 - 10/07/2024							Bank Account COUNTY - County Bank Account			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor	U.S. BANK CORPORATE			(continued)						
		PAYMENT SYSTEM (001382/1)			(continued)			(continued)		
2024/25	09/23/24	REQ25-00041	8100-4300 DIST	AJ SEPT 2024	10/07/24	Paid	Printed			
			MAINT OPEN	(continued)						
	2025	(000274)	01- 0000- 0- 1110- 1000- 5200- 100- 006- 00000			330.09				
	2025	(001286)	11- 6391- 0- 4110- 1000- 4392- 000- 021- 00000			35.09				
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00075	Register #	000174
F	2024/25	09/23/24	R25-00168	4300-800 Amazon -	APTT EL 2024	10/07/24	Paid	Printed	141.00	141.00
			APTT supplies							
	2025	(003099)	01- 0000- 0- 1110- 1000- 4300- 800- 800- 00000							
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00272	Register #	000174
2024/25	09/23/24	R25-00172	4300-800-800	APTT SEPT 2024	10/07/24	Paid	Printed	139.81		139.81
			Amazon - APTT							
			supplies							
	2025	(003099)	01- 0000- 0- 1110- 1000- 4300- 800- 800- 00000							
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00277	Register #	000174
F	2024/25	09/23/24	R25-00201	3200-4300-300 Buck	BUCK SEPT 2024	10/07/24	Paid	Printed	124.33	124.33
			- Classroom							
			Supplies Ella							
	2025	(000327)	01- 0000- 0- 3200- 1000- 4300- 300- 000- 00000							
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00295	Register #	000174
F	2024/25	09/23/24	R25-00189	3010-5200-800	CA ASS TEST 2024	10/07/24	Paid	Printed	1,600.00	1,600.00
			California							
			Assessment 2024							
	2025	(002333)	01- 3010- 0- 1110- 1000- 5200- 800- 000- 00000							
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00283	Register #	000174
F	2024/25	09/23/24	R25-00191	3010-5200-800	CAC AIRFARE 2024	10/07/24	Paid	Printed	1,559.84	1,559.84
			Flights for CAC							
			conference							
	2025	(002333)	01- 3010- 0- 1110- 1000- 5200- 800- 000- 00000							
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00282	Register #	000174
F	2024/25	09/23/24	R25-00190	3010-5200-800 Hotel	CAC HOTEL 2024	10/07/24	Paid	Printed	2,617.06	2,617.06
			for CAC conference							
	2025	(002333)	01- 3010- 0- 1110- 1000- 5200- 800- 000- 00000							
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00281	Register #	000174
2024/25	09/23/24	R25-00117	01-0801-4300-532	CD MAA SEPT 2024	10/07/24	Paid	Printed	24.87		24.87
			MAA FUNDS							
	2025	(000520)	01- 0801- 0- 1110- 1000- 4300- 000- 532- 00000							

Selection See last page for selection criteria

Scheduled 09/20/2024 - 10/07/2024							Bank Account COUNTY - County Bank Account			
Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		U.S. BANK CORPORATE		PAYMENT SYSTEM (001382/1)		(continued)		(continued)		
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00210	Register #	000174
2024/25	09/23/24	R25-00156	4300-100 Oseguera HHS Events	CO SEPT 2024	10/07/24	Paid	Printed	669.81		669.81
2025 (000243) 01- 0000- 0- 1110- 1000- 4300- 100- 000- 00000										
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00259	Register #	000174
F	2024/25	09/23/24	R25-00128	100-100 CPR-D PADS AND AED WALL CABINET	CPR FST AID	10/07/24	Paid	Printed	1,844.70	1,844.70
2025 (002618) 01- 0000- 0- 0000- 2700- 4300- 100- 100- 00000										
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00233	Register #	000174
F	2024/25	09/23/24	R25-00187	2420-4300-800-026 ELEM LIBRARY	ELEM LIB 2024	10/07/24	Paid	Printed	117.07	117.07
2025 (000312) 01- 0000- 0- 1110- 2420- 4300- 800- 026- 00000										
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00292	Register #	000174
F	2024/25	09/23/24	R25-00137	2700-5890-800 1 YEAR ELEM Zoom UT PRO	ELEM UT ZOOM 2024	10/07/24	Paid	Printed	159.90	159.90
2025 (000124) 01- 0000- 0- 0000- 2700- 5990- 800- 000- 00000										
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00235	Register #	000174
F	2024/25	09/23/24	R25-00184	4300-300 Ella - Office Supplies	ELLAB SEPT 2024	10/07/24	Paid	Printed	45.02	45.02
2025 (002642) 01- 0000- 0- 3200- 2700- 4300- 300- 000- 00000										
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00290	Register #	000174
2024/25	09/23/24	REQ25-00042	13-5310-4300 CAFE OPEN	EM CAFE SEPT 2024	10/07/24	Paid	Printed	308.80		308.80
2025 (001385) 13- 5310- 0- 0000- 3700- 4300- 000- 000- 00000										
2025 (001387) 13- 5310- 0- 0000- 3700- 4700- 000- 000- 00000										
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00076	Register #	000174
2024/25	09/23/24	R25-00177	6387 CTEIG EQUIP AND SUPPLIES FOR FOOD TRAILER	FOOD TRUCK EQU	10/07/24	Paid	Printed	3,396.78		3,396.78
2025 (000919) 01- 6387- 0- 3800- 1000- 4300- 100- 000- 00000										
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00264	Register #	000174

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Scheduled 09/20/2024 - 10/07/2024

Bank Account COUNTY - County Bank Account

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount
AP Vendor		U.S. BANK CORPORATE (continued)								
		PAYMENT SYSTEM (001382/1) (continued)								
2024/25	09/23/24	REQ25-00076	7150-4300/5200/589	JP SEPT 2024	10/07/24	Paid	Printed	518.35		518.35
		0 DIST SUPER OPEN								
		2025 (000099)	01-0000-0-0000-2700-4300-000-000-00000			261.09				
		2025 (000141)	01-0000-0-0000-7110-4300-000-000-00000			86.09				
		2025 (000160)	01-0000-0-0000-7150-4300-000-000-00000			135.18				
		2025 (000163)	01-0000-0-0000-7150-5890-000-000-00000			35.99				
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00090	Register #	000174
F	2024/25	09/23/24	R25-00144	2700-5200-100	KL MR REG SEPT 2024	10/07/24	Paid	Printed	190.00	190.00
		COUSELOR CONF REGIST								
		2025 (000107)	01-0000-0-0000-2700-5200-100-000-00000							
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00254	Register #	000174
F	2024/25	09/23/24	R25-00199	4300-100 Oseguera	LEVINE HEADPH	10/07/24	Paid	Printed	225.16	225.16
		Levine								
		2025 (000243)	01-0000-0-1110-1000-4300-100-000-00000							
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00296	Register #	000174
F	2024/25	09/23/24	R25-00175	MAA 508 SUPPLIES	LF HS SEPT 2024	10/07/24	Paid	Printed	56.26	56.26
		FOR STUDENT REWARDS								
		2025 (000509)	01-0801-0-1110-1000-4300-000-508-00000							
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00273	Register #	000174
F	2024/25	09/23/24	R25-00176	MAA 508 FOR BOOK	LF MAA SEPT 2024	10/07/24	Paid	Printed	199.96	199.96
		DISPLAYS, INTERV, STUDENTS, FNL								
		2025 (000509)	01-0801-0-1110-1000-4300-000-508-00000							
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00274	Register #	000174
2024/25	09/23/24	R25-00124	12-6105-4300 MISC	PRESCH SEPT 2024	10/07/24	Paid	Printed	89.89		89.89
		PRESCHOOL SUPPLIES								
		2025 (001349)	12-6105-0-1110-1000-4300-000-000-00000							
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00219	Register #	000174
2024/25	09/23/24	REQ25-00077	9150-4300 TECH	TECH SEPT 2024	10/07/24	Paid	Printed	294.66		294.66
		DEPT OPEN								
		2025 (001170)	01-9150-0-0000-2420-4300-000-000-00000							
Check #	40360179			BatchId	AP10082024	Check Date	10/09/24	PO# PO25-00083	Register #	000174

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Scheduled 09/20/2024 - 10/07/2024

Bank Account COUNTY - County Bank Account

Fiscal Year	Invoice Date	Req #	Comment	Payment Id (Trans Batch Id)	Sched	Paymt Status	Check Status	Invoice Amount	Unpaid Sales Tax	Expense Amount	
AP Vendor		U.S. BANK CORPORATE PAYMENT SYSTEM (001382/1) (continued)								(continued)	
F	2024/25	09/23/24	R25-00207	6300-4100 TRIG	TRIG SE TEXT	10/07/24	Paid	Printed	38.61	38.61	
		BOOKS W/ CODES									
		2025 (000889) 01- 6300- 0- 1110- 1000- 4100- 100- 000- 00000									
Check #		40360179			BatchId	AP10082024	Check Date 10/09/24		PO# PO25-00294	Register # 000174	
	2024/25	09/23/24	R25-00058	4300/5890-800	UT SEPT 2024	10/07/24	Paid	Printed	201.86	201.86	
		ELEM OPEN									
		2025 (000257) 01- 0000- 0- 1110- 1000- 4300- 800- 000- 00000									
Check #		40360179			BatchId	AP10082024	Check Date 10/09/24		PO# PO25-00155	Register # 000174	
Total Invoice Amount									19,852.55		

AP Vendor		WELLS FARGO VENDOR FINANCIAL SERVICES (002223/1) PO BOX 030310 LOS ANGELES, CA 90030-0310									
2024/25	09/11/24	REQ25-00019	5620 COPIER	SEPT 2024 5031341019	09/23/24	Paid	Printed	2,009.70			2,009.70
			LEASES								
		2025 (000114)	01-0000-0-0000-2700-5620-000-000-00000			139.76					
		2025 (000281)	01-0000-0-1110-1000-5620-100-000-00000			649.80					
		2025 (000282)	01-0000-0-1110-1000-5620-800-000-00000			747.86					
		2025 (000331)	01-0000-0-3200-1000-5620-300-000-00000			120.91					
		2025 (001291)	11-6391-0-4110-1000-5620-000-000-00000			230.46					
		2025 (001352)	12-6105-0-1110-1000-5620-000-000-00000			120.91					
Check #	40359613			BatchId	AP09242024	Check Date	09/25/24	PO#	PO25-00019	Register #	000173
Total Invoice Amount								2,009.70			

EXPENSES BY FUND - Bank Account COUNTY			
Fund	Expense	Cash Balance	Difference
01	174,815.36	1,950,099.14-	2,124,914.50-
11	4,208.16	88,077.70-	92,285.86-
12	452.80	35,165.83	34,713.03
13	10,835.08	50,530.87-	61,365.95-
Total	190,311.40		

Selection See last page for selection criteria

Scheduled 09/20/2024 - 10/07/2024

Bank Account COUNTY - County Bank Account

Number of Payments	85	
Number of Checks	37	\$190,311.40
Number of ACH Advice	0	
Number of vCard Advice	0	
Total Check/Advice Amount	\$190,311.40	
Total Unpaid Sales Tax	\$.00	
Total Expense Amount	\$190,311.40	
<hr/>		
CHECK/ADVICE AMOUNT DISTRIBUTION COUNTS		
\$0 - \$99	6	
\$100 - \$499	12	
\$500 - \$999	4	
\$1,000 - \$4,999	10	
\$5,000 - \$9,999	2	
\$10,000 - \$14,999	1	
\$15,000 - \$99,999	1	
\$100,000 - \$199,999	1	
\$200,000 - \$499,999		
\$500,000 - \$999,999		
\$1,000,000 -		
<hr/>		
***** ITEMS OF INTEREST *****		
* Number of payments to a different vendor		
! Number of Prepaid payments		
@ Number of Liability payments		
& Number of Employee Also Vendors		
? denotes check name different than payment name		
F denotes Final Payment		

Report Totals -	Payment Count	85	Check Count	37	ACH Count	0	vCard Count	0	Total Check/Advice Amount	\$190,311.40
										\$190,311.40

Report Sorted by AP Check Order Option, Filtered by (Org = 12, Payment Method = N, Payment Type = N, On Hold? = N, Starting Check/Advice Date =
 Selection 9/19/2024, Ending Check/Advice Date = 10/14/2024, Page Break by Check/Advice? = N, Zero? = N)
 Criteria

ERP for California

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012 - Hamilton Unified School District

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1:31PM