

- v. Human Resources & State and Federal Programs by Jolene Towne (p. 7)
- d. Principal and Dean of Student Reports (written)
 - i. Ulises Tellechea, Hamilton Elementary School Principal (p. 8)
 - ii. Maria Reyes, District Dean of Students (p. 10)
 - iii. Cris Oseguera, Hamilton High School Principal (handout)
 - iv. Silvia Robles, Adult School (Handout)
- di. Chief Business Official Report by Kristen Hamman (Written)(p. 11)
- dii. Superintendent Report by Jeremy Powell (written) (p. 12)

8.0 PRESENTATIONS:

- a. Nutrition Services by Erendida Moreno

9.0 CORRESPONDENCE:

- a. None

10.0 INFORMATION ITEMS:

- a. HUSD Enrollment History for 6 years (Handout)
- b. Bond Status: Fund 21 Update (p. 13)
- c. The Wall That Heals Flyer (p. 14)
- d. Updates to Board Meeting Proceedings Hamilton Unified Board Governance Handbook (p. 15)

11.0 DISCUSSION ITEMS:

- a. CSBA Policies review for first readings for discussion (p. 16)
 - i. Board Policy 4251: Employee Compensation
 - ii. Board Policy 4351: Employee Compensation
 - iii. Administrative Regulation 5125: Student Records
 - iv. Board Policy 5131: Conduct
 - v. Board Policy 5131.6: Alcohol and Other Drugs
 - vi. Administrative Regulation 5131.6: Alcohol and Other Drugs
 - vii. Board Policy 3311: Bids
 - viii. Administrative Regulation 3311: Bids
 - ix. Board Policy 3311.1: Uniform Public Construction Cost Accounting Procedures
 - x. Administrative Regulation 3311.1: Uniform Public Construction Cost Accounting Procedures
 - xi. Board Policy 3312: Contracts
 - xii. Board Policy 4151: Employee Compensation
 - xiii. Board Policy 5145.13: Response to Immigration Enforcement
 - xiv. Administrative Regulation 5145.13: Response to Immigration Enforcement
 - xv. Board Policy 3280: Sale or Lease of District-Owned Real Property
 - xvi. Administrative Regulation 3280: Sale or Lease of District-Owned Real Property
 - xvii. Board Policy 5113.1: Chronic Absence and Truancy
 - xviii. Administrative Regulation 5113.1: Chronic Absence and Truancy
 - xix. Board Policy 5148: Child Care and Development
 - xx. Administrative Regulation 5148: Child Care and Development
 - xxi. Board Policy 6158: Child Care and Development
 - xxii. Administrative Regulation 6158: Child Care and Development
 - xxiii. Board Policy 6174: Child Care and Development
 - xxiv. Administrative Regulation 6174: Child Care and Development

12.0 PUBLIC COMMENT: Public Comment on any item of interest to the public that is within the Board's jurisdiction and not included on the Agenda will be heard. The Board shall limit comments to no more than three minutes per speaker and 15 minutes total per topic. Public comment will also be allowed on each specific action item prior to the board action thereon. The board does not allow gifting of time. Due to the Brown Act, the Board does not respond to public comment.

13.0 ACTION ITEMS:

- a. Approve one-time MOUs between HUSD and HTA, and between HUSD and the CSEA #623, establishing the terms and conditions of a districtwide retirement incentive program, contingent upon Board approval. The retirement incentive shall also be extended, under the same terms and eligibility criteria, to eligible unrepresented employee groups, including Certificated Management, Classified Management, Classified Confidential, and other unrepresented employees of the District. (p. 24)
- b. Approve HTA’s intention to negotiate with HUSD, consistent with Government Code Section 3547 (“Sunshine” requirements), for the 2026–27 school year. (p. 29)
- c. Approve CSEA’s intention to negotiate with HUSD, consistent with Government Code Section 3547 (“Sunshine” requirements), for the 2026–27 school year. (p. 31)
- d. Authorize Superintendent to Approve and Execute the Notice of Completion for the Project as Attached (p. 33)
- e. Approve and Adopt the Adult Education Accessibility, Accommodations, and Non-Discrimination Policy as presented. (Handout)
- f. Approve FFA Washington Leadership Conference (p. 35)

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 Special Board meeting on December 3, 2025 and Regular Board Meeting on December 10, 2025 (p. 36)
- b. Approve 2024-25 School Accountability Report Cards (SARC) for: (p. 41)
 - i. Hamilton High School
 - ii. Ella Barkley High School
 - iii. Hamilton Elementary School

**Note: The California Department of Education (CDE) is working the release of all available data. They anticipate that some data will be delayed until after the February 1st due date to post our SARC’s. CDE encourages schools/LEAs to post their Board Approved (2023) SARC’s by the February 1st due date without the data tables populated. A second board review/approval of the missing data once populated is not required.*

- c. Informational 2025-26 LCAP Mid-Year Report (p. 108)
- d. Orbach-Huff & Henderson LLP Retainer Agreement (Track & Field Project Construction Documents) (p. 126)
- e. Approve 2025-26 Certificated and Classified Seniority Lists (p. 130)
- f. Warrants and Expenditures (p. 132)
- g. Interdistrict Transfers (new only; elementary students reapply annually).
 - i. Out
 - 1. Hamilton Elementary School
 - a. None
 - 2. Hamilton High School
 - a. None
 - ii. In
 - 1. Hamilton Elementary School
 - a. None
 - 2. Hamilton High School
 - a. None

h. Personnel Actions as Presented:

New Hires:	Ethan Swett	Visual and Performing Arts (VAPA) Itinerant Teacher	HUSD
	Michelle Chavez	Licensed Vocational Nurse	HHS/Ella

Resignations/Retirement/Release/Position Change:

George Guerra	Cross Country Coach	HHS
Gelsey Quiroz-Garcia	Middle School Boys Soccer Coach	HES
Erika Marin	Preschool Assistant	Preschool
Courtney Carrier	Cheer Coach	HHS

15.0 ADJOURNMENT:

MOT – January 2026

Maintenance:

- The crew all enjoyed a few needed days of over the holidays.
- The HS gym floor has been cleaned and top coated, just in time for basketball.
- The maintenance shop awning has been installed and filled with equipment.
- The divider wall project has been completed at Ella Barkley.
- The repairs and paint are being completed at the Adult Ed building.
- The fencing has been removed and grass is mowed around the elementary track area.
- New privacy locks have been installed in the high school staff restrooms.
- Plumbing repairs have been completed in multiple areas throughout the district.
- The soccer field was mowed, rolled and made ready for games after all the heavy rains.
- Rain gutters were cleaned of leaves and debris.
- HVAC filters were replaced as needed.

Operations:

- District rooms were cleaned over break, paying attention to areas outside of the scope of daily cleaning.
- Restrooms, kitchens, and locker rooms were scrubbed and washed down to be ready for the new semester.

Transportation:

- Buses have had the winter service and safety inspections performed, as well as some needed maintenance issues repaired.
- Fall transportation billing is being processed for billable trips.
- Winter sports transportation is in full swing and proceeding as planned.
- Spring field trip requests are beginning to arrive as usual.

Community Schools Report, December, 2025

Rachel Sanchez, Director of Community Schools & Family Engagement

In December, I focused on parent and family engagement and working with our Community Schools | Wellness Team on a timeline to implement billing for services through CYBHI.

- **District & Community Engagement**

I stayed active in district meetings, round table, district services, and regular check-ins with Superintendent Powell. I attended both the HES and HHS School Site Council meetings and we held our first Community Schools Advisory Committee meeting. I attended the HHS Med Ed Club meeting. I also met with CSU Chico Center for Healthy Communities.

- **Integrated Student Supports**

Our Community Schools/Wellness Team HUDLE met in December. As a team, we discussed Clayful Health usage data and strategies for increasing student use of Clayful coaches, especially at the high school, SARB, and district-wide RTI strategies.

- **Family & Community Outreach / Communications**

Family and Community outreach this month included ParentSquare messaging for our Community Schools Newsletter, Community event updates, completion of a parent survey on workshops and events to gather family input and inform programming ([see results here](#)), coordinating and hosting a Spanish-Language Family Workshop on Mental Health featuring Hector Meza, updating Community Schools website and social media pages with event and resource information, and maintaining ongoing communication with district leadership, school site administrators, and community partners to align outreach efforts.

- **Partnerships, Grants & Professional Learning**

In December, I coordinated with GCOE to plan for CYBHI implementation, beginning at HES in the Spring semester. I also attended a meeting with Partnership Health Plan, to learn about programs and resources available for Medi-Cal families, in addition to how they are working with LEAs on billing for behavioral health services through CYBHI. I attended the Rural ACES Summit in Redding, as well as Capturing Kids Hearts Training.

- **Next Quarter Focus**

In the next quarter, I'll focus on working with our team to strengthen middle-to-high school transition activities, increase student engagement with Clayful, and expand family education around available wellness services and CYBHI consent and billing. I will work with our team to collaborate on at least one district-wide event. I'll work to continue to build strong relationships across school sites and the community to support student success, and have set a goal to have at least 10 touchpoints per week in classroom visits, school events, and community partner connections.

Human Resources Board Report

January 28, 2026

Jolene Towne, Director of Human Resources & State and Federal Programs

Personnel/State & Federal Programs

- Working on Calpads Fall 2 submission with District staff to ensure accurate student and program data reporting.
- Preparing GASB 75 reporting for compliance with state and federal requirements.
- Working on Affordable Care Act (ACA) reporting for compliance with state and federal requirements.
- Assisted Dr. Powell with the Consolidated Application and Reporting System (CARS) submission.
- Reach University Partnership
 - The District signed an MOU with Reach University, a nonprofit accredited institution, to offer eligible employees' access to degree programs. This partnership is at no cost to the District and provides an affordable pathway for staff to earn a bachelor's degree while continuing to work. Programs are designed for school employees, with flexible scheduling and the opportunity to continue into a teaching credential program upon completion. Will be sharing information to our staff soon.
- Provided guidance and support to a nearby school district on HR processes and procedures.
- Working with supervisors on ongoing evaluation timelines (probationary and permanent).
- Collaborating with Dr. Powell and Mrs. Hamman on staffing and program planning.
- Attending the Governor's Budget Workshop on Tuesday, January 20th in Sacramento put on by School Services of CA to stay informed on state funding and program developments.

Labor Relations

- Holding monthly check-ins with labor partners (CSEA & HTA).

Hiring & Recruitment

- In Progress:
 - Hiring new On-Call Classified Substitute.
- Open/Posted Positions:
 - Cross Country Coach, HHS
 - Middle School Boys Soccer Coach, HES
 - Wrestling Coach, HHS
 - Classified Substitute – on going (clerical, food service, preschool, paraeducator, and custodial)

Payroll

- Processing 1/30/26 payroll. Training Ms. Helland on payroll entry.

HAMILTON ELEMENTARY SCHOOL

January 28 , 2026

Submitted by

Ulises Tellechea, Principal

Grade	Percentage	Grade	Percentage
TK-28	TK-93.03%	5-50	5-96.53%
K- 38	K- 95.68%	6-50	6-96.13%
1-24	1 -96.67%	7-50	7-96.13%
2-29	2 -96.32%	8-44	8-96.82%
3-33	3 -95.77%	Enrollment: 395 Updated 1/16/26	
4-48	4 - 96.81%		

We had a smooth and busy start to the new semester following winter break. During the first week back, we reviewed our schoolwide expectations with all students through PBIS rounds. We also celebrated students who met their second-quarter Accelerated Reader goals with cookies and hot chocolate and recognized students for their second-quarter academic achievement and strong character traits at an awards assembly. With the great weather that first week, students and staff were able to enjoy time on the field and track, some more enthusiastically than others. We are excited and looking forward to a strong second half of the school year.

Classroom: Teaching and Learning

- Teachers are working within collaborative teams to identify and document essential standards for their subjects.
- Collaborative teams will develop POD SMART goals to guide and focus classroom instruction.
- Continued emphasis on improving academic discussions in classrooms to engage all students, with a particular focus on supporting English Learners.
- New intervention groups began at the start of the semester to provide targeted academic support.

Campus News

- The new track and field looks great without the fence and has been a fantastic addition to the campus.
- Work continues on the Multilingual Learner Master Plan in partnership with a consultant from the California Association for Bilingual Education, Professional Learning Services. A

team consisting of Hamilton Elementary School and Hamilton High School staff is collaborating with the consultant to develop a district plan focused on the dual language program. The team will meet again with the consultant on January 22.

- At the awards assembly, Rachel provided a brief presentation on Community Schools and the Children and Youth Behavioral Health Initiative (CYBHI), helping inform parents about available services and billing through CYBHI.

Athletics

- The boys' basketball season is underway. Mr. Heyl is coaching both the 7th-grade and 8th-grade teams. Players trained over winter break and have already participated in several games since returning. Best of luck to our Wolves this season!

Parents and Community Engagement

- Thank you to the parents and families who attended the Awards Assembly and continue to support our school community.

Alternative Education Report

Board Meeting on Wednesday January 28, 2026

Maria Reyes, Dean of Students

Happy New Year from Alternative Education!

The Spring Semester is off to a smooth start, and students are excited to be back on campus. Attendance has been strong, and students are settling into the new semester with enthusiasm and focus.

On January 22, students attended Trade Day at the Chico Fairgrounds, where they explored a variety of industry trades and had the opportunity to speak directly with industry representatives about career pathways.

Parent/Teacher Conferences will be held the week of February 23-27. We strongly encourage all parents and guardians to attend and engage in meaningful conversations about their student's progress.

We are excited about the opportunities ahead this semester and look forward to continued growth and success for our students.

Enrollment:

12 grade = 7

11 grade = 3

10 grade = 3

13

Hamilton Unified School District
General Fund - Unrestricted and Restricted
January 28, 2026 Board Report

	2025-26	2025-26	2024-25	2024-25
	First Interim	Year To Date	First Interim	Year To Date
	Budget	As of 1/16/26	Budget	As of 1/16/25
Revenues				
LCFF Sources	\$ 11,518,079	\$ 4,560,966	\$ 10,900,256	\$ 5,423,203
All Other Federal Revenue	\$ 342,865	\$ 180,961	\$ 269,291	\$ 210,016
Other State Revenue	\$ 2,526,510	\$ 1,523,555	\$ 1,678,048	\$ 761,333
Other Local Revenue	\$ 379,076	\$ 193,667	\$ 199,767	\$ 138,044
Other Financing Sources	\$ -			
Total Revenues	\$ 14,766,530	\$ 6,459,149	\$ 13,047,362	\$ 6,532,596
Expenditures				
Certificated Personnel Salaries	\$ 4,750,121	\$ 2,278,853	\$ 4,473,277	\$ 2,031,392
Classified Personnel Salaries	\$ 2,142,175	\$ 1,041,795	\$ 1,764,565	\$ 856,182
Employee Benefits	\$ 2,919,334	\$ 1,376,211	\$ 2,619,500	\$ 1,237,036
Books and Supplies	\$ 636,981	\$ 337,800	\$ 848,118	\$ 331,346
Travel and Conferences	\$ 207,287	\$ 98,867	\$ 148,372	\$ 47,625
Dues and Memberships	\$ 30,086	\$ 28,347	\$ 19,836	\$ 22,013
Other Insurance	\$ 206,467	\$ 196,789	\$ 206,467	\$ 204,004
All Other Utilities	\$ 366,456	\$ 184,450	\$ 345,000	\$ 159,161
Rents/Leases/Repairs	\$ 75,175	\$ 61,187	\$ 61,975	\$ 40,809
Other Operating Expenditures	\$ 954,444	\$ 590,733	\$ 557,694	\$ 312,063
Capital Outlay	\$ 487,183	\$ 413,239	\$ 858,458	\$ 229,005
Other Outgo	\$ 1,625,694	\$ 51,888	\$ 1,852,565	\$ 52,398
Interfund Transfers Out	\$ 525,000		\$ 525,000	
Total Expenditures	\$ 14,926,403	\$ 6,660,159	\$ 14,280,827	\$ 5,523,034
Net Increase (Decrease) in Fund	\$ (159,873)	\$ (201,010)	\$ (1,233,465)	\$ 1,009,562
Beginning Fund Balance 7/1/25 (from 24-25 Unaudited Actuals)	\$ 5,247,806			
Projected Ending Fund Balance 6/30/26	\$ 5,087,933			

HUSD Superintendent's Report
Board Meeting on January 28, 2026
Jeremy Powell, Ed., D.

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

District Highlights for December & January:

- Our Maintenance Department made great use of Winter Break by deep cleaning our campuses and tackling several much-needed maintenance projects. At Hamilton High, they completed multiple improvements, including power washing key areas, leveling uneven brickwork, and constructing a new support wall. Their hard work ensures our schools remain safe, clean, and welcoming for students and staff as we kick off the new year.
- Our Nutrition Services team continues to elevate the Braves Training Table by expanding offerings of high-protein, nutrient-dense meals. This week, in partnership with our Agriculture Department, they rolled out Protein Bowls served from the Brave Farmer Truck and they were a huge hit with both students and staff!
- This fresh, flavorful meal was made possible through a grant that supports access to local, farm-fresh foods, highlighting the power of hands-on learning and collaboration across departments.
- The FFA animals have arrived, and there is already great excitement building among our Ag students. From pigs to goats and beyond, these animals play a critical role in developing responsibility, work ethic, and real-world skills. A big thank-you goes out to our Agriculture Department for prepping the facilities and guiding our students through these experiences.
- Facilities & Construction Progress- We continue to make forward progress on several facility and construction projects. With regular meetings now underway with A-Line and Motive Studio, we have released the RFPQ for our Turf Field and Track Project! This project is a major step forward in enhancing our athletic facilities and providing a space that reflects the pride and potential of our students and community.

Upcoming Events:

- 1/19: No School MLK Jr. Holiday
- 1/26: Board Study Session: New Track/Field and Facilities Master Plan Review
- 1/28: HUSD Board Meeting @ HHS Library
- 1/28-2/2: I will be at the ACSA Superintendent Symposium in Palm Springs
- 2/9: No School-Lincoln's Birthday
- 2/16: No School- Presidents Day
- 2/25: HUSD Board Meeting @ HHS Library
- 3/7-3/10: SSDA Annual State Conference in Sacramento (let me know if you are interested in attending!)

**Building Fund 21 (Bond) Expenditures for 2025-26
 For January 28, 2026 HUSD Board Meeting
 Total Expenditures through January 16, 2026**

PO #	Date	Vendor	Description	Amount
PO26-079	7/2/2025	Bank of New York Mellon	Paying Agent Fee; RE: Election of 2018, GO Bonds, Series A	\$ 825.00
N/A-DIRECT PAY	9/10/2025	Bank of New York Mellon	Paying Agent Fee; RE: Election of 2018, GO Bonds, Series B	\$ 750.00

Total expenditures through 1/16/26 \$ 1,575.00



THE WALL THAT HEALS

VIETNAM VETERANS MEMORIAL REPLICA & MOBILE EDUCATION CENTER



A PROGRAM OF THE VIETNAM VETERANS MEMORIAL FUND
FOUNDERS OF THE WALL

COMING THIS 2026

DURING NATIONAL VIETNAM WAR VETERANS DAY

SAVE THE DATE

MARCH 24, 2026, ESCORT
MARCH 26-29, OPEN 24HRS
CLOSES SUNDAY AT 2:00 PM

250 ROOSEVELT AVE, ORLAND, CA 95963

REMEMBER AND HONOR

MORE INFORMATION TO BE RELEASED SOON

FOR QUESTIONS, PLEASE CONTACT
YASMIN CARO (530)865-6133 | YCARO@COUNTYOFGLENN.NET
OR ROBERT JOHNSON (530)934- 6524

FOR FULL 2026 TOUR SCHEDULED VISIT: WWW.VVMF.ORG/THE-WALL-THAT-HEALS

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Updates to Board Meeting Proceedings Hamilton Unified Board Governance Handbook

The Hamilton Unified School District Board Governance Handbook in its previous form was originally adopted on August 16, 2019, and updated on August 18, 2021, has undergone a comprehensive revision to reflect current best practices in governance and evolving district needs. This most recent update was developed through board governance workshops held on July 15 and October 8, 2025, facilitated by Fred Van Vleck, Ed.D., Advisor for the National Center for Executive Leadership and School Board Development. These sessions focused on refining governance roles, communication protocols, and alignment with district goals. The revised handbook incorporates updated board member responsibilities, strengthened collaboration protocols with the Superintendent, and clearer procedures for board operations. The updated Governance Handbook is now presented for approval at the December 10, 2025, board meeting.

Key Updates:

- Public Comment Updated Language:
“Public Comment on any item of interest to the public that is within the Board's jurisdiction and not included on the Agenda will be heard. The Board shall limit comments to no more than three minutes per speaker and 15 minutes total per topic. Public comment will also be allowed on each specific action item prior to the board action thereon. The board does not allow gifting of time. Due to the Brown Act, the Board does not respond to public comment.”

- General Changes to the Board Meeting Procedures:
 - The Board will be provided a meal for each meeting.
 - Rosenberg's Rules of Order will be utilized.
 - The board will not respond to public comment
 - District Executive Assistant will monitor time of speakers
 - Monthly Reports from District Administrators will not exceed 5 minutes
 - Board Member voting order will change with roll call voting is needed.
 - Anyone addressing the board will stand behind a podium that will be located in front of the board.

- Other Updates:
 - Any non-routine expense in excess of \$25,000, shall be pre-approved by the Board prior to the superintendent committing the district to the expense.
 - Superintendent Evaluation will be held in October Annually and approved by the November Board Meeting beginning with the 2026-2027 school year.

CSBA UPDATE CHECKLIST

District Name: Hamilton Unified School District

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

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 4251	Employee Compensation	Same as previous	
BP 4351	Employee Compensation	Same as previous	
AR 5125	Student Records		
BP 5131	Conduct		
BP 5131.6	Alcohol and Other Drugs		
AR5131.6	Alcohol and Other Drugs		
BP 3311	Bids		
AR 3311	Bids		
BP 3311.1	Uniform Public Construction Cost Accounting Procedures		
AP 3311.1	Uniform Public Construction Cost Accounting Procedures		
BP 3312	Contracts	Option 2	
BP 4151	Employee Compensation	Monthly and in 11 or 12 Equal Payments	
BP 5145.13	Response to Immigration Enforcement		
AR 5145.13	Response to Immigration Enforcement		
BP 3280	Sale or Lease of District-Owned Real Property		
AR 3280	Sale or Lease of District-Owned Real Property		
BP 5113.1	Chronic Absence and Truancy		
AR 5113.1	Chronic Absence and Truancy		
BP 5148	Child Care and Development		
AR 5148	Child Care and Development		
BP 6158	Child Care and Development		

CSBA UPDATE CHECKLIST

AR 6158	Child Care and Development		
BP 6174	Child Care and Development		
AR 6174	Child Care and Development		

CSBA POLICY GUIDE SHEET

Instructional Materials Special Packet

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 4151/4251/4351 - Employee Compensation Policy updated to reflect NEW LAW (AB 938, 2024) which requires districts, beginning January 31, 2026, to annually complete the Salary and Benefit Schedule for Bargaining Units (Form J-90), for classified and certificated staff assigned to a district school site(s) and report the Form J-90 to the California Department of Education. Additionally, policy updated to include "fillable" language for districts to utilize to reflect the payroll schedule determined by the Governing Board. In addition, policy updated to delete material related to the compensation of employees during periods of extended closure or disruption which was COVID-19 specific, and therefore outdated. Policy also updated to correct an inaccuracy regarding overtime rate of pay, which required the deletion of material related to an overtime rate of twice the regular rate of pay for any hours worked in excess of 12 hours in one day or eight hours on the seventh consecutive work day, since the Labor Code section which provides for such overtime compensation does not apply to school districts. Additionally, policy updated to add language regarding the rate of pay for a classified employee in an exempt position who is required to work on a holiday designated in law or by the Board. In addition, policy updated to clarify that, when an employee does not respond or disputes the existence or amount of an overpayment claimed by the district, the district may only recover an overpayment after pursuing appropriate legal action, and to delete the requirement for Board approval for the district to exercise legal means to recover an overpayment, as Board approval is not required by law.

Administrative Regulation 5125 - Student Records Regulation updated to reference REVISED GUIDANCE from the California Attorney General related to responding to immigration enforcement in K-12 schools. Additionally, regulation updated to reorganize definitions to appear in alphabetical order, and add that the district is prohibited from disclosing student records to a party, including a parent/guardian, who is legally prohibited from accessing records and information of a student pursuant to a restraining order. In addition, regulation updated to reflect NEW LAW (SB 153, 2024) which requires a district that serves students in grades 9-12 to (1) enter into a data sharing agreement with the California College Guidance Initiative (CCGI) to provide student data for use when students are planning for and applying to California public colleges and universities, and (2) provide parent/guardian notification of the sharing with CCGI of specified district data and data collected by the California Department of Education for the purposes of college admissions, academic placement, and eligibility for student financial aid. In addition, regulation updated to clarify that (1) information may be released from a student's records to appropriate persons in connection with an emergency if the knowledge of the information is necessary to protect the health or safety of the student or other persons, and (2) that when a student in foster care is enrolling in a district school, the district's liaison for foster youth is required to contact, within two business days of the student's request for enrollment, the school last attended by the student to obtain all academic and other records.

Board Policy 5131 - Conduct Policy updated to reflect NEW LAW (AB 3216, 2024) which requires the Governing Board to, by July 1, 2026, develop, adopt, and update every five years a policy to limit or prohibit student use of smartphones while at a school site or under the supervision and control of district employee(s). Additionally, policy updated to expand the list of prohibited student conduct to include conduct that is prohibited by law related to suspension and expulsion.

Board Policy 5131.6 - Alcohol and Other Drugs Policy updated to add language which requires districts to annually inform parents/guardians at the beginning of the first semester or quarter of the regular school year about the dangers associated with the use of synthetic drugs that are not prescribed by a physician, such as fentanyl, and to reflect NEW LAW (AB 2690, 2024) which requires districts to notify parents/guardians about the risk of social media being used as a way to market and sell synthetic drugs. Additionally, policy updated to reflect NEW LAW (AB 2711, 2024) which prohibits the suspension of students who voluntarily disclose their use of a tobacco product, controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports solely for that disclosure, NEW LAW (SB 997, 2024) which prohibits districts that serve students in middle school, junior high school, high school, or adult school from prohibiting a student in middle school, junior high school, or high school, while on a school site or participating in school activities, from carrying fentanyl test strips while on a school site or participating in school activities, to carry fentanyl test strips or a federally approved opioid antagonist for the emergency treatment of persons suffering, or reasonably believed to be suffering, from an opioid overdose, and NEW LAW (AB 2998, 2024), which provides that districts may not prohibit students 12 years of age or older, while on a school site or participating in school activities, from carrying or administering, for the purposes of providing emergency treatment to persons who are suffering, or reasonably believed to be suffering, from an opioid overdose, a naloxone hydrochloride nasal spray or any other opioid overdose reversal medication. In addition, policy updated to add language which authorizes a district to use alternatives to the referral of a student to a law enforcement agency in response to an incident involving the student's misuse of an opioid, to the extent any alternative utilized is not in conflict with any law requiring that referral.

Administrative Regulation 5131.6 - Alcohol and Other Drugs Regulation updated to reflect NEW LAW (AB 2865, 2024) which requires instruction on the nature and effects of alcohol to include information about excessive alcohol use and the short- and long-term health risks of excessive alcohol use, which may include instruction about depression and anxiety, and NEW LAW (AB 2429, 2024), which provides that, beginning with the 2026-27 school year, districts that require students to complete a course in health education for graduation from high school to include in such course instruction in the dangers associated with fentanyl use.

Board Policy 3311 - Bids Policy updated to clarify that bidding procedures are required to be established in accordance with, and meet the requirements for, bidding procedures specified in law. Additionally, policy updated to incorporate material from the accompanying administrative regulation related to awarding contracts, protests by bidders, and instances when bids are not required, as the majority of such content is related to Governing Board actions and therefore more appropriately placed in Board policy.

Administrative Regulation 3311 - Bids Regulation updated to clarify that the definition of maintenance includes landscape maintenance and minor repainting. Additionally, regulation updated to reflect requirement that prequalification is required for projects that utilize state general funds. In addition, regulation updated to delete material related to awarding contracts, protests by bidders, and instances when bids are not required, as the majority of such content is related to Governing Board actions and therefore more appropriately placed, and thus incorporated, into the accompanying Board policy.

Board Policy 3311.1 - Uniform Public Construction Cost Accounting Procedures Policy updated to add language related to authorization for the Governing Board when, after the first invitation of bids pursuant to informal or formal bidding procedures under the Uniform Public Construction Cost Accounting Act all bids are rejected, declare that a project can be performed more economically by employees of the district.

Administrative Regulation 3311.1 - Uniform Public Construction Cost Accounting Procedures Regulation updated to reflect NEW LAW (AB 2192, 2024) which (1) includes "installations" involving publicly owned, leased, or operated facility in the definition of "public project," and (2) adjusted the threshold amounts for utilizing Uniform Public Construction Cost Accounting Act procedures. Regulation also updated to clarify and expand material related to informal procedures for awarding contracts for public projects of \$220,000 or less.

Board Policy 3312 - Contracts Policy updated to broaden philosophical statement to include that the Governing Board ensure that contracts entered into on behalf of the district conform to any applicable legal standards. Additionally, policy updated to provide that Board members and district employees involved in the making of contracts on behalf of the district comply with applicable law. In addition, policy updated to add language that executed contracts for the purchase of goods or services, even if the contract contains provisions specifying that the contract is confidential or a proprietary record of the vendor, is a public record unless otherwise exempt from disclosure under state or federal law. Policy also updated to reflect NEW LAW (SB 1303, 2024) which (1) requires, if the district utilizes a private labor compliance entity, the entity to submit a signed declaration verifying that it does not have a conflict of interest, and (2) defines "private labor compliance entity" and "conflict of interest." Additionally, policy updated to clarify language regarding public records and that a district may not enforce a confidentiality clause that would prevent the district from making any part of the contract a public record.

Board Policy 5145.13 - Response to Immigration Enforcement Policy updated to reflect REVISED GUIDANCE from the California Attorney General related to responding to immigration enforcement in K-12 schools, including the prohibition against seeking or requiring information or documents, to the exclusion of other permissible information or documents, regarding the citizenship or immigration status of a student or the student's family members. Additionally, policy updated to incorporate language from the accompanying administrative regulation related to the prohibition against using resources and data collected by the district to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination.

Administrative Regulation 5145.13 - Response to Immigration Enforcement Regulation updated to reflect REVISED GUIDANCE from the California Attorney General related to responding to immigration enforcement in K-12 schools, including the requirement to obtain consent to release immigration-related student information; when and how a law enforcement officer is required to register at a school in order to gain access; and what to do when a law enforcement officer declares that exigent circumstances exist and demands immediate access to the campus. Additionally, regulation updated to clarify the circumstances when there is a need for a judicial subpoena and/or judicial subpoena warrant. In addition, regulation updated to delete language moved to the accompanying Board policy related to the prohibition against using resources and data collected by the district to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. Regulation also updated to add new section headings for organization and ease of understanding.

Board Policy 3280 – Sale of Lease of District-Owned Real Property Policy updated to delete provision that until July 1, 2024, the Governing Board may elect not to appoint a district advisory committee for the sale or lease of surplus property that has not previously operated, or was not constructed to be operated, as an early childhood education facility or a school for elementary or secondary instruction, as this exception has expired. Additionally, policy updated to add that before taking any action to dispose of surplus real property, the Board is required to declare, at a regular meeting supported by written findings that, under the Surplus Land Act, the land is either surplus land or exempt surplus land. In addition, policy updated to reflect NEW LAW (AB 480, 2023) which provides that the Board may decide not to make such a declaration if the district provides notice and opportunity for public comment, as specified. In addition, policy updated to reflect NEW GUIDELINES which require the Board to provide the Department of Housing and Community Development (HCD) a copy of the Board’s declarations and findings supporting the Board’s determination that the property is exempt surplus land at least 30 days prior to disposing of the exempt surplus land, and NEW LAW (SB 229, 2023) which provides that if the district has received notification from HCD, the Board may not pursue a final action to ratify or approve the proposed disposal of surplus land unless the Board holds an open and public meeting to review and consider the substance of the notice. Policy also updated to delete the provision which authorized the proceeds from the sale or lease of property purchased entirely with local funds to be used for any general fund purpose, as that authorization has expired.

Administrative Regulation 3280 – Sale of Lease of District-Owned Real Property Regulation updated to reflect NEW LAW (AB 480, 2023) which adds new definitions related to surplus property.

Board Policy 5113.1 – Chronic Absence and Truancy Policy updated to move to the philosophical paragraph language which provides that students who are identified as chronically absent or truant receive appropriate support services and interventions as early as possible. Additionally, policy updated to incorporate strategies identified by the California Department of Education for encouraging student attendance, and reflect NEW LAW (SB 153, 2024) which, beginning July 1, 2025, authorizes districts to implement attendance recovery programs for students in grades transitional kindergarten-12 to make up lost instructional time and offset absences.

Administrative Regulation 5113.1 – Chronic Absence and Truancy Regulation updated to reflect NEW LAW (SB 691, 2024) which revises truancy parent/guardian notification requirements. Additionally, regulation updated to delete repealed language related to the delay of driving privileges, and reflect NEW LAW (SB 153, 2024) and NEW LAW (AB 176, 2024) which, beginning July 1, 2025, authorize districts to implement attendance recovery programs for students in grades transitional kindergarten-12 to make up lost instructional time and offset absences.

Board Policy 5148 – Child Care and Development Policy updated to delete the requirement to provide distance learning when a district child care program is physically closed by local or state public health order, as such provision is no longer required. Additionally, policy updated to reflect NEW LAW (SB 722, 2023) which (1) requires the district to submit a completed incidental medical services plan to the California Department of Social Services (CDSS), but authorizes the district to enroll a child prior to approval of the plan, and (2) for a child with disabilities, authorizes the child to attend the district’s child care and development program prior to the approval of an incidental medical services plan or amended plan of operation, so long as the forms have been submitted to CDSS. In addition, policy updated to add that a district is prohibited from expelling or unenrolling a child or persuade or encourage a child's parents/guardians to voluntarily unenroll or

from the program based on the child's behavior, unless in accordance with the procedures specified in the accompanying administrative regulation, and to require, when necessary due to a reduction in state reimbursements, families be disenrolled from subsidized child care and development services as specified in the accompanying administrative regulation. Policy also updated to add new section “Fees and Charges”, which includes general language regarding when the Superintendent or designee may charge fees for services.

Administrative Regulation 5148 – Child Care and Development Regulation updated to reflect NEW LAW (AB 393, 2023) which (1) requires, for any child enrolled in a general childcare and development program or migrant childcare and development program who has been identified as a dual language learner, the child’s teacher or other designated staff member to conduct a family language and interest interview, and (2) prohibits a family from being compelled to complete the family language survey for identification purposes or participate in the family language and interest interview. Additionally, regulation updated to delete duplicative information regarding enrollment priority where already addressed in accompanying Board policy, and to reflect NEW LAW (AB 1808, 2024) which provides that a family who receives CalWORKs Stage 1, 2, or 3 is considered to meet eligibility and need requirements for services for not less than 24 months, and is eligible to receive services for at least 24 months before having the family’s eligibility or need recertified.

Board Policy 6158 – Independent Study Policy updated to reflect NEW LAW (SB 153, 2024) and NEW LAW (AB 176, 2024) which require a district that submits an affidavit for a school closure necessitated by an emergency condition to (1) for an emergency event occurring after September 1, 2021 but before July 1, 2026, certify that the district has a plan for offering independent study to affected students within 10 instructional days, and (2) for events occurring on or after July 1, 2026, certify that an instructional continuity plan is included in the district’s comprehensive safety plan and that the district offered student engagement and instruction consistent with the instructional continuity plan or certify that it did not do so due to extenuating circumstances. Additionally, NEW LAW (SB 153, 2024) (1) provides that when computing average daily attendance for apportionment purposes, students participating in independent study may only be credited with one day of attendance for each calendar day, (2) makes specified independent study requirements applicable only when students are participating in an independent study program for 16 school days or more in a school year, (3) provides that evidence of student participation, in addition to other forms of evidence, may include documentation that the student participated in an instructional period either visually or verbally, (4) provides that a written agreement is required for independent study of any length of duration, (5) requires districts to obtain a signed written agreement for an independent study program of more than 15 school days before the beginning of independent study, and for an independent study program of 15 school days or fewer, during the school year in which the independent study program takes place, and (6) makes similar changes to course-based independent study. In addition, NEW LAW (AB 176, 2024) clarifies that the district is required to maintain documentation of hours or fraction of an hour for both student work products and the time that the student engaged in asynchronous instruction. Policy also updated to reflect NEW LAW (SB 348, 2023) which requires districts to make available, at no cost, a nutritionally adequate breakfast and lunch to any district student who requests a meal including an independent study student who is scheduled for educational activities, as defined in law, lasting for two or more hours at a school site, resource center, meeting space, or other satellite facility, regardless of the student’s eligibility for a free or reduced-price meal, and to clarify the meaning of “caregiver” in the context of general independent study agreement requirements to make consistent with similar material related to course-based independent study agreement requirements.

Administrative Regulation 6158 – Independent Study Regulation updated to delete material related to students with disabilities who receive services from a nonpublic, nonsectarian school through a virtual program as the law is no longer operative. Additionally, regulation updated to reflect NEW LAW (AB 176, 2024) which clarifies that the district is required to maintain documentation of hours or fraction of an hour for both student work products and the time that the student engaged in asynchronous instruction.

Board Policy 6158 – Independent Study Policy updated to reflect NEW LAW (SB 153, 2024) and NEW LAW (AB 176, 2024) which require a district that submits an affidavit for a school closure necessitated by an emergency condition to (1) for an emergency event occurring after September 1, 2021 but before July 1, 2026, certify that the district has a plan for offering independent study to affected students within 10 instructional days, and (2) for events occurring on or after July 1, 2026, certify that an instructional continuity plan is included in the district’s comprehensive safety plan and that the district offered student engagement and instruction consistent with the instructional continuity plan or certify that it did not do so due to extenuating circumstances. Additionally, NEW LAW (SB 153, 2024) (1) provides that when computing average daily attendance for apportionment purposes, students participating in independent study may only be credited with one day of attendance for each calendar day, (2) makes specified independent study requirements applicable only when students are participating in an independent study program for 16 school days or more in a school year, (3) provides that evidence of student participation, in addition to other forms of evidence, may include documentation that the student participated in an instructional period either visually or verbally, (4) provides that a written agreement is required for independent study of any length of duration, (5) requires districts to obtain a signed written agreement for an independent study program of more than 15 school days before the beginning of independent study, and for an independent study program of 15 school days or fewer, during the school year in which the independent study program takes place, and (6) makes similar changes to course-based independent study. In addition, NEW LAW (AB 176, 2024) clarifies that the district is required to maintain documentation of hours or fraction of an hour for both student work products and the time that the student engaged in asynchronous instruction. Policy also updated to reflect NEW LAW (SB 348, 2023) which requires districts to make available, at no cost, a nutritionally adequate breakfast and lunch to any district student who requests a meal including an independent study student who is scheduled for educational activities, as defined in law, lasting for two or more hours at a school site, resource center, meeting space, or other satellite facility, regardless of the student’s eligibility for a free or reduced-price meal, and to clarify the meaning of “caregiver” in the context of general independent study agreement requirements to make consistent with similar material related to course-based independent study agreement requirements.

Administrative Regulation 6158 – Independent Study Regulation updated to delete material related to students with disabilities who receive services from a nonpublic, nonsectarian school through a virtual program as the law is no longer operative. Additionally, regulation updated to reflect NEW LAW (AB 176, 2024) which clarifies that the district is required to maintain documentation of hours or fraction of an hour for both student work products and the time that the student engaged in asynchronous instruction.

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13. a	Date: 1/28/26
Agenda Item Description: Approve one-time MOUs between HUSD and HTA, and between HUSD and the CSEA #623, establishing the terms and conditions of a districtwide retirement incentive program, contingent upon Board approval. The retirement incentive shall also be extended, under the same terms and eligibility criteria, to eligible unrepresented employee groups, including Certificated Management, Classified Management, Classified Confidential, and other unrepresented employees of the District.	
Background: The purpose of the program is to provide eligible employees with an optional incentive to retire, which may support workforce planning, potential long-term cost savings, and succession planning while maintaining operational stability. Consistent with past practice and to ensure equitable treatment across employee groups, the District intends to extend the same retirement incentive, under identical terms and eligibility criteria, to HTA, CSEA and eligible unrepresented employee groups, including certificated management, classified management, classified confidential, and other unrepresented employees. The proposed MOUs are one-time agreements and do not establish an ongoing benefit or precedent beyond the terms specified.	
Status: Pending board approval.	
Fiscal Impact: Impact to be determined based on employees who retire.	
Educational Impact: None.	
Recommendation: Approve one-time MOUs between HUSD and HTA, and between HUSD and the CSEA #623, establishing the terms and conditions of a districtwide retirement incentive program, contingent upon Board approval. The retirement incentive shall also be extended, under the same terms and eligibility criteria, to eligible unrepresented employee groups, including Certificated Management, Classified Management, Classified Confidential, and other unrepresented employees of the District.	



**MEMORANDUM OF UNDERSTANDING
BETWEEN
HAMILTON UNIFIED SCHOOL DISTRICT
AND
HAMILTON TEACHERS ASSOCIATION (HTA)**

This memorandum of understanding (MOU) is made and entered into by and between the Hamilton Unified School District (“District”) and the Hamilton Teachers Association (“HTA”), collectively referred to as “the Parties.”

Purpose

The purpose of this MOU is to establish the terms and conditions of a one-time retirement incentive for eligible certificated employees in an effort to promote retirement options and workforce planning. This incentive shall be administered in accordance with Education Code 44929 and is contingent upon formal approval by the Hamilton Unified School District Board of Trustees.

Retirement Incentive Terms

1. The District shall offer a one-time incentive of twenty percent (20%) of the employees’ current annual salary, payable by June 30, 2026, to eligible certificated employees who submit a written retirement notice to the Superintendent by 4:00pm on February 13, 2026. Such retirement notice must be irrevocable as of February 20, 2026 as provided herein.
2. To qualify and be eligible for this incentive, employees must:
 - a. Have completed a minimum of fifteen (15) years of service with the Hamilton Unified School District by June 2026.
 - b. Retire under either the California State Teachers’ Retirement System (CalSTRS) or the California Public Employees’ Retirement System (CalPERS) no later than June 30, 2026.
3. Any employee who submits a retirement notice as described above, shall have seven (7) calendar days to rescind their notice, after which such retirement notice shall be irrevocable.

Required Level of Participation

The incentive is contingent upon at least six (6) eligible employees district-wide, from any combination of certificated, classified or non-represented groups, submitting qualifying retirement notifications by the stated deadline. Should fewer than six (6) eligible employees district-wide submit retirement notices, the retirement incentive shall be rescinded, and all

BOARD OF TRUSTEES

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



HAMILTON UNIFIED SCHOOL DISTRICT

620 Canal Street
P.O. Box 488, Hamilton City, CA 95951
TEL 530-826-3261 | FAX 530-826-0440

Jeremy Powell, Ed. D.
Superintendent

submitted retirement notices shall be considered revocable. The District shall determine whether the required level of participation has been met by no later than February 20, 2026.

General Provisions

1. This MOU is a one-time agreement and shall not set a precedent for future agreements.
2. This MOU shall expire on June 30, 2026, unless extended or modified by mutual agreement between the District and HTA.
3. This agreement is subject to review and final approval by the Hamilton Unified School District Board of Trustees at their Board Meeting on January 28, 2026.
4. The Parties agree to work collaboratively in good faith to implement the terms of this agreement.

Signatures

Dr. Jeremy Powell, Superintendent
Hamilton Unified School District

Date

Maria Reyes, President
Hamilton Teachers Association

Date

BOARD OF TRUSTEES

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



**MEMORANDUM OF UNDERSTANDING
BETWEEN
HAMILTON UNIFIED SCHOOL DISTRICT
AND
CLASSIFIED SCHOOL EMPLOYEES ASSOCIATION #623 (CSEA)**

This memorandum of understanding (MOU) is made and entered into by and between the Hamilton Unified School District (“District”) and the Classified School Employees Association #623 (“CSEA”), collectively referred to as “the Parties.”

Purpose

The purpose of this MOU is to establish the terms and conditions of a one-time retirement incentive for eligible classified employees in an effort to promote retirement options and workforce planning. This incentive shall be administered in accordance with Education Code 44929 and is contingent upon formal approval by the Hamilton Unified School District Board of Trustees.

Retirement Incentive Terms

1. The District shall offer a one-time incentive of twenty percent (20%) of the employees’ current annual salary, payable by June 30, 2026, to eligible classified employees who submit a written retirement notice to the Superintendent by 4:00pm on February 13, 2026. Such retirement notice must be irrevocable as of February 20, 2026 as provided herein.
2. To qualify and be eligible for this incentive, employees must:
 - a. Have completed a minimum of fifteen (15) years of service with the Hamilton Unified School District by June 2026.
 - b. Retire under either the California State Teachers’ Retirement System (CalSTRS) or the California Public Employees’ Retirement System (CalPERS) no later than June 30, 2026.
3. Any employee who submits a retirement notice as described above, shall have seven (7) calendar days to rescind their notice, after which such retirement notice shall be irrevocable.

Required Level of Participation

The incentive is contingent upon at least six (6) eligible employees district-wide, from any combination of certificated, classified or unrepresented groups, submitting qualifying retirement notifications by the stated deadline. Should fewer than six (6) eligible employees district-wide submit retirement notices, the retirement incentive shall be rescinded, and all submitted

BOARD OF TRUSTEES

Hubert “Wendell” Lower, President | Rod Boone, Clerk
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HAMILTON UNIFIED SCHOOL DISTRICT

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Jeremy Powell, Ed. D.
Superintendent

retirement notices shall be considered revocable. The District shall determine whether the required level of participation has been met by no later than February 20, 2026.

General Provisions

1. This MOU is a one-time agreement and shall not set a precedent for future agreements.
2. This MOU shall expire on June 30, 2026, unless extended or modified by mutual agreement between the District and CSEA.
3. This agreement is subject to review and final approval by the Hamilton Unified School District Board of Trustees at their Board Meeting on January 28, 2026.
4. The Parties agree to work collaboratively in good faith to implement the terms of this agreement.

Signatures

Dr. Jeremy Powell, Superintendent
Hamilton Unified School District

Date

Josefina Rosales Ramirez, President
Classified School Employees Association #623

Date

BOARD OF TRUSTEES

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

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13. b	Date: 1/28/26
Agenda Item Description: Approve HTA’s intention to negotiate with HUSD, consistent with Government Code Section 3547 (“Sunshine” requirements), for the 2026–27 school year.	
Background: The Hamilton Teachers Association (HTA) has submitted its intention to negotiate with the Hamilton Unified School District for the 2026–27 school year. Approval of this item authorizes the public disclosure of HTA’s initial proposals and allows the parties to proceed with the collective bargaining process in compliance with statutory requirements.	
Status: Pending board approval.	
Fiscal Impact: Impact to be determined as negotiations proceed.	
Educational Impact: None.	
Recommendation: Recommend approval HTA’s intention to negotiate with HUSD, consistent with Government Code Section 3547 (“Sunshine” requirements), for the 2026–27 school year.	

Memo

To: Jeremy Powell

From: Maria Reyes-HTA President

Date: January 16, 2026

RE: HTA Opener for the 2026-2027

2026-2027 Negotiations: HTA requests review *of the following articles:*

Article XII: Work Hours/Work Year

- Extra Duty Responsibilities
- Review policies and procedures for staff assigned to two or more school sites within the District

Article XVI: Transfer and Reassignment

- Review 50/50 Program implementation and teacher content assignment.
- Involuntary transfer (span of 3yrs)

Article XXI: Salary Regulations

- HTA is requesting an increase to the salary schedule for the 2026-2027 school year.

Article XXII: Employee Benefits

- Review and negotiate as needed

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13. c	Date: 1/28/26
Agenda Item Description: Approve CSEA’s intention to negotiate with HUSD, consistent with Government Code Section 3547 (“Sunshine” requirements), for the 2026–27 school year.	
Background: The Classified School Employees Association (CSEA) has submitted its intention to negotiate with the Hamilton Unified School District for the 2026–27 school year. Approval of this item authorizes the public disclosure of HTA’s initial proposals and allows the parties to proceed with the collective bargaining process in compliance with statutory requirements.	
Status: Pending board approval.	
Fiscal Impact: Impact to be determined as negotiations proceed.	
Educational Impact: None.	
Recommendation: Recommend approval CSEA’s intention to negotiate with HUSD, consistent with Government Code Section 3547 (“Sunshine” requirements), for the 2026–27 school year.	

INITIAL PROPOSAL
from the
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION
and its
HAMILTON CITY CHAPTER #623 (“CSEA”)
to the
HAMILTON UNIFIED SCHOOL DISTRICT (“DISTRICT”)
regarding
2026-2027 REOPENER NEGOTIATIONS

The California School Employees Association and its Hamilton City Chapter #623 (“CSEA”) hereby proposes to open the following articles of the collective bargaining agreement:

Article 10: Pay and Allowances

CSEA proposes a fair and equitable increase to the salary schedule.

Article 16: Working Conditions

CSEA proposes introductory language including, but not limited to, Artificial Intelligence

Article 21: Classification and Salary Assessments

CSEA proposes a study for the following classifications:

- Child Nutrition Lead
- Braves Training Table Nutrition Lead
- Administrative Technician
- SPED Paraprofessional
- Preschool Assistant

Agenda Item Number: 13.d	Date: January 28, 2026
Agenda Item Description: Notice of Completion (NOC) for District Projects	
Background: <p>The HES TK-2 Play Structure has been completed. The filing of a Notice of Completion begins a thirty-five day lien period during which unpaid subcontractors, suppliers and other vendors can file a mechanics lien.</p> <p>It is requested that the Board of Education authorize Administration to approve and execute the Notice of Completion for the project as attached.</p>	
Status:	
Fiscal Impact: Glenn County will charge a recording fee of \$14.00 per single page document	
Educational Impact:	
Recommendation: It is requested that the Board of Education authorize Administration to approve and execute the Notice of Completion for the the project as attached.	

WHEN RECORDED MAIL TO:

Jeremy Powell
Superintendent
Hamilton Unified School District
620 Canal Street
Hamilton City, California 959

SPACE ABOVE THIS LINE IS FOR RECORDER'S USE

Per GC Sec 27388.1, executed and recorded in connection with federal, state or any county government or other political subdivision of the state (AB110).

NOTICE OF COMPLETION

1. The undersigned is OWNER or agent of the OWNER of the interest or estate stated below in the property hereinafter described.
2. The FULL NAME of the OWNER is **HAMILTON UNIFIED SCHOOL DISTRICT.**
3. The FULL ADDRESS of the OWNER is **620 CANAL STREET, HAMILTON CITY, CA 95951**
4. A work of improvement on the property hereinafter described was COMPLETED on June 30th, 2025 and accepted by the Hamilton Unified School District on **January 28th, 2026.**
5. The work of improvement completed is described as follows: **FURNISHING OF ALL LABOR, MATERIALS AND SERVICES FOR Hamilton Elementary School TK-2 Playground Upgrades Project FOR THE HAMILTON UNIFIED SCHOOL DISTRICT, HAMILTON CITY, GLENN COUNTY, CALIFORNIA.**
6. The NAME OF THE ORIGINAL CONTRACTOR for such work of improvement is
Gourley Construction
462 Appian Way
El Sobrante, CA 94803
7. The street address of said property is:
**277 Capay Avenue
Hamilton City, CA 95951**
8. The property on which said improvement was completed in the **CITY OF HAMILTON CITY, COUNTY OF GLENN, STATE OF CALIFORNIA**, and described as follows:

ASSESSORS PARCEL NUMBER:
Hamilton Elementary School 032-201-001-000

Date: _____ Signature of Owner or agent of owner _____



Jeremy Powell
Superintendent
Hamilton Unified School District

Verification for NON-INDIVIDUAL OWNER: I, the undersigned, declare under penalty of perjury under the laws of the State of California that I am the Business Manager of the aforesaid interest in the property described in the above notice; that I have read the said notice, that I know and understand the contents thereof, and that the facts stated therein are true and correct.

Date and Place Hamilton City, CA

Jeremy Powell
Superintendent
Hamilton Unified School District

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13.f	Date: 1/28/26
Agenda Item Description: FFA Washington Leadership Conference	
<p>Background: The Washington Leadership Conference provides FFA members a premier leadership experience while exposing them to the rich history of Washington, D.C. Each day the conference focuses on a different principle taught through the context of the nation’s capital. These included exploration, encouragement, advocacy, and service. Depending upon conference schedule and tours, additional tours may take place one day prior/post.</p> <p>Conference registration opens March 4th. There are 5 weeks that the conference is held. Hamilton City FFA would like to attend week 2 from June 9-12th, with second choice of week 3 from June 16-19. With funding availability through FFA and CTEIG, the goal would be to pay for approximately 4-6 students to attend with an advisor. Students would interview for this opportunity.</p> <p>After conference registration and flights are paid, students would be liable for the cost of the trip if they failed to attend.</p> <p>Hotel: Omni Shoreham</p> <div data-bbox="230 1050 685 1352"></div> <div data-bbox="704 1050 1159 1352"></div>	
Status: Pending Board Approval	
<p>Fiscal Impact: FFA and CTEIG Conference registration is \$975 plus flight, advisor \$1,692 plus flight. Round trip flights \$500-\$900 depending upon time of day.</p>	
Educational Impact: Leadership Conference	
Recommendation: Approve FFA Washington Leadership Conference	

**HAMILTON UNIFIED SCHOOL DISTRICT
SPECIAL BOARD MEETING MINUTES
Hamilton High School, Room 9
620 Canal Street, Hamilton City, CA 95951
Wednesday, December 3, 2025**

6:00 p.m. Public Open Session

1.0 OPENING BUSINESS:

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

- | | |
|---|---|
| <ul style="list-style-type: none"> ✓ Hubert “Wendell” Lower, President ✓ Genaro Reyes ✓ Gabriel Leal | <ul style="list-style-type: none"> Absent Ray Odom ✓ Rod Boone, Clerk |
|---|---|

2.0 PUBLIC SESSION/FLAG SALUTE: [Lead by Mr. Lower](#)

3.0 ADOPT THE AGENDA: (M)

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. Direct Superintendent as to which Construction Delivery Method is to be Utilized for the HHS Track and Field Project
 - i. [A-Line presented.](#)
 - ii. [Direction was given](#)

[Motion to approve lease-leaseback option by Mr.Leal 2nd by Mrs. Ortiz](#) [Motion Carried 4-0](#)

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

- b. Adopt Resolution No. 25-26-106 Adopting Procedures and Criteria for Evaluating Qualifications and Proposals of Lease-Leaseback Contractors

[Motion to adopt Resolution 25-26-106 by Mr.Boone 2nd by Mrs. Leal](#) [Motion Carried 4-0](#)

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

6.0 ADJOURNMENT: 7:03pm

X

Rod Boone
HUSD Board Clerk

X

Jeremy Powell
HUSD Superintendent

**HAMILTON UNIFIED SCHOOL DISTRICT
REGULAR & ORGANIZATIONAL MEETING MINUTES
Hamilton High School Library
620 Canal Street, Hamilton City, CA 95951
Wednesday, December 10, 2025
www.husdschools.org**

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

Hamilton Unified School District Board Meetings are open to the public.

1.0 OPENING BUSINESS:

- a. Call to order and roll call at [5:36pm](#).

<p>✓ Hubert “Wendell” Lower, President ✓ Vanessa Ortiz ✓ Gabriel Leal</p>	<p>✓ Ray Odom ✓ Rod Boone, Clerk</p>
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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 54956.8, Conference with Real Property Negotiators
 Property: 325 Capay Avenue (adjacent to Hamilton Elementary School)
 Agency Negotiators: Dr. Jeremy Powell, Superintendent; Kristen Hamman, Chief Business Official
 Negotiating Parties: Olivarez Family and Hamilton Unified School District
 Under Negotiation: Price and Terms of Payment
- b. Government Code Section 54957, Personnel Issue. To consider public employee, evaluation, reassignment, resignation, release, dismissal, or discipline of a classified and/or certificated employee.
- c. 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 taken](#).

5.0 PUBLIC SESSION/FLAG SALUTE: [Lead by Vanessa Ortiz](#).

6.0 ADOPT THE AGENDA: (M)

[Motion to adopt the agenda by Mr. Leal 2nd by Mrs. Ortiz.](#) [Motion Carried 5-0](#)

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: AYE
Odom: AYE	

7.0 AJOURN TO ORGANIZATIONAL MEETING: [at 6:24pm](#)

- a. Seating of board members:
 - i. Elect 2026 Board President

[Motion to nominate Mr. Lower for 2026 Board President by Mr. Leal 2nd by Mr. Boone.](#) [Motion Carried 5-0](#)

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: AYE
Odom: AYE	

ii. Elect 2026 Board Clerk

Motion to nominate Mr. Boone for 2026 Board Clerk by Mr. Odom 2nd by Mr. Leal.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: AYE
Odom: AYE	

b. Set 2026 Board Meeting Dates

Motion to approve 2026 Board Meeting Dates by Mr. Boone 2nd by Mr. Leal.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: AYE
Odom: AYE	

8.0 CLOSE ORGANIZATIONAL MEETING AND RE-OPEN REGULAR MEETING at 6:18pm

9.0 COMMUNICATIONS/REPORTS:

- a. Board Member Comments/Reports
- b. ASB President and Student Council President Reports
 - i. Hamilton High School – Selina Villegas
 - 1. Ms. Villegas presented.
 - ii. Hamilton Elementary School – Ariana Chavez
 - 1. Ms. Chavez presented.
- c. District Reports (written)
 - i. Technology Report by Frank James
 - ii. Nutrition Services Report by Erendida Moreno
 - iii. Operations Report by Alan Joksch
 - iv. Community Schools and Family Engagement by Rachel Sanchez
 - v. Human Resources & State and Federal Programs by Jolene Towne
- d. Principal and Dean of Student Reports (written)
 - i. Ulises Tellechea, Hamilton Elementary School Principal
 - ii. Maria Reyes, District Dean of Students
 - 1. Ms. Reyes presented.
 - iii. Cris Oseguera, Hamilton High School Principal
 - 1. Mr. Oseguera presented.
 - iv. Silvia Robles, Adult School
 - 1. Mrs. Robles and members of the Adult School presented.
- e. Chief Business Official Report by Kristen Hamman (First Interim)
- f. Superintendent Report by Jeremy Powell (written)
 - 1. Dr. Powell presented.

10.0 PRESENTATIONS:

- a. 2024-25 HUSD CAASPP Results
 - i. Dr. Powell reviewed.

11.0 CORRESPONDENCE:

- a. None

12.0 INFORMATION ITEMS:

- a. HUSD Enrollment History for 6 years
 - i. Dr. Powell reviewed.
- b. Bond Status: Fund 21 Update
 - i. Dr. Powell reviewed.
- c. 24-25 Audit - 45 day extension to the filing date for year ending 6/30/25
 - i. Dr. Powell reviewed.
- d. New Staff Bios
 - i. Dr. Powell reviewed.

13.0 DISCUSSION ITEMS:

- a. None

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

15.0 ACTION ITEMS:

- a. Approve HUSD Board Governance Handbook (Handout)

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

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: AYE
Odom: AYE	

- b. Approve 2025-26 First Interim Report

Motion to approve by Mr. Leal 2nd by Mrs. Ortiz

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: AYE
Odom: AYE	

- c. Approve the 2024-25 Developer Fee Report

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

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: AYE
Odom: AYE	

- d. Approve Adult Education Teacher/Director Job Description

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

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: AYE
Odom: AYE	

- e. Approve HUSD’s intention to negotiate with CSEA and fulfill “Sunshine” requirements for the 2026–27 school year, consistent with Government Code Section 3547.

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

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: AYE
Odom: AYE	

- f. Approve HUSD’s intention to negotiate with HTA and fulfill “Sunshine” requirements for the 2026–27 school year, consistent with Government Code Section 3547.

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

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: AYE
Odom: AYE	

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

- a. Minutes from Regular Board Meeting on October 22, 2025
- b. Williams Quarterly Report for October 2025
- c. Winter Break 2025-26 Office Hours
- d. Warrants and Expenditures
- e. Interdistrict Transfers (new only; elementary students reapply annually).
- i. Out

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

f. Personnel Actions as Presented:

New Hires: Lionor Vera	Paraeducator/Library Media Tech	HES
Emonye Jones	JV Basketball Coach	HHS
Erika Marin	Preschool Assistant	Preschool

Resignations/Retirement: None

Motion to approve consent agenda by Mr. Odom 2nd by Mr. Leal

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Ortiz: AYE
Odom: AYE	

17.0 ADJOURNMENT:

X

Rod Boone
HUSD Board Clerk

X

Jeremy Powell
HUSD Superintendent

Hamilton High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

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

2025-26 School Contact Information

School Name	Hamilton High School
Street	620 Canal Street
City, State, Zip	Hamilton City, CA 95951
Phone Number	530.826.3261
Principal	Mr. Cris Oseguera
Email Address	coseguera@husdschools.org
School Website	www.husdschools.org/HHS
Grade Span	9-12
County-District-School (CDS) Code	11765621133701

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Hamilton High School, with a current enrollment of 320 students, is located in Hamilton City, along Highway 32 approximately 10 miles from both Chico and Orland. Our school is a 23-acre campus with five main buildings, including a gymnasium, cafeteria, a 15,000 book capacity modern library, and an agricultural farm and facility with maturing olive and mandarin trees. Over the last few years, our school has added a modern hog barn and a new sheep barn. In November 2018, our community voters passed a \$7 million bond to expand the high school plant and subsequently (2020) purchased approximately 45 acres just north of the current high school. A plan we hope comes to fruition in the next year is to build an all-weather track on the new property. Recently, we celebrated 100 years of providing an exceptional educational experience for the greater Hamilton City community.

2025-26 School Description and Mission Statement

As a comprehensive 9-12 high school, we offer a challenging curriculum for our students and enjoy a strong academic record and reputation. Students at Hamilton High School can choose Advanced Placement courses, Career Tech education courses, fine arts and Spanish language courses, Agricultural-based courses in addition to our rigorous core curriculum offerings in Math, English, Science, and the Social Sciences. In Spring 2022, Hamilton High School was awarded a six year accreditation by the Western Association of Schools and Colleges (WASC)- the highest level that can be achieved by a secondary school, with a successful mid-term review visit in Spring 2025. We are continuously expanding our college opportunities by offering Dual Enrollment courses for our students through Butte College.

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

School and student safety are paramount for our students and staff at Hamilton High and a priority of the site administrator. The site administrator, with assistance from the two Deans of Students, consistently supervises campus throughout the day and, along with the athletic director, can be found at most extracurricular events. Periodic drills and training for fire, lockdown, and other emergency situations (districtwide) are conducted to enhance the preparedness and safety of our staff and students. In Fall 2025, we also added a campus supervisor and part-time LVN to our campus.

The Hamilton High School campus is attractive and welcoming with an abundance of trees, shrubs, and grassy areas and a courtyard quad that often serves as a main focal point for student interaction and activities. In the last year, we have additionally beautified our campus with a newly refinished gym floor, new siding on the interior gym walls, updated classroom door appearances along with increasing visibility for safety purposes and added school prided vinyl wrapping to school buildings.

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	89
Grade 10	65
Grade 11	93
Grade 12	59
Total Enrollment	306

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51
Male	49
American Indian or Alaska Native	0.7
Asian	0.7
Hispanic or Latino	70.3
Two or More Races	1
White	13.4
English Learners	11.8
Migrant	1
Socioeconomically Disadvantaged	71.6
Students with Disabilities	13.1

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.4	81.87	34.1	86.68	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.7	0.3	0.99	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	7.82	2.5	6.39	11953.1	4.28
Unknown/Incomplete/NA	1.9	9.56	2.3	5.91	15831.9	5.67
Total Teaching Positions	20	100	39.4	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.7	83.67	30.7	86.9	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	5.12	1.4	4.04	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.8	10.35	2.2	6.27	11746.9	4.23
Unknown/Incomplete/NA	0.1	0.8	0.9	2.77	14303.8	5.15
Total Teaching Positions	17.5	100	35.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.7	82.49	34.4	84.19	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	0.73	2	5.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.5	8.07	2.3	5.69	12112.8	4.34
Unknown/Incomplete/NA	1.6	8.65	2	4.96	13705.8	4.91
Total Teaching Positions	19	100	40.9	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.10	0.9	0.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.10	0.9	0.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.70	0	0
Local Assignment Options	0.70	1.8	1.5
Total Out-of-Field Teachers	1.50	1.8	1.5

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	6.7	1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

With the transition to Common Core State Standards, Hamilton High School reviewed and recommended to the HUSD school board California state CDE approved textbooks in the core subject areas. Math adoption occurred in 2014-2015, with state CDE approved textbooks. English Language Arts text book adoptions occurred in the 2016-17 school year. Science textbook adoptions occurred in 2020 in time for the 2020-21 school year. Our Social Science curriculum was updated with new purchases made for the 2018-19 and 2019-20 school year. We also purchased new Spanish class textbooks and online student licenses in 2023-24 and updated in 2025-26.

Year and month in which the data were collected

December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Writer's Inc., 2003 The American Reader, 2007 Holt, Literature and Language Arts, 3rd Course, 2003 Holt, Literature and Language Arts, 4th Course, 2003 The Language of Composition, 2nd Edition, 2013 StudySync, BookheadEd Learning, LLC, 2019	0%
Mathematics	CPM-Core Connections, Integrated 1, 2014 CPM-Core Connections, Integrated 2, 2nd Edition, 2015 CPM- Core Connections, Integrated 3, 2nd Edition, 2015 The Practice of Statistics, 5th Edition, 2015 Single Variable Calculus-AP Edition, 2012 Precalculus w/Trigonometry Concepts & Applications, 2003	0%
Science	Earth Science, Geology, and the Universe, 2007 Physics: Principles & Problems, 2000 Biology:CA The Living Earth Biology, 2020 Intro to Plant Science, 2002 Chemistry CA Experience Chemistry in the Earth System, Vol. 1, 2020 Holt's Essentials of Human Anatomy & Physiology, 2005	0%
History-Social Science	Psychology: Prentice Hall Psychology, Pearson Education, 2016 U.S. Government: Democracy in Action, 2006 US History: American History; Reconstruction to the Present, Houghton Mifflin Harcourt, 2019 Economics: Principles in Action, 2004 World History: Modern World History, Houghton Mifflin Harcourt, 2019	0%

	By The People, A History of the United States, AP Edition- Pearson, 2015	
Foreign Language	Temas, AP Spanish Language & Culture- Vista, 2014 Senderos Level 1, Vista Higher Learning, 2023 Senderos Level 2, Vista Higher Learning, 2023 Senderos Level 3, Vista higher Learning, 2023	0%
Health	Health: Glencoe Health, McGraw-Hill Education, 2022	0%
Visual and Performing Arts		0%
Science Laboratory Equipment (grades 9-12)	Meets State Standards, recently (2022) purchased new microscopes, beakers, cylinders and chemistry materials	0%

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

School Facility Conditions and Planned Improvements

Hamilton High School, with a current year enrollment of 305 students, is located in Hamilton City on a 23 acre campus. The school library has a 20-station computer lab, two conference rooms, faculty work/copy room, a 30-station computer work area, and a reference area with a capacity of 15,000 books. In Spring 2014, an additional portable classroom was added to our site to provide needed classroom space. Additionally, an upgraded server and technologically updated system were purchased and put into service in 2013-2014. In Spring 2015, the district backup devices were increased from 3TB to 6TB to assist in capacity. Internet and Network speed improvements completed in December 2016 increased network speed to 1,000MB. Our Internet/Network now has 10x faster internet access as well as improved school to school access. Over 300 chromebooks were purchased for student use, with our district now 1:1. As well, in Spring 2022, nearly each high school classroom was outfitted with interactive computerized smart screen monitors for increased technological use, with a remaining 3 other smart screen monitors purchased for 2023-24.

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

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

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

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

Our campus is recognized as one of the most attractive in the area with an abundance of trees, shrubs, and flowers among the courtyards, playing fields, and grassy areas. A 1000-seat football stadium was finished in 2004, funded by a joint venture with the Friends of Athletics. In March 2005, the softball complex was completed. Other outdoor areas include two soccer fields, two baseball fields, an agriculture farm with both olive and mandarin trees, two tennis courts, and two basketball courts. In Summer 2022, safety lighting was added in the south campus area between Ella Barkley and Hamilton High campus. Upcoming in summer 2026, the district plans to begin work on an all-weather track and field on the land purchased using 2018 Bond funds. The tentative completion date is for one year from start of work (hopefully by late 2027).

School Facility Conditions and Planned Improvements

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

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

In the November 2018 election, our community approved a \$7 million bond aimed at the purchase of land located north of Hamilton High School (45 acres) and the construction of new high school facilities, which would include modern classrooms as well as a track and field facility. Meetings will be held with community stakeholders to assist in the process of design and best ideas for the future facilities.

Year and month of the most recent FIT report

11/24/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			100 Restrooms: Tile on floors and partitions in the girls bathroom are in need of replacement. Main sewer line needs repair. Boys Locker Rm: Needs new HVAC and new epoxy floor Girls Locker Rm: Needs new HVAC and new epoxy floor
Interior: Interior Surfaces			X	100 Restrooms: Tile on floors and partitions in the girls bathroom are in need of replacement. Main sewer line needs repair. Boys Locker Rm: Needs new HVAC and new epoxy floor Girls Locker Rm: Needs new HVAC and new epoxy floor Library Lab: Counters need replaced. Room 11/AG: The floor is showing wear. Room 7: Flooring needs replacing Room 8: Flooring needs replacing
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			: Grounds: Rodents, gophers and squirrels are a constant issue.
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Library: Roof needs repair at skylight
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	48	51	24	27	47	48
Mathematics (grades 3-8 and 11)	18	23	16	19	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	92	86	93.48	6.52	51.16
Female	48	44	91.67	8.33	52.27
Male	44	42	95.45	4.55	50.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	59	54	91.53	8.47	46.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	54.55
White	18	18	100.00	0.00	66.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	66	91.67	8.33	43.94
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	12	85.71	14.29	8.33

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	92	88	95.65	4.35	22.73
Female	48	46	95.83	4.17	19.57
Male	44	42	95.45	4.55	26.19
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	59	56	94.92	5.08	16.07
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	11	91.67	8.33	27.27
White	18	18	100.00	0.00	38.89
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	72	68	94.44	5.56	14.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	12	85.71	14.29	0.00

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	19.33	15.91	17.39	14.81	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	151	138	91.39	8.61	13.77
Female	80	74	92.50	7.50	13.51
Male	71	64	90.14	9.86	14.06
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	106	96	90.57	9.43	13.54
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	18	16	88.89	11.11	18.75
White	24	23	95.83	4.17	13.04
English Learners	18	16	88.89	11.11	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	120	109	90.83	9.17	11.93
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	22	18	81.82	18.18	5.56

2024-25 Career Technical Education Programs

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

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

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

2024-25 Career Technical Education Programs

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

Career preparation courses and programs include the following: Life Skills, Environmental Horticulture, and Financial Literacy courses. Courses conducted by Career Tech Education teachers (formerly ROP) include: Horticulture (Floral Design), Ag Careers, Ag Mechanics, Careers with Children, Digital Photography, and Web Design, with plans in the next 1-3 years of implementing CTE pathways in VAPA, EMS, and a Medical pathway.

2024-25 Career Technical Education (CTE) Participation

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

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	42.37

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	96	93	85	93	82

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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

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

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	6	2.9	3.3	8.8	4.9	4.6	8.2	8.9	8
Graduation Rate	94	97.1	96.7	91.3	95.1	95.4	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	60	58	96.7
Female	32	32	100.0
Male	28	26	92.9
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	47	46	97.9
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	16	15	93.8
Foster Youth	0.0	0.0	0.0
Homeless	--	--	--
Socioeconomically Disadvantaged	52	51	98.1
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	313	309	43	13.9
Female	160	158	26	16.5
Male	153	151	17	11.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	220	217	29	13.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	42	41	6	14.6
English Learners	42	41	4	9.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	242	239	41	17.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	44	43	11	25.6

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.99	2.33	1.92	3.52	4.4	3.28	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.92	0.00
Female	0.63	0.00
Male	3.27	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.73	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	4.76	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.48	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.82	0.00

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

2025-26 School Safety Plan

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

The HUSD and HHS School Safety Plan of Emergency Operations was originally adopted by the HUSD School Board on April 14, 2014. HHS Staff fully participated in the development of the plan and items are regularly reviewed in HHS Faculty meetings. Even through the coronavirus pandemic, our HHS School Site Council reviewed and updated the HHS School Safety Plan in Late Fall 2020 semester, with regular updates and discussion related to the pandemic and was approved by the HUSD School Board in Spring 2025. Currently, HUSD is updating the entire district Safety Plan for Spring 2026 with input from Admin, staff, and community partners from Sheriff's and Fire dept.

The site administrator regularly provides timely and necessary in-service training for the purpose of prevention, compliance, and, importantly, awareness of issues that may affect our students, staff, and school culture. In 2020-21, these in-services have largely centered on meetings the health and safety protocols needed to best protect students and staff. In the 2019-20 school year, we were fortunate to have a school resource office assigned to Hamilton High School on a regular rotation basis, a placement beneficial to the safety of our school and this continued for 2020-21 school year. Currently, a school resource officer is not assigned to HHS; however, we work closely with the Glenn County Sheriff Department to ensure the safety of our students and staff. In Fall 2018, we had various informational meetings with the Glenn County Sheriff's Office regarding lockdown training and procedures- with consideration of the "fight or flight" procedures- as well as on the mental health SMART program and on internet postings concerning students. Our school safety coordinator keeps us well informed of new safety policies and procedures. Our school staff is provided with regular safety training on a variety of topics germane to Hamilton High School. In Fall 2025, we added a campus supervisor as well as having an LVN on a limited basis beginning in early 2026.

Hamilton High School continues to work closely with local law enforcement and the local fire department and we are fortunate that both agencies are attentive to our needs. In 2020-22, due to the coronavirus pandemic, the majority of our meetings, trainings, and discussions have centered on our protocols for student and staff safety though we have returned to in-person meetings the last two school years. In 2025-26, the district, with admin, sheriff's dept and local fire department input has been actively updating the district and school's safety plans for eventual board approval later in spring.

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	13	4	1
Mathematics	18	14	3	1
Science	14	5		
Social Science	19	7	5	

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	18	11	7	
Mathematics	15	17	3	1
Science	11	7	1	
Social Science	18	8	4	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	1:213

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	1.25
Psychologist	.20
Social Worker	1.7
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,490.	\$167	\$12,323	\$63,060
District	N/A	N/A	\$12,044	\$84,208
Percent Difference - School Site and District	N/A	N/A	2.3	-23.5
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	13.4	-22.0

Fiscal Year 2024-25 Types of Services Funded

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

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

Since Fall 2020, HUSD has received significant state and federal funding to assist with covid pandemic related expenditures. Additionally, for the 2022-2028 school years, funding is provided for learning loss, expanded learning opportunities, as well as other interventions necessary due to covid related learning issues. We are also receiving GEAR UP funds for a cohort of students (12th grade currently) to enhance college awareness, college & career opportunities, and general instructional growth.

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

Fiscal Year 2024-25 Types of Services Funded

materials, and to provide experiential academic opportunities as well.

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,582	\$54,773
Mid-Range Teacher Salary	\$80,464	\$78,981
Highest Teacher Salary	\$109,217	\$117,337
Average Principal Salary (Elementary)	\$138,494	\$128,425
Average Principal Salary (Middle)		\$137,947
Average Principal Salary (High)	\$148,386	\$138,809
Superintendent Salary	\$175,200	\$176,162
Percent of Budget for Teacher Salaries	27.48%	24.71%
Percent of Budget for Administrative Salaries	5.98%	5.91%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	6.2
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

Professional Development

In the 2024-25 and 2025-26 school years, HUSD provided Hamilton High School with four full days of professional development/in-service days. Additionally, every Friday is a student minimum day with the afternoons scheduled as a Professional Learning Community (PLC) team opportunity or a district professional development day. Focus areas for staff development for our school are safety, structured English immersion, common assessments, integrated math implementation, and NGSS implementation. These areas of professional development were selected based on the needs of our students, particularly the structured English immersion trainings which are aimed at improving access to our educational programs for all students. These will continue to be a focus as well as health and safety procedures within our School Safety Plan. We also focus on our WASC improvement goals from the successful 2022 accreditation cycle and the WASC Mid-Term visit in Spring 2025.

The Math Department teachers have been involved in ongoing training to improve first instruction. Improving direct instruction is a district goal and we have weekly collaborative PLC meetings aimed at pushing forth with this initiative for each teacher and department.

Beginning with the 2021-22 school year, our master schedule was adjusted to a modified block schedule, allowing for students and teachers to meet four times a week while still having block periods on two of the schooldays for labs, projects, and presentations. We were also able to add a Visual and Performing Arts (VAPA) teaching position in HUSD, giving the high school students additional options for electives, with plans to add CTE courses in the next two years.

Continued training is provided for the implementation of data analysis and data analysis programs with the intent of improving the teachers use of data to inform and improve instruction to help our students achieve academically. Weekly collaboration time in the schedule on Friday afternoon PD and PLC time is utilized for structured department collaboration time, work on pacing guides and essential standards, as well as having leadership meetings with a department chairs, and information on CAASPP and other mandated testing. PLC time is a dedicated time during which our teachers fully collaborate, discuss, and seek out solutions to better inform instruction, curriculum, and student achievement.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Ella Barkley High School

2024-2025 School Accountability Report Card (Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

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

2025-26 School Contact Information

School Name	Ella Barkley High School
Street	Hwy. 32 And Los Robles St.
City, State, Zip	Hamilton City, CA 95951-0488
Phone Number	(530) 826-3331
Principal	Dr. Jeremy Powell
Email Address	jpowell@husdschools.org
School Website	www.husdschools.org
Grade Span	10-12
County-District-School (CDS) Code	11765621130053

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 10	1
Grade 11	4
Grade 12	4
Total Enrollment	9

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.4
Male	55.6
Hispanic or Latino	100
English Learners	44.4
Socioeconomically Disadvantaged	100
Students with Disabilities	22.2

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.5	54.72	34.1	86.68	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	0.3	0.99	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.4	37.74	2.5	6.39	11953.1	4.28
Unknown/Incomplete/NA	0	6.6	2.3	5.91	15831.9	5.67
Total Teaching Positions	1	100	39.4	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.6	71.88	30.7	86.9	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	20.83	1.4	4.04	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	7.29	2.2	6.27	11746.9	4.23
Unknown/Incomplete/NA	0	0	0.9	2.77	14303.8	5.15
Total Teaching Positions	0.9	100	35.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.8	72.41	34.4	84.19	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.1	8.62	2	5.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.1	10.34	2.3	5.69	12112.8	4.34
Unknown/Incomplete/NA	0.1	8.62	2	4.96	13705.8	4.91
Total Teaching Positions	1.1	100	40.9	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.2	0.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.2	0.1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.10	0	0
Local Assignment Options	0.30	0	0.1
Total Out-of-Field Teachers	0.40	0	0.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	18.1	7.1
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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

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

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

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

Year and month in which the data were collected

09/2024

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

	World History: Modern World History, Houghton Mifflin Harcourt, 2019	
Health	Life Skill Heath 2005	
Science Laboratory Equipment (grades 9-12)	Meets State Standards	0

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

School Facility Conditions and Planned Improvements

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

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

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

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

Year and month of the most recent FIT report 11/25/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		300 A: Flooring is showing wear from metal desks. Office restrooms:
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Adult Ed: Needs siding repair and paint. The lot needs landscaping.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Adult Ed: Needs siding repair and paint. The lot needs landscaping.

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)			24	27	47	48
Mathematics (grades 3-8 and 11)			16	19	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

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

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	--	--	17.39	14.81	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

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

2024-25 Career Technical Education Programs

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

2024-25 Career Technical Education (CTE) Participation

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

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	100
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

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

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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

Parents are welcome to attend their student's classes or take school tours. A visitor's pass and a class schedule can be obtained at the Alternative Education office. Interested parents may contact Maria Reyes, Dean of Students, at (530) 826-3331

2025-26 Opportunities for Parental Involvement

or mreyes@husdschools.org or Martha Jaeger at mjaeger@husdschools.org for more information about ways of getting involved in the school's programs. School hours are from 8:00am to 3:15pm.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	23.1	14.3	--	8.8	4.9	4.6	8.2	8.9	8
Graduation Rate	76.9	85.7	--	91.3	95.1	95.4	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

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

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	16	15	11	73.3
Female	--	--	--	--
Male	--	--	--	--
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	16	15	11	73.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	--	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	15	14	11	78.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	5	6.25	3.52	4.4	3.28	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	6.25	0.00
Female	0.00	0.00
Male	0.00	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.25	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.67	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

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

2025-26 School Safety Plan

The HUSD and EBH School Safety Plan of Emergency Operations was adopted by the HUSD School Board on April, 2024. EBHS Faculty participated in the development of the plan and items are regularly reviewed. The School Safety Plan is reviewed and updated yearly. The District's School Safety Plan details Ella Barkley High School's policies regarding transportation, student discipline, emergencies and disaster preparedness, dress codes, and child abuse reporting. This plan is available in the District office for public inspection. An updated updated School Safety Plan was reviewed in Fall 2023 and updated by the HUSD School Board by April 2024. Our district Safety Coordinator regularly provides timely and necessary in-service training for the purpose of prevention, compliance, and, importantly, awareness of issues that may affect our students, staff, and school culture.

For the 2023-24 school year, in-services have largely centered on reviewing and meeting the health and safety protocols needed to best protect students and staff. In the 2019-20 school year, we were fortunate to have a school resource office assigned to Ella Barkley and Hamilton High School on a regular rotation basis, a placement beneficial to the safety of our school and we hope this returns in the near future. In Fall 2024, we had various informational meetings with the Glenn County Sheriff's Office regarding lock-down training and procedures- with consideration of the "fight or flight" procedures- as well as on the mental health SMART program and on internet postings concerning students. Our school safety coordinator keeps us well informed of new safety policies and procedures. Our school staff is provided with regular safety training on a variety of topics germane to Hamilton High School

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	4		
Mathematics	3	3		
Science	3	1		
Social Science	2	4		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	0.4
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,797	\$916	\$8,881	\$64,281.00
District	N/A	N/A	\$8,881	\$84,208
Percent Difference - School Site and District	N/A	N/A	0.0	-21.6
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	-19.2	-20.1

Fiscal Year 2024-25 Types of Services Funded

Hamilton Unified, in partnership with Glenn COE, offers a complete list of educational services for our community. Categorical programs provided by the District include: Title I, Title III, GATE, Response to Instruction in Reading, Class Size Reduction K-3, extended day for at-risk students, high school tutorial, and summer school. In the Fall of 2024 school year, a music class was added to the master schedule at Ella Barkley taught by a CTE -VAPA teacher .

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

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

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

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,582	\$54,773
Mid-Range Teacher Salary	\$80,464	\$78,981
Highest Teacher Salary	\$109,217	\$117,337
Average Principal Salary (Elementary)	\$138,494	\$128,425
Average Principal Salary (Middle)		\$137,947
Average Principal Salary (High)	\$148,386	\$138,809
Superintendent Salary	\$175,200	\$176,162
Percent of Budget for Teacher Salaries	27.48%	24.71%
Percent of Budget for Administrative Salaries	5.98%	5.91%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

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

Professional Development

Focus areas for staff development since the 2023-2024 school year and current school year are: Safety, continue with Professional Learning Communities, Ella Barkley teachers meet with Hamilton High School teachers on Fridays for Professional Learning Community (PLC). Areas of Professional development were selected based on the needs of our students, particularly the structured English immersion training's which are aimed at improving access to our educational programs for all students. The district continues its focus with the implementation of Common Core State Standards- specifically Integrated Science implementation, and ELD standards for designated and integrated instruction. The HUSD also offers ongoing training's for all teachers in our district for the purpose of ensuring a common educational practice in the HUSD classrooms kindergarten through 12th grade. The high school has teacher-coaches to assist in this process through individual

Professional Development

meetings and training's, but also with in-class observation and coaching. Continued training is provided for the implementation of data analysis and data analysis programs with the intent of improving the teachers use of data to inform and improve instruction to help our students achieve academically. Professional Learning Communities were established as way for our teachers fully collaborate, discuss, and seek out solutions to better assist instruction, curriculum, and student achievement.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	

Hamilton Elementary School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2025-26 School Contact Information

School Name	Hamilton Elementary School
Street	277 Capay Avenue
City, State, Zip	Hamilton City, CA 95951
Phone Number	(530) 826-3474
Principal	Ulises Tellechea
Email Address	utellechea@husdschools.org
School Website	https://hes.husdschools.org
Grade Span	K-8
County-District-School (CDS) Code	11765626007447

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Hamilton Elementary School (HES) serves approximately 398 students and is the only Transitional Kindergarten through 8th grade school in Hamilton City, located about 10 miles from Chico and Orland. Our vision is to be a TK–8 school known for academic excellence and strong community partnerships. We proudly serve a diverse student population, with 91.3% of students identified as socioeconomically disadvantaged and 40.5% as English Learners. We are committed to equity, access, and high expectations for all learners.

In the 2025–26 school year, HES launched a schoolwide 50–50 Dual Language program, beginning in TK and Kindergarten and expanding one grade level each year. During this transition, the school continues to offer a 90–10 Spanish Dual Immersion

2025-26 School Description and Mission Statement

program and a traditional English program in upper grades, with 203 students currently enrolled in Dual Immersion. Instruction is standards-based and supported by regularly scheduled benchmark assessments. Teachers collaborate frequently to analyze student data, form intervention groups, and strengthen schoolwide initiatives focused on literacy, biliteracy, writing, and essential standards.

Hamilton Elementary School is proud to be an MTSS and PBIS school, providing academic, behavioral, and social-emotional supports that contribute to a positive school climate and a strong 96% attendance rate. Middle school students benefit from content-specialist instruction, electives, athletics, leadership opportunities, and enrichment programs. Through our new Community Schools initiative, HES has expanded student and family supports, including wellness counseling, additional campus supervision, a nurse's station, and increased family workshops.

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is published annually to share school performance and progress with families and the community.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	49
Grade 1	28
Grade 2	34
Grade 3	49
Grade 4	53
Grade 5	47
Grade 6	45
Grade 7	45
Grade 8	43
Total Enrollment	393

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.9
Male	50.1
American Indian or Alaska Native	0.5
Asian	2
Hispanic or Latino	92.6
White	2.5
English Learners	40.5
Homeless	7.4
Migrant	3.6
Socioeconomically Disadvantaged	91.3
Students with Disabilities	14

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

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.1	93.87	34.1	86.68	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.2	1.37	0.3	0.99	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.5	2.96	2.5	6.39	11953.1	4.28
Unknown/Incomplete/NA	0.3	1.81	2.3	5.91	15831.9	5.67
Total Teaching Positions	18.2	100	39.4	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.3	91.1	30.7	86.9	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	1.96	1.4	4.04	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.3	1.96	2.2	6.27	11746.9	4.23
Unknown/Incomplete/NA	0.8	4.92	0.9	2.77	14303.8	5.15
Total Teaching Positions	16.8	100	35.4	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.8	86.45	34.4	84.19	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0	0	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.8	8.95	2	5.11	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	3.19	2.3	5.69	12112.8	4.34
Unknown/Incomplete/NA	0.2	1.31	2	4.96	13705.8	4.91
Total Teaching Positions	20.6	100	40.9	100	278927.1	100

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

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

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.20	0.3	1.8
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.20	0.3	1.8

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.40	0	0
Local Assignment Options	0.10	0.3	0.6
Total Out-of-Field Teachers	0.50	0.3	0.6

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	2.9	2.1	11.9
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Hamilton Elementary School ensures that each student has access to their own copy of standards-aligned textbooks and instructional materials in all core curriculum areas. All instructional materials are aligned to California State Standards and are approved by the State Board of Education. The school follows the state-adopted curriculum cycle for purchasing instructional materials, and all materials considered for adoption are made available for public review prior to approval by the Governing Board. As a small TK–8 school, Hamilton Elementary School involves the entire staff in the selection process. When feasible, curriculum materials are piloted for a semester, evaluated using predetermined criteria, reviewed by staff, and recommendations are presented to the Board for adoption.

Instruction at Hamilton Elementary School is aligned to the Common Core State Standards, and teachers use high-quality instructional materials and practices to meet the needs of all learners. Primary grades use Everyday Mathematics for math and Benchmark for English Language Arts, while middle school students use CPM for math and StudySync for English Language Arts. STEMscopes is used schoolwide (TK–8) for science, and myWorld Interactive is used schoolwide (K–8) for social studies. All adopted curriculum materials are available in digital formats to support student access to instruction both in school and at home.

In addition to core instructional materials, all teachers have received training in Capturing Kids’ Hearts to support positive classroom environments and students’ social-emotional well-being. Hamilton Elementary School also offers a dedicated intervention class equipped with multiple research-based programs, including READ 180, System 44, Read Naturally, and Heggerty, to provide targeted support for students with additional academic needs. The District remains in full compliance with the California Department of Education’s curriculum adoption cycle, State Frameworks, and Content Standards.

Year and month in which the data were collected

08/2025

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

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

School Facility Conditions and Planned Improvements

Hamilton Elementary School is a clean, well-maintained facility and is rated in good repair. The school site has served the Hamilton City community since the early 1900s; however, all original buildings have been replaced with modern facilities that meet current fire and earthquake safety codes. Within the past decade, a new kindergarten complex with three classrooms—each equipped with student restrooms—was added to the campus. Hamilton Elementary School occupies approximately 4.8 acres, which includes athletic fields, blacktop areas, and separate playgrounds with rubberized safety surfacing for both primary and middle school students. All buildings are fully accessible in accordance with the Americans with Disabilities Act (ADA), and the cafeteria complex also serves as a gymnasium.

Facility Maintenance and Operations

The campus includes ample classrooms, restrooms, playground space, and equipment to support student learning and enrichment. Custodial services are provided by a staff of two, with schedules arranged to avoid disruption to instructional time. Custodial coverage is available from 6:00 a.m. to 8:30 p.m. daily. Classrooms, restrooms, and common areas are cleaned and sanitized regularly, with restrooms cleaned daily and the cafeteria cleaned after both breakfast and lunch. Trash receptacles are located throughout the campus. Grounds maintenance includes weekly lawn mowing, and the District contracts with a certified arborist to conduct annual tree trimming and maintenance to ensure campus safety.

Planned Improvements and Deferred Maintenance

Hamilton Elementary School has completed several facility upgrades in recent years to improve safety, efficiency, and student comfort. These improvements include the remodel of middle school restrooms in 2023, installation of new HVAC units throughout the campus, replacement of aging classroom flooring, and the installation of a solar array in late 2023, which also serves as a shade structure. In addition, a new grass field and track project began in spring 2024 and has now been completed, providing enhanced outdoor learning and athletic opportunities for students. Playground equipment and safety flooring were also repaired and upgraded to meet current safety standards.

The District participates in the State’s Deferred Maintenance Program, which supports the repair and replacement of major facility components such as roofing, plumbing, heating and air conditioning systems, electrical systems, painting, and flooring. During the 24-25 school year, approximately \$27,000 (for 3 classrooms) was spent from Fund 14.

Year and month of the most recent FIT report

11/25/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		100 restrooms: Needs tile floor replaced 102: Flooring is in need of replacement. 204: Flooring is in need of replacement. 301: Needs carpet and cabinets replaced. 306: Flooring is in need of replacement. 609: Roof and ceiling tiles need replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			609: Roof and ceiling tiles need replaced.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	19	19	24	27	47	48
Mathematics (grades 3-8 and 11)	16	18	16	19	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	285	279	97.89	2.11	19.35
Female	144	141	97.92	2.08	20.57
Male	141	138	97.87	2.13	18.12
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	265	259	97.74	2.26	18.15
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	--	--	--	--	--
English Learners	113	109	96.46	3.54	4.59
Foster Youth	0	0	0	0	0
Homeless	22	20	90.91	9.09	20.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	259	253	97.68	2.32	17.00
Students Receiving Migrant Education Services	13	13	100.00	0.00	0.00
Students with Disabilities	46	45	97.83	2.17	2.22

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	285	281	98.60	1.40	18.15
Female	144	141	97.92	2.08	12.06
Male	141	140	99.29	0.71	24.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	265	261	98.49	1.51	17.24
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	113	111	98.23	1.77	10.81
Foster Youth	0	0	0	0	0
Homeless	22	22	100.00	0.00	18.18
Military	0	0	0	0	0

Socioeconomically Disadvantaged	259	255	98.46	1.54	16.47
Students Receiving Migrant Education Services	13	13	100.00	0.00	7.69
Students with Disabilities	46	45	97.83	2.17	6.67

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	16.83	15.05	17.39	14.81	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	93	93	100.00	0.00	15.05
Female	39	39	100.00	0.00	5.13
Male	54	54	100.00	0.00	22.22
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	87	87	100.00	0.00	13.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	33	33	100.00	0.00	3.03
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	84	84	100.00	0.00	11.90
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	7.14

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	96	96	96	98
Grade 7	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

At Hamilton Elementary School, parents are encouraged to be active partners in their child's education. We are proud to share that 100% of our families are registered on the parent portal, which serves as an important tool for communication and engagement. In addition, there is a strong effort to keep parents informed through regular newsletters from the Principal and the Community Schools Director, which provide updates on school initiatives, events, and available resources. Parents have many opportunities to get involved, including participation in the School Site Council (SSC), Parent Teacher Organization (PTO), family workshops, volunteering, and school events. The School Site Council works closely with school leadership to guide categorical funding decisions and support schoolwide goals. Parents are also invited to attend our quarterly Coffee with the Principal, which provides school updates and an opportunity to share feedback, questions, or concerns.

Hamilton Elementary School values strong family partnerships, and our PTO plays a vital role in supporting students and staff through fundraising and community events such as carnivals, winter programs, and concerts. Through our Community Schools initiative, we have expanded parent engagement by offering workshops on topics such as child safety, family mental health, and oral hygiene. Our Community Schools Director and school social worker collaborate with local agencies to provide additional resources and supports, including home visits, school-family meetings, and referrals to community and county agencies. All SSC and PTO meetings are offered both in person and via Zoom, with translation services available as needed.

For more information about parent involvement opportunities, families may contact Ulises Tellechea, Principal, at (530) 826-3474 or utellechea@husdschools.org

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	406	403	28	6.9
Female	204	203	10	4.9
Male	202	200	18	9.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	377	374	24	6.4
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	182	180	10	5.6
Foster Youth	--	--	--	--
Homeless	43	43	2	4.7
Socioeconomically Disadvantaged	360	357	28	7.8
Students Receiving Migrant Education Services	15	15	0	0.0
Students with Disabilities	70	68	5	7.4

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
5.48	5.81	4.19	3.52	4.4	3.28	3.6	3.28	2.94

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

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.19	0.00
Female	0.00	0.00
Male	8.42	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.71	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	4.40	0.00
Foster Youth	0.00	0.00
Homeless	6.98	0.00
Socioeconomically Disadvantaged	3.89	0.00
Students Receiving Migrant Education Services	6.67	0.00
Students with Disabilities	5.71	0.00

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

2025-26 School Safety Plan

Maintaining a safe, orderly, and supportive learning environment is a top priority at Hamilton Elementary School. Student and staff safety is supported through regular facility inspections, active supervision, and a comprehensive School Safety Plan. Students are supervised throughout the day by teachers, classified staff, and administrators, and a crossing guard is available before and after school. The campus is closed to visitors from 7:40 a.m. to 6:00 p.m. while school is in session, with access limited to a single pedestrian entrance during the school day. All visitors must check in through the school office, and all classrooms and student areas are equipped with phones capable of reaching 911.

Hamilton Elementary School maintains a Comprehensive School Safety Plan, which outlines emergency procedures, response protocols, and campus safety practices. The Safety Plan was last updated and approved by the Board on February 26, 2025, reviewed with staff on August 8 and 11, and is reviewed regularly by the School Site Council. Fire drills are conducted monthly, and lockdown/intruder drills are conducted at least twice each year. Safety procedures and expectations are reinforced with students through drills and classroom discussions to build preparedness and appropriate responses in emergency situations. The school also maintains a Crisis Response Plan, which is reviewed annually in collaboration with the Glenn County Sheriff's Office and the Hamilton Fire Department. In addition, a campus Vulnerability Assessment was conducted by the Glenn County Office of Education School Safety Coordinator in December 2022 to further strengthen safety practices.

Campus safety measures include daily morning inspections by maintenance staff, assigned supervision during recess and breaks, and 19 security cameras providing continuous surveillance across most of the campus. Student attendance is closely monitored, with absences confirmed by phone calls to parents or guardians. Students are not released during the school day without parent or guardian authorization, and all student removals are documented through the school office. While Hamilton Elementary School prioritizes keeping students in school whenever possible, serious violations of Education Code sections 48900 and 48915 may result in suspension or expulsion. Families are encouraged to partner with the school by discussing safety expectations at home and supporting a safe and respectful learning environment for all students.

D. Other SARC Information Information Required in the SARC

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

2022-23 Elementary Average Class Size and Class Size Distribution

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

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

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	3	1	0
1	27	0	1	0
2	25	0	3	0
3	25	0	3	0
4	23	1	2	0
5	24	0	3	0
6	14	24	7	0
Other	16	3	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	11	4	1	
1	12	4	1	
2	17	2	2	
3	15	4	3	
4	16	4	3	
5	14	5	2	
6	14	26	9	
Other	22	2	5	

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	11,204	2,174	9,030	69,223
District	N/A	N/A	9,898	\$84,208
Percent Difference - School Site and District	N/A	N/A	-9.2	-14.3
State	N/A	N/A	\$11,146	\$86,335
Percent Difference - School Site and State	N/A	N/A	-17.6	-12.8

Fiscal Year 2024-25 Types of Services Funded

Hamilton Elementary School receives state and federal funding to support academic achievement, student well-being, and family engagement. These funds include Local Control Accountability Plan (LCAP) state funds to support programs and activities that help all students achieve proficiency in core academic areas; Title I federal funds to meet the educational needs of students in high-poverty schools and to provide parent education; Title II federal funds to support ongoing professional development for teachers and administrators; Title III federal funds to improve instructional programs and services for English Learners; Expanded Learning Opportunities Program (ELOP) funds to provide after-school and summer learning programs; and Safe Schools funding to provide training, resources, and technical assistance to ensure a school and community environment that is physically and emotionally safe, well-disciplined, and conducive to learning.

Through these funding sources, Hamilton Elementary School is able to provide a wide range of instructional, enrichment, and support services for students. Special Education services are provided in partnership with the Glenn County Office of Education, offering a full continuum of supports including speech and language services, resource specialist services, and special day class placements. The school also partners with the Glenn County Office of Education to support students and families through Migrant Education and First Five programs. Academic intervention services are delivered throughout the

Fiscal Year 2024-25 Types of Services Funded

school day to address learning gaps, and Social-Emotional Learning (SEL) lessons are provided by teachers using and Clayful and Second Step.

Additional services supported by these funds include a TK–8 after-school program in partnership with the Boys & Girls Club, which provides homework support, enrichment activities, youth development, and supper; free breakfast and lunch for all students; summer school and summer camp programs facilitated by the Boys & Girls Club; middle school athletics including volleyball, flag football, boys' and girls' basketball, and track and field; Associated Student Body (ASB) activities and student clubs; and parent outreach, support, and education provided through the school social worker and teaching staff.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,582	\$54,773
Mid-Range Teacher Salary	\$80,464	\$78,981
Highest Teacher Salary	\$109,217	\$117,337
Average Principal Salary (Elementary)	\$138,494	\$128,425
Average Principal Salary (Middle)		\$137,947
Average Principal Salary (High)	\$148,386	\$138,809
Superintendent Salary	\$175,200	\$176,162
Percent of Budget for Teacher Salaries	27.48%	24.71%
Percent of Budget for Administrative Salaries	5.98%	5.91%

Professional Development

Hamilton Elementary School and the Hamilton Unified School District are committed to providing high-quality, ongoing professional development to support effective instruction and continuous improvement. Instructional staff participate in a total of four full non-student professional development days and six minimum days each school year. Professional development activities are aligned with District and school visions, as well as Local Control Accountability Plan (LCAP) goals, and are designed to meet the academic and social-emotional needs of all students.

Professional development opportunities include training in Quality Teaching for English Learners (QTEL) and Professional Learning Communities (PLCs) through Solution Tree, with an emphasis on PLCs in small schools. In partnership with the Glenn County Office of Education, staff have received training in the use of formative and summative assessments and the analysis of student data to inform instruction and guide PLC work. Teachers also engage in regular collaboration during scheduled PLC time to analyze student data, develop common assessments, plan lessons, and monitor progress toward schoolwide instructional goals.

In addition to districtwide and schoolwide professional development, Hamilton Elementary School staff participate in targeted training to support bilingual instruction, literacy, and positive school climate. This includes professional learning in bilingualism and instructional coaching provided by Dr. Claudia Rodríguez-Mojica. Teachers have also participated in professional development opportunities such as Biliteracy as a Resource: Investing in Literacy Across Languages for All (BRILLA), trainings offered by the California Association for Bilingual Education (CABE), The Writing Revolution, and ARISE Literacy through the Glenn County Office of Education. These ongoing professional learning opportunities support instructional quality, collaboration, and student achievement across all grade levels.

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hamilton Unified School District	Jeremy Powell, Ed.D. Superintendent	jpowell@husdschools.org 530 826 3261

Goal 1

Goal Description

Hamilton Unified School District will enhance academic performance for all students, ensuring they are well-prepared for success in high school and beyond. Special focus will be given to supporting students from Low Socio-Economic backgrounds, English Learners, Foster Youth, Homeless, Special Education students, and those who are academically struggling.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Priority 1: Local Indicator/Teacher credential	100% of teachers at HUSD are highly qualified in core content areas	100% of teachers at HUSD are highly qualified in core content areas		100% of teachers at HUSD are highly qualified in core content areas	100% of teachers at HUSD are highly qualified in core content areas
1.2	Priority 1: Instructional materials	100% of students will have access to Common Core aligned instructional materials in Mathematics, ELA, Social Studies, and Science.	100% of students will have access to Common Core aligned instructional materials in Mathematics, ELA, Social Studies, and Science.		100% of students will have access to Common Core aligned instructional materials in Mathematics, ELA, Social Studies, and Science.	100% of students will have access to Common Core aligned instructional materials in Mathematics, ELA, Social Studies, and Science.
1.3	Priority 1: Facilities in good repair	FIT Reports referenced in the SARC for all campuses all have a good rating	FIT Reports referenced in the SARC for all campuses all have a good rating		FIT Reports referenced in the SARC for all campuses all have a good rating	FIT Reports referenced in the SARC for all campuses all have a good rating
1.4	Priority 2: Implementation of State adopted academic content for all students leading to EL proficiency	Full Implementation of State Board adopted programs and services with a focus on allowing English Learners access to Common Core Standards English language proficiency	Full Implementation of State Board adopted programs and services with a focus on allowing English Learners access to Common Core Standards English language proficiency		Full Implementation of State Board adopted programs and services with a focus on allowing English Learners access to Common Core Standards English language proficiency	Full Implementation of State Board adopted programs and services with a focus on allowing English Learners access to Common Core Standards
1.5	Priority 4: Statewide Assessment ELA	ELA % Meeting or Exceeding Standard Grades 3-8: 17.65% Grade 11: 42.64%	ELA % Meeting or Exceeding Standard Grades 3-8: 19.13% Grade 11: 48.22%		ELA % Meeting or Exceeding Standard Grades 3-8: 19.35% Grade 11: 51.17%	ELA % Meeting or Exceeding Standard Grade 3-8: 26.65% Grade 11: 50.56%
1.6	Priority 4: Statewide Assessment Math	Math % Meeting or Exceeding Standard:	Math % Meeting or Exceeding Standard:		Math % Meeting or Exceeding Standard:	Math % Meeting or Exceeding Standard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		CAASPP Grades 3-8: 13.41% Grade 11: 21.74%	CAASPP Grades 3-8: 15.55% Grade 11: 18.19%		CAASPP Grades 3-8: 18.15% Grade 11: 22.73 %	Grade 3-8: 22.41% Grade 11: 30.74%
1.7	Priority 4: Statewide Assessment California Science Test (CAST)	CAST % Meeting or Exceeding Standard: CAASPP Grades 3-8: 13.25% Grade 11: 25.78%	CAST % Meeting or Exceeding Standard: CAASPP Grades 3-8: 16.83% Grade 11: 10%		CAST % Meeting or Exceeding Standard: CAASPP Grades 3-8: 15.05% Grade 11: 15.91%	CAST % Meeting or Exceeding Standard: Grade 3-8: 22.25% Grade 11: 34.78%
1.8	Priority 4: A-G Completion Rate	HUSD: 37%	HUSD: 81%		No Data Available	HUSD: 46%
1.9	Priority 4: CTE Pathway completion Rate	HUSD: 28.4%	HUSD: 42%		No Data Available	HUSD: 37%
1.10	Priority 4: A-G Completion and CTE Pathway Completion Rate	HUSD: 17.9%	HUSD: 34.8%		No Data Available	HUSD: 26.9%
1.12	Priority 4: English Language Progress Indicator	HUSD 53.1% Making Progress	HUSD 33.3% Making Progress		No Data Available	HUSD: 62.1% Making Progress
1.13	Priority 4: Reclassification rates	HUSD: 25.7%	HUSD: 23.6%		No Data Available	HUSD: Maintain 10% reclassification rates.
1.14	Priority 4: AP Passage rate	AP Spanish Language- 11/12 = 92% AP English Language- 6/10 = 60% AP English Literature: 7/10 = 70% AP Stats- N/A	AP Spanish Language- 20/23 = 87% AP English Language- 1/11 = 9.1% AP English Literature: 3/12 = 25% AP Stats- N/A		No Data Available	AP Spanish Language- Maintain 100% AP English Language- Increase to 25% AP Stats- Maintain over 70%
1.15	Priority 4: EAP ELA & Math	Grade 11: 42.64%	Grade 11: 40.25%		No Data Available	Grade 11: 50.56%
1.16	Priority 7: Broad Course of Study	100% of students have access to a broad course of study.	100% of students have access to a broad course of study.		100% of students have access to a broad course of study.	100% of students have access to a broad course of study
1.18	Priority 8: College/Career Indicator (HS only)	41.8% Prepared 20.9% Approaching 37.3% Not Prepared	30.9% Prepared 22.1% Approaching 47.1% Not Prepared		No Data Available	56.8% Prepared 20.9% Approaching 22.3% Not Prepared

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Learning Labs Learning Labs are at both HES and HHS providing a full-time Certificated staff and two part-time para-educators with a focus on intervention including one-on-one instruction, small group instruction, and whole class support (as needed) curriculum. We will use LREBG funds to further support this metric</p>	No	Fully Implemented		Addition of 2025-2026 LREBG funds (\$61,179) continuing to support Learning Labs	\$276,179	\$152,200
1.2	<p>Enhanced MTSS Approaches Multi-Tier System of Success (MTSS) is a proven strategy that works to support All students learn at high levels by providing additional supports based on need with an escalation of various supports as the academic needs increase including.</p>	No	Fully Implemented			\$49,000.00	\$27,560
1.3	<p>Focused Writing Emphasis An area of great need throughout HUSD is in writing proficiency. Data and teacher feedback indicate that students—particularly English Learners, Low-Income students, and Foster Youth—are underperforming in writing across all grade levels. To address this, HUSD will be exploring and implementing a K–12 writing framework (Action 1.3) designed to build coherence and alignment in writing instruction. This initiative will include professional development for teachers focused on research-based writing strategies and scaffolds for language learners, the establishment of common instructional routines and benchmarks to track writing growth over time, and the integration of explicit English language development supports within writing instruction. In addition, formative assessments</p>	Yes	Partially Implemented			\$45,000.00	\$18,900

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and writing rubrics will be used to guide instructional planning and monitor student progress. This systemwide approach is designed to ensure that unduplicated pupils receive consistent, high-quality writing instruction that aligns with grade-level expectations and the demands of the CAASPP and ELD standards.						
1.4	Library Update HUSD will update the library facilities at both HES and HHS to better support literacy development for all students by purchasing relevant and grade-appropriate books that reflect the needs of our students. In addition to expanding the physical book collections, the district will upgrade technology and library software systems to improve student access to digital literacy tools and resources. Physical spaces will be redesigned to create welcoming, student-centered environments that encourage reading, independent study, and academic engagement. These improvements will be supported through collaboration with teachers and paraeducators to ensure that library resources are integrated into classroom instruction and aligned with the literacy needs of our students	No	Planned			\$76,000.00	\$0
1.5	Bilingual Para Educators Primarily focus is support of English Learners, support students in one-on-one, small group, and whole group instruction within and outside of the classroom providing additional instruction for struggling students.	Yes	Fully Implemented			\$100,000.00	\$53,600

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	Safe and Secure School Facilities Provide services and maintenance of District facilities to maintain a safe and secure facility at all school sites. Buildings and other infrastructure added as enrollment, staffing, and needs of the District dictate.	No	Partially Implemented			\$420,000.00	\$196,300
1.7	Small Class Sizes To support our unduplicated students, HUSD strives to maintain small class sizes throughout HES and HHS, with a particular emphasis on early grades and core content areas. This approach allows for more individualized instruction, stronger relationships between students and teachers, and timely intervention for students who are struggling academically. On average, class sizes are maintained at approximately 22:1 in K–3 and 25:1 in grades 4–12, with some variation based on enrollment and staffing availability. These reduced ratios are especially beneficial for English Learners, Foster Youth, and Low-Income students, as they provide more direct instructional time and opportunities for differentiation aligned to their needs.	Yes	Fully Implemented			\$2,305,000.00	\$1,252,500
1.8	Para Educators Primarily focus is to support students in one-on-one, small group, and whole group instruction within and outside of the classroom providing additional instruction for struggling students.	No	Fully Implemented			\$175,000.00	\$94,100

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.9	<p>Increased Course Offerings To increase offerings that allow for a broad course of study principally directed at unduplicated students, HUSD is expanding access to courses such as Spanish for grades 6–8, Career Technical Education (CTE) pathways, and additional math support classes. These courses are designed to engage students who may not have previously had access to such opportunities, with a focus on improving college and career readiness for English Learners, Foster Youth, and Low-Income students. Implementation will involve hiring qualified certificated and classified staff, purchasing curriculum and instructional materials, and providing targeted professional development to ensure instructional quality. Additionally, capital outlay may be used for facility upgrades to accommodate new course offerings and ensure they are accessible across multiple school sites. These expanded offerings aim to both increase student engagement and improve outcomes on the College/Career Indicator (CCI), A–G completion rates, and other key metrics for unduplicated students.</p>	Yes	Partially Implemented			\$46,000.00	\$19,560
1.10	<p>Access to Technology Continue to provide access to technology; including hardware, software, staff development training.</p>	No	Fully Implemented			\$88,000.00	\$48,330
1.11	<p>Enhanced Counseling and Career Awareness HUSD will maintain current levels of counseling support with a focused emphasis on college and career readiness, A–G completion, dual enrollment course</p>	Yes	Fully Implemented			\$290,000.00	\$149,900

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>participation, and addressing both academic and socio-emotional needs. This support is primarily directed at unduplicated students, including English Learners, Foster Youth, and Low-Income students, who often face additional barriers to postsecondary success. Counselors will provide one-on-one academic advising, schedule audits to ensure students remain on track for A–G and graduation requirements, and facilitate enrollment in dual credit courses. In addition, they will lead workshops on college applications, financial aid, and career exploration, and offer small group or individual sessions targeting mental health and wellness. HUSD will continue to fund these positions through LCFF and provide training aligned to trauma-informed practices to ensure that support is responsive to the diverse needs of our student population.</p>						
1.12	<p>Extended Day and School Year HUSD will provide additional time before school, after school, and during Summer Break to provide additional academic and socio and emotional support with a specific focus primarily directed for our unduplicated students. We will use LREBG funds to further support this metric</p>	No	Fully Implemented			\$660,000.00	\$367,420
1.13	<p>Professional Development In order to support our unduplicated and Special Education students with the most up to date and relevant support, Certificated and Classified Staff Professional Development throughout and beyond the school year is a priority.</p>	Yes	Partially Implemented			\$32,000.00	\$26,120

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 2

Goal Description

HUSD strives to cultivate a welcoming, safe, and engaging atmosphere at each school site, where the social and emotional needs of students are prioritized. This environment will foster a strong sense of connection to the school and positive school culture, with additional support provided for students who have experienced trauma and/or mental health issues.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Priority 5: School attendance rates	HUSD: 96% . HHS & EBHS: 95% HES: 96%	HUSD: 95% HHS & EBHS: 94% HES: 95%		HUSD: 96% HHS & EBHS: 97% HES: 96%	HUSD: 97% . HHS & EBHS: 97% HES: 97%
2.2	Priority 5: Chronic absenteeism rates	HUSD:10.6% HES: 9.4% HHS: 12.3%	HUSD:11.7% HES: 7.5% HHS: 13.9%		No Data	HUSD: 8% HES at 8% HHS at 8%
2.4	Priority 5: Middle school dropout rate	HES: 0%	HES: 0%		No Data	HES: 0%
2.5	Priority 5: High school dropout rate	HUSD: 6% (4 total students)	HUSD: 6% (4 total students)		No Data	HUSD: 0%
2.6	Priority 5: High School Graduation Rate	HUSD: 97%	HUSD: 97%		No Data	HUSD: 100%.
2.7	Priority 6: State Indicator/Student Suspension Indicator	HUSD: 31 suspensions totaling 3.5% HHS: 3 suspensions totaling 1.0% EBH: 0% suspensions HES: 28 suspensions totaling 5.5%	HUSD: 44 suspensions totaling 4.4% HHS: 10 suspensions totaling 2.3% EBH: 1 suspension totaling 5% suspensions HES: 33 suspensions totaling 5.8%		No Data	HUSD: 3% HHS: 3% EBH: 3% HES: 3%
2.8	Priority 6: Local Metric/Expulsion rate	HUSD: 0% Expulsions HHS: 0% Expulsions EBH:0% Expulsions HES: 0% Expulsions	HUSD: 0% Expulsions HHS: 0% Expulsions EBH:0% Expulsions HES: 0% Expulsions		No Data	HUSD: 0 Expulsions HHS: 0 Expulsions EBH:0 Expulsions HES: 0 Expulsions
2.10	Priority 6: Local tool for school climate	% of Students and Certificated Staff	% of Students and Certificated Staff		No Data	% of Students and Certificated Staff

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		completing the Healthy Kids Survey: 7th Grade: 100% 9th Grade: 100% 11th Grade:100% Staff: 100%	completing the Healthy Kids Survey: 7th Grade: 100% 9th Grade: 100% 11th Grade:100% Staff: 100%			completing the Healthy Kids Survey: 7th Grade: 100% 9th Grade: 100% 11th Grade:100% Staff: 100% 11th Grade:100%
2.11	Priority 6: Local tool for school climate	% of Families completing Strategic Planning/LCAP Survey: 30%	% of Families completing Strategic Planning/LCAP Survey: 32%		No Data	% of Families completing Strategic Planning/LCAP Survey: 35%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	School based counseling Maintain school-based counseling services primarily directed for the unduplicated students by ensuring full-time counselors are available at both school sites. Counselors will provide individualized academic advising, socio-emotional support, and college/career planning through one-on-one sessions, group workshops, and classroom push-ins. Services will be aligned to address barriers faced by English Learners, Foster Youth, and Low-Income students, including trauma-informed practices and mental health referrals.	Yes	Fully Implemented			\$73,000.00	\$52,100
2.2	Nursing Services Provide for the health and safety of students	No	Fully Implemented			\$47,000.00	\$23,760
2.3	Social/Emotional Focused Professional Development	No	Partially Implemented			\$36,000.00	\$20,100

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Professional Development focused on social and emotional needs of students (including Capturing Kids Hearts Training). We will use LREBG funds to further support this metric						
2.4	Enhanced PBIS Approaches Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health. A focus for our PBIS implementation will be for our unduplicated students. HUSD will implement PBIS through site-based teams that analyze behavior data, establish schoolwide expectations, and provide tiered supports aligned with student needs. Targeted interventions will be designed for English Learners, Foster Youth, and Low-Income students who are disproportionately impacted by exclusionary discipline. Ongoing staff training, data review cycles, and student recognition systems will ensure consistency and cultural responsiveness across all sites.	Yes	Partially Implemented			\$11,000.00	\$7,540
2.5	Student Social/Emotional Support HUSD will continue to provide counseling via digital media (including Clayful) for 3-12 with a focus on our unduplicated students. We will use LREBG funds to further support this metric	No	Partially Implemented			\$44,000.00	\$44,000
2.6	Safe Environment. To employ classified staff to provide supervision to maintain a safe environment.	No	Fully Implemented			\$72,000.00	\$37,600

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.7	Positive School Culture To promote a positive, cohesive school climate among staff through the prominent display of the Mission statement, LCAP goals, school logo, color and mascot (District Branding)	No	Partially Implemented			\$18,000.00	\$6,610

Goal 3

Goal Description

HUSD will engage parents, families, and community members as essential partners in the educational journey of students, emphasizing the critical role parents play in their children's academic success.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Priority 3: Parent Input and Participation	% of Families completing Strategic Planning/LCAP Survey: 22%	% of Families completing Strategic Planning/LCAP Survey: 25%		No Data	% of Families completing Strategic Planning/LCAP Survey: 30%
3.2	Priority 3: Parent Input and Participation	APTT (Academic Parent Teacher Teams) parent attendance included 25% of all exceptional Needs Students.	APTT (Academic Parent Teacher Teams) parent attendance will include 25% of all exceptional Needs Students.		No Data	APTT (Academic Parent Teacher Teams) parent attendance will include 25% of all exceptional Needs Students.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Family Resource Center Provide ongoing support for families in need with a focus on providing support with healthcare, nutrition services, and parental support.	No	Partially Implemented			\$210,000.00	\$108,860
3.2	Parent outreach events Primarily for our unduplicated students, maintain parent outreach events, for example: Parent Conferences, HES Parent Lunch, ELAC/DELAC, Coffee with the Principal, SSC, Student Celebrations, PTO/Boosters, DAC (HES), Senior Projects, 10th Grade Counseling, Clubs and Organizations, Back to School, Open House, Adult Education, News	Yes	Partially Implemented			\$33,000.00	\$12,880

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Letters, HUSD Web Site with funding for child care and refreshments.						
3.3	<p>Academic Parent Teacher Teams (APTT) These will be directed primarily for the unduplicated students and their families to have regular interactions with their child's teacher focused on upcoming academics, additional available supports, and any other needs families may have. HUSD will implement this through scheduled family-teacher academic check-ins at least once per trimester, supported by translation services, flexible meeting times (in-person or virtual), and a structured agenda aligned to academic benchmarks and support services. Teachers will receive guidance on using these meetings to identify barriers, connect families to interventions, and build trust, especially with families of English Learners, Foster Youth, and Low-Income students.</p>	Yes	Not Implementing			\$17,000.00	\$0

Goal 4

Goal Description
To meet the unique needs at Ella Barkley High School we will increase attendance and graduation rate by hiring additional staff to support and monitor student learning.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	Priority 1: Local Indicator/Teacher credential	100% of teachers at Ella Barkley High School are highly qualified in core content areas	100% of teachers at Ella Barkley High School are highly qualified in core content areas		100% of teachers at Ella Barkley High School are highly qualified in core content areas	100% of teachers at Ella Barkley High School are highly qualified in core content areas

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Hire additional staff Ella Barkley will hire additional staff to support all students at Ella Barkley High School with attendance, academics, and social/emotional well being.	Yes	Ongoing Implementation			\$50,000.00	\$0
4.2	Hire additional staff (Equity Multiplier Funding) Using equity multiplier funding, Ella Barkley will hire additional staff to support all students at Ella Barkley High School with attendance, academics, and social/emotional well being.	No	Ongoing Implementation			\$50,000.00	\$0

Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	5,162,000	2,719,940
LCFF Supplemental/Concentration Grants	2,973,285	1,593,100

File No.

November 21, 2025

VIA E-MAIL ONLY

Jeremy Powell
Superintendent
Hamilton Unified School District
P.O. Box 488
Hamilton City, CA 95951
Email: jpowell@hudschools.org

Re: Proposal for Legal Services

Dear Jeremy:

Thank you for the opportunity to provide legal services to the Hamilton Unified School District (“District”). This letter shall serve to outline the terms and conditions of our representation of the District. If you have any questions concerning any of the information provided in this letter, I welcome your call.

1. Scope of Services.

Our responsibilities shall be to represent the District in matters related to its public education mission from time to time as the District may request upon our mutual agreement.

2. Fees.

The measure for our services will be the actual time expended performing legal services at hourly rates in effect at the time services are performed for the lawyers, paralegals and clerks who are directly involved in the matters for which you have retained us. For the 2025-2026 fiscal year, we will charge the District at the following discounted rates: Partners/Of Counsel: \$395/hour; Senior Counsel: \$370/per hour; Associates: \$345/hour; Paralegals: \$225/hour; and Clerks at \$125/hour.

Our firm may change the hourly rates for its personnel. We will, however, advise you in writing as to any change in our hourly rates before they become effective and obtain your agreement to the change.

Attorneys at Law
www.ohhlegal.com

●
1901 Avenue of the Stars, Suite 575
Los Angeles, CA 90067

■
6200 Stoneridge Mall Road, Suite 225
Pleasanton, CA 94588

■
2877 Historic Decatur Road, Suite 200
San Diego, CA 92106

●
13181 Crossroads Parkway N., Suite 170
City of Industry, CA 91745

■
667 Lighthouse Avenue, Suite 202
Pacific Grove, CA 93950

■
333 City Blvd. West, Suite 1700
Orange, CA 92868

●
3600 Lime Street., Building 2 Office #218
Riverside, CA 92507

3. Retainer.

As a matter of policy, we require clients of the firm to maintain a retainer to be applied towards fees and costs. In your instance, however, we are willing to waive this policy.

4. Expenses Incurred and Other Charges.

In addition to our fee, we will expect the District to reimburse us for all expenses we incur on its behalf, including expert witness fees, court reporters, long distance telephone calls, travel costs, postage, air freight, messenger services, computer research time, external printing costs and the like. We will bill you our direct costs for these expenses without mark-up. We will charge the District for all internal photocopying (at 10¢ per page) done by us with respect to District matters.

5. Billing Practices.

We will send an invoice to you monthly detailing all of the expenses incurred during the previous month. These invoices will be of sufficient detail to enable you to determine the nature of any expenses incurred. Payment is due upon receipt.

6. Termination of Representation.

The attorney-client relationship is one of mutual trust and confidence, and the District is, of course, free to terminate our relationship at any time. We will also be free to terminate the relationship at any time, and should that unlikely event occur, we will do so in a manner which complies with applicable law, court rules and the Rules of Professional Conduct of the State Bar of California. These rules permit us to withdraw if, among other reasons, your conduct renders it unreasonably difficult for us to carry out the representation effectively.

7. Professional Liability Insurance.

Orbach Huff & Henderson LLP carries professional errors and omissions liability insurance. No representation is made by Orbach Huff & Henderson LLP as to "insurance coverage" for the types of service which we may perform for the District.

8. Mediation, Binding Arbitration and Related Fees and Costs.

We look forward to a beneficial and mutually productive relationship with the District. If, however, you become dissatisfied for any reason with the services we have performed, we encourage you to bring that to our attention immediately. It is our belief that most such problems can be resolved by good faith discussions between the parties. Nevertheless, it is always possible that some dispute may arise which cannot be resolved by discussions between us. We believe that such disputes can be resolved more expeditiously and with less expense to all concerned by mediation and, if mediation is unsuccessful through binding arbitration, rather than through court proceedings.

Therefore, the parties will first attempt to resolve all disputes through mediation with a mediator mutually agreed to by the parties.

To the extent mediation is unsuccessful in resolving any dispute, the parties agree to proceed with binding arbitration. Arbitration is a process by which both parties to a dispute agree to submit the matter to an arbitrator and to abide by the arbitrator's decision. In arbitration, there is no right to a trial by jury, and the arbitrator's legal and factual determinations are generally not subject to appellate review. Rules of evidence and procedure are often less formal and rigid than in a court trial. Arbitration usually results in a decision much more quickly than proceedings in court, and the attorneys' fees and other costs incurred by both sides are usually substantially less. Of course, you are encouraged to discuss the advisability of arbitration with other counsel or any of your other advisors and to ask any questions which you may have.

Any dispute based upon, arising out of or relating to our engagement, this letter agreement and/or the performance or non-performance of services (including, without limitation, claims of professional negligence) as well as any dispute as to the arbitrability of any such claims will be subject to binding arbitration to be held in Los Angeles County, California before a retired California superior court judge pursuant to the commercial arbitration rules of the American Arbitration Association. The arbitrator's award will be final and binding and judgment thereon may be entered in any court of competent jurisdiction. As a practical matter, by agreeing to arbitrate all parties are waiving the right to a jury trial.

In any dispute, at any stage, including mediation or arbitration, the parties shall bear their own attorneys' fees and costs.

9. File Retention and Destruction.

As discrete matters conclude, we may close those matters and we will retain a client file of that matter for a period of three (3) years. We may store some or all client file materials in a digital format. In the process of digitizing those documents, we will return to you any original paper documents provided by you. We will not return copies of paper documents provided by you unless you request those copies in writing. After a paper document is digitized, we will destroy all paper documents in the client file, subject to the exceptions noted above. At the expiration of the 3-year period, we will destroy all client file materials unless you notify us in writing that you wish to take possession of them. This clause applies to any client file materials being held or stored by a third-party vendor.

10. Term.

The term of this agreement and our representation of the District shall begin on the date you indicate by your signature below and shall continue unless our representation is terminated as indicated herein.

If you agree with the foregoing, please sign this letter, and return it to me. Please keep a duplicate for your records. If you ever have any concerns about our work, please contact me at any time. I look forward to working with you and thank you again for your trust in choosing Orbach Huff & Henderson LLP.

Very truly yours,
ORBACH HUFF & HENDERSON LLP



Phil Henderson

The undersigned has read and understood this agreement, represents that he or she has the authority to execute this agreement on behalf of the District, and acknowledges that this agreement is subject to mediation and binding arbitration as provided above. The foregoing accurately sets forth all the terms of your engagement and is approved and accepted on _____, 2025.

By: Ray Dull

Title: Superintendent _____

At its public meeting of January 28, 2026, the District's Governing Board approved or ratified this Agreement.

HUSD Certificated Seniority List

First Name	Last Name	Hire Date*	Status	Notes
Lynn	Larson	24-Aug-89		
Liz (Adriana)	Cox (El Allie)	25-Aug-95		
Maribel	Hernandez (Medina)	25-Aug-97		
Maria	Gonzalez-Alvarez	25-Aug-97		
Kelly	Langan	19-Aug-98		
Rina	Gonzalez	23-Aug-00		
Alexandra	Charlon	16-Aug-01		
Guadalupe	Funderburk	15-Aug-02		
Ellese	Mello Buttitta	29-Aug-03		
Maria	Llamas	13-Aug-04		
Maria	Esquivel	13-Aug-04		
Blanca	Godinez	13-Aug-04		
Hogan	Brown	8-Jan-07		
Janice	Lohse	15-Aug-07		
Matthew	Steele	15-Aug-07		
Maria	Reyes	27-Aug-07		
Matthew	Jarvis	15-Aug-12		
Raquel	Bocast	9-Aug-13		
Jennifer	Firth	11-Aug-14		
Paula	Garcia	7-Aug-15		
Mary	Hansen	7-Aug-15		
Patricia	Hernandez (Diaz)	7-Aug-15		
Shelley	Whittaker	7-Aug-15		
Andrew	Martin	10-Aug-18		
Derek	Nall	10-Aug-18		
Aimee	Curriel	9-Aug-19		
Ashley	Thorpe	6-Aug-21		
Trevor	Heyl	6-Aug-21		
Jocelyne	Duenas	31-Jan-22		
Amanda	Avakian	5-Aug-22		
Bryan	Cruz	5-Aug-22		
Gelsey	Quiroz-Garcia	5-Aug-22		
Maricela	Almaraz	11-Aug-23		
Emily	Bladorn	11-Aug-23		
Claudia	Cruz	11-Aug-23		
Kayla	Hall	11-Aug-23		
Adam	Levine	11-Aug-23		
Kaila	Davidson	9-Aug-24	Prob II	
Mariesa	Fitzgerald-Adams	9-Aug-24	Prob II	Classified Dist. Hire Date = 8/12/16
Alexia	Mercado-Parra	8-Aug-25	Prob I	
Tara	Davenport	8-Aug-25	Prob I	
Leslie	Lopez	8-Aug-25	Prob 0	
Kimberly	Tietz	8-Aug-25	Prob I	
Ethan	Swett	12-Jan-26	Prob 0	

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

Revised: 12.15.2015/For Certificated review/Adopted: 1.21.2016
 Revised: 10.25.2016/For Certificated review/Adopted: 1.25.2017
 Revised: 11.8.2017/For Certificated review/Adopted: 1.30.2018
 Revised: 10.24.2018/For Certificated review
 Revised: 11.28.2018/For Certificated review/Adopted: 1.23.2019
 Revised: 10.15.2019/For Certificated review/Adopted: 1.22.2020
 Revised: 10.22.2020/For Certificated review/Adopted: 2.24.2021
 Revised: 10.26.21/For Certificated review/Adopted: 1.26.2022
 Revised: 9.7.22/For Certificated review/Adopted: 1.25.2023
 Revised: 10.20.23/For Certificated review/Adopted: 1.24.2024
 Revised: 10.7.24/For Certificated review/Adopted: 1.22.2025
 Revised: 10.8.25/For Certificated review/Adopted:
 (See Seniority Change log for details of revisions.)

Intern Teachers	Long Term Subs	Hire Date	Status	Notes

HUSD CLASSIFIED SENIORITY LIST

NAME	POSITION	SERVICE DATE	SERVICE DATE FROM BEGINNING OF EMPLOYMENT W/ DISTRICT(S)
DelaCruz, Yolanda (Bernice)	Paraeducator/Library Media Technician	7/1/2019	2/5/1985 (Paraeducator)
	Paraeducator	8/11/2014	x
	Paraeducator II	8/9/2010	x
	Cook Helper	8/24/2009	x
	Instructional Aide	8/28/1989	x
	Teacher Aide	2/5/1985	x
Crosby, Clyde (Austin)	District Universal - Maintenance & Transportation	7/1/2013	(7/1/1996) Custodian
	Custodian/Sub Bus Driver	7/1/2005	x
	Custodian	10/1/1996	x
Lopez-Reyes, Bertha (Maria)	District Custodian	10/08/2003	
Montgomery, Sean	Child Nutrition Lead	10/1/2022	x
	Director of Nutrition & Student Welfare (Mgmt, NON CSEA)	7/1/2019	7/1/2019 to 9/30/2022, voluntary step down from Mgmt position
	Child Nutrition Lead	8/9/2013	x Assistant Cook 5/19/2006
	Head Cook	8/9/2010	x
	Assistant Cook	1/1/2007	x
	Cook Helper/Dish	5/19/2006	x
Elkin, Dave	District Universal - Maintenance & Transportation	5/30/2017	x
Rivera, Rosa	Office Assistant I	1/11/2021	(8/27/2018) Office Assistant I
	Temporary Office Assistant I	9/30/2020	Hired in Temp. position
	Office Assistant I	8/27/2018	Placed on 39 Month Rehire List Effective 6/30/20
Lozano, Marcelina	Child Nutrition Lead	8/9/2019	
Romano, Jonathan	District Universal - Maintenance & Transportation	10/7/2021	(10/7/2021) District Universal - Maintenance & Transportation
	District Custodian	1/11/2021	(1/11/2021) District Custodian
	Short-Term District Custodian	8/26/2020	x Short-Term District Custodian 8/26/20 - 12/18/20
McCarthy, Cierra	District Universal - Maintenance & Transportation	8/6/2021	(8/6/2021) District Universal - Maintenance & Transportation
	District Custodian	1/11/2021	(1/11/2021) District Custodian
	Short-Term District Custodian	10/14/2020	x Short-Term District Custodian 10/14/20 - 12/18/20
Velazquez, Doris	Child Nutrition Assistant	2/2/2021	x
Rosales Ramirez, Josefina	Braves Training Table Nutrition Lead	1/13/2025	x - became Braves Training Table Nutrition Lead
	Child Nutrition Assistant/Child Nutrition Lead	8/9/2024	x - became Child Nutrition Lead for Boys & Girls Club 3.5 hours
	Child Nutrition Assistant	7/19/2021	x
Martinez-Barron, Giovanni	Paraeducator/Library Media Technician	11/1/2021	(11/1/2021) Paraeducator/Library Media Technician
	Short-Term Child Nutrition Assistant	12/14/2020	x Short-Term Child Nutrition Assistant 12/14/20 - 6/4/21
Acosta, Isaac	Paraeducator/Library Media Technician	11/1/2021	x
Rosales, Rodrigo	District Custodian	7/1/2025	
	District Universal - Maintenance & Transportation	6/1/2023	x
	District Custodian	12/13/2021	x
Taylor, Shannon	Campus Supervisor/Crossing Guard	2/10/2022	x
	Temporary Preschool Teacher (Classified)	2/19/2021	x Temporary Preschool Teacher (Classified) 2/19/21 - 6/4/21
Aguilar, Cristian	Office Assistant I	9/16/2022	x
Moreno, Alissa	Paraeducator/Library Media Technician	10/14/2022	x
Medina-Duran, Nayeli	SPED Paraprofessional	10/17/2022	x
Watson, Michael	Information Systems Technician	10/24/2022	x
Vera Hernandez, Marisol	Administrative Technician	8/7/2023	x
Ledezma-Jimenez, Bianca	Paraeducator/Library Media Technician	8/11/2023	x
Sanchez Puente, Sandra	Paraeducator/Library Media Technician	12/8/2023	x
Jimenez, Marco	District Custodian	12/18/2023	x
Ortiz, Maria Del Carmen	Preschool Teacher (Classified)	8/9/2024	x
Ortiz Cisneros, Yesenia	Child Nutrition Assistant/Child Nutrition Lead	3/3/2025	x
Brand, Maribel	Preschool Assistant	5/1/2025	x
Lopez-Orta, Lilitana	Paraeducator/Library Media Technician	5/1/2025	x
Mulliner, Ashley	Paraeducator/Library Media Technician	5/14/2025	x
Sapien, Ivonne	Paraeducator/Library Media Technician	8/8/2025	x
Brunson-Williams, Julie	Licensed Vocational Nurse	9/1/2025	x
Medina, Peter	Campus Supervisor/Crossing Guard	10/1/2025	x
Helland, Kathryn	Business Services and Payroll Technician	10/6/2025	x
Vera, Lionor	Paraeducator/Library Media Technician	10/8/2025	x
Marin, Erika	Preschool Assistant	12/1/2025	x

EMPLOYED FROM 39 MONTH REHIRE LIST

N/A

(See Seniority Change Log for details of revisions)

Revision: October 8, 2025

Adopted:

Bold text = your current position and corresponding seniority date

Checks Dated 11/26/2025 through 01/15/2026

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40376480	11/26/2025	4IMPRINT				
			11-6391-0-4110-1000-4300-000-000-00000	11-6391 ADULT ED JAVELIN PENS		225.17
40376481	11/26/2025	AERIES SOFTWARE INC				
			01-0000-0-0000-2700-5200-100-000-00000	2700-5200 AeriesCon Fall & Spring Registration	1,199.00	
			01-0000-0-0000-2700-5200-800-000-00000	2700-5200 AeriesCon Fall & Spring Registration	1,199.00	2,398.00
40376482	11/26/2025	AT&T				
			01-0000-0-0000-8100-5590-800-000-00000	8100-5590 MONTHLY PHONE SERVICE ELEM		181.82
40376483	11/26/2025	CALIFORNIA ASSOCIATION BILINGUAL EDUCATION				
			01-6266-0-1110-1000-5200-100-000-00000	CABE 3/4-3/7 2026 RINA GONZALEZ	915.00	
			01-7812-0-1110-1000-5890-800-000-00000	7812 5890 SPRING 2026 PD/TRANING	12,000.00	12,915.00
40376484	11/26/2025	CAMBRIDGE UNIVERSITY PRESS				
			11-3905-0-4110-1000-4300-000-000-00000	11-3905-4110- ESL & EL CIVICS CURRICULUMN		846.14
40376485	11/26/2025	CHICO PERFORMANCES				
			01-6770-0-1110-1000-5890-800-000-00000	CS university box office-K. Davidson		1,160.00
40376486	11/26/2025	CHRISTY WHITE ASSOCIATES				
			01-0000-0-0000-7191-5810-000-000-00000	7191-5810 AUDITORS FEES		10,350.00
40376487	11/26/2025	COMANCHE CREEK FARMS				
			01-7816-0-3800-1000-4300-100-000-00000	7816-4300-100 BRAVE FARMER PRODUCE		44.00
40376488	11/26/2025	CORNING FORD				
			01-0350-0-3800-1000-5630-100-051-00000	8100-5630 VEHICLE REPAIRS & SERVICE		341.35
40376489	11/26/2025	DOUBLE DIAMOND STEEL INC.				
			01-6387-0-3800-1000-4300-100-000-00000	OPEN PO FOR METAL VENDOR		297.73
40376490	11/26/2025	FORK FARMS LLC				
			01-6387-0-3800-1000-4300-100-000-00000	6387-4300-100		289.52
40376491	11/26/2025	GLENN COUNTY OFFICE OF ED BUSINESS				
			01-0000-0-0000-2700-5825-000-000-00000	OPEN PO FOR GCOE FINGERPRINTING OF NEW EMPLOYEES		69.00
40376492	11/26/2025	GLOBAL OFFICE INC				
			01-0000-0-1110-1000-4300-000-000-00000	1110-1000-4300/5620 COPIER USAGE	111.53	
			01-0000-0-1110-1000-4300-100-000-00000	1110-1000-4300/5620 COPIER USAGE	328.38	
			01-0000-0-1110-1000-4300-800-000-00000	1110-1000-4300/5620 COPIER USAGE	391.06	

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40376492			01-0000-0-3200-1000-4300-300-000-00000	1110-1000-4300/5620 COPIER USEAGE	43.38	
			11-6391-0-4110-1000-4300-000-000-00000	1110-1000-4300/5620 COPIER USEAGE	53.27	
			12-6105-0-1110-1000-4300-000-000-00000	1110-1000-4300/5620 COPIER USEAGE	43.38	971.00
40376493	11/26/2025	GOLD STAR FOODS				
			13-5310-0-0000-3700-4300-000-000-00000	13-5310-3700-4300/4700	433.60	
			13-5310-0-0000-3700-4700-000-000-00000	13-5310-3700-4300/4700	5,574.15	
			13-5320-0-0000-3700-4700-000-049-00000	13-5310-3700-4300/4700	556.59	6,564.34
40376494	11/26/2025	HAMILTON CITY COMMUNITY SVC				
			01-0000-0-0000-8100-5590-000-000-00000	8100-5590-000 SEWER-WATER QRTL FEES	79.49	
				8100-5590-000/100 SEWER-WATER QRTL FEES	667.72	
			01-0000-0-0000-8100-5590-100-000-00000	8100-5590-000/100 SEWER-WATER QRTL FEES	1,001.57	
			01-0000-0-0000-8100-5590-300-000-00000	8100-5590 SEWER-WATER QRTL FEES	79.49	
			01-0000-0-0000-8100-5590-800-000-00000	8100-5590-800 ELEM SEWER-WATER FEES	2,384.70	
			11-6391-0-4110-8100-5590-000-000-00000	6391-4110-8100 SEWER-WATER QRTL FEES HUHS1	79.49	4,292.46
40376495	11/26/2025	HEATHER WYMAN				
			01-0000-0-1110-1000-5890-100-006-00000	VOLLEYBALL GATE 2025		300.00
40376496	11/26/2025	HILLYARD INC				
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300 MAINT DEPT SUPPLIES		1,045.16
40376497	11/26/2025	HUNT & SONS LLC				
			01-0000-0-0000-3600-4392-000-000-00000	3600.4392 DIESEL FUEL		1,364.80
40376498	11/26/2025	IT SAVVY				
			01-9150-0-0000-2420-5890-000-000-00000	9150-2420-5890 PALO ALTO RENEWAL		13,991.36
40376499	11/26/2025	MISSION UNIFORM & LINEN				
			01-7816-0-3800-1000-5890-100-000-00000	7816-5890-100 BRAVE FARMER OPEN FOR LINEN SERVICE	27.18	
			13-5310-0-0000-3700-5890-000-000-00000	13-5310-3700-5890 CAFE LINEN	217.90	245.08
40376500	11/26/2025	NAPA AUTO PARTS				
			01-0350-0-3800-1000-4300-100-051-00000	BATTERY FOR GREY EXPEDITION, WIPERS, JUMP STARTERS		1,007.49
40376501	11/26/2025	OFFICE DEPOT INC				
			01-0000-0-1110-1000-4300-800-000-00000	4300-800 ELEM Open PO		201.83

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40376502	11/26/2025	ONE LESS THING		01-6387-0-3800-1000-4300-100-000-00000 6387-4300-100 FLORAL/ LIVESTOCK CARDS	459.00	
				Unpaid Tax	29.00-	430.00
40376503	11/26/2025	PROPACIFIC FRESH		13-5310-0-0000-3700-4300-000-000-00000 13-5310/5320-3700-4700	788.00	
				13-5310-0-0000-3700-4700-000-000-00000 13-5310/5320-3700-4700	4,117.21	
				13-5320-0-0000-3700-4300-000-049-00000 13-5310/5320-3700-4700	177.00	
				13-5320-0-0000-3700-4700-000-049-00000 13-5310/5320-3700-4700	458.39	5,540.60
40376504	11/26/2025	QUILL CORPORATION		01-0000-0-1110-1000-4300-000-000-00000 4300 DIST OPEN FOR HS/DIST PAPER & SUPPLIES	1,943.02	
				01-0000-0-1110-1000-4300-100-000-00000 4300 DIST OPEN FOR HS/DIST PAPER & SUPPLIES	92.84	
				4300-100 HANSEN CLASSROOM SUPPLIES	90.37	2,126.23
40376505	11/26/2025	ROOTS CATERING		01-0000-0-0000-2700-5890-000-000-00000 10/20 PD DAY LUNCH- ROOTS CATERING		2,128.50
40376506	11/26/2025	STAPLES ADVANTAGE		01-0000-0-1110-1000-4300-100-000-00000 4300-100 BOCAST AAA BATTERIES		63.85
40376507	11/26/2025	SYSCO SACRAMENTO INC		13-5310-0-0000-3700-4300-000-000-00000 13-4300/4700 CAFE OPEN	693.98	
				13-5310-0-0000-3700-4700-000-000-00000 13-4300/4700 CAFE OPEN	1,296.76	
				13-5320-0-0000-3700-4300-000-049-00000 13-4300/4700 CAFE OPEN	186.24	
				13-5320-0-0000-3700-4700-000-049-00000 13-4300/4700 CAFE OPEN	148.50	2,325.48
40376508	11/26/2025	TRAFERA HOLDINGS LLC		01-0000-0-1110-1000-5630-100-000-00000 5630-100 SITE CHROMEBOOK REPAIRS - DAMAGE		160.00
40376509	11/26/2025	WELLS FARGO VENDOR FINANCIAL SERVICES		01-0000-0-1110-1000-5620-000-000-00000 5620 COPIER LEASES	139.76	
				01-0000-0-1110-1000-5620-100-000-00000 5620 COPIER LEASES	649.80	
				01-0000-0-1110-1000-5620-800-000-00000 5620 COPIER LEASES	747.86	
				01-0000-0-3200-1000-5620-300-000-00000 5620 COPIER LEASES	120.91	
				11-6391-0-4110-1000-5620-000-000-00000 5620 COPIER LEASES	230.46	
				12-6105-0-1110-1000-5620-000-000-00000 5620 COPIER LEASES	120.91	2,009.70

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40376551	12/03/2025	AT&T		01-0000-0-0000-8100-5590-000-000-00000 8100-5590-000/100 MONTHLY PHONE SERVICE	64.19	
				01-0000-0-0000-8100-5590-100-000-00000 8100-5590-000/100 MONTHLY PHONE SERVICE	96.29	160.48
40376552	12/03/2025	DELL MARKETING		01-9150-0-0000-2420-5890-000-000-00000 BATTERY FOR BLANCE GODINEZ'S LAPTOP		116.49
40376553	12/03/2025	INDUSTRIAL POWER PRODUCTS		01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT SUPPLIES AND REPAIRS		196.32
40376554	12/03/2025	LAKESHORE LEARNING		01-0801-0-1110-1000-4300-000-519-00000 SCOOTERS AND TRIKES QUOTE#C1159020		466.64
40376555	12/03/2025	MJB WELDING SUPPLY		01-6387-0-3800-1000-5890-100-000-00000 0350-4300-053 & 6387-4300-100 AG-WELDING		12.30
40376556	12/03/2025	PGE		01-0000-0-0000-8100-5590-000-000-00000 8100-5590-000/100 MONTHLY POWER/GAS	2,991.20	
				01-0000-0-0000-8100-5590-100-000-00000 8100-5590-000/100 MONTHLY POWER/GAS	4,486.80	
				01-0000-0-0000-8100-5590-800-000-00000 8100-5590-800 MONTHLY POWER/GAS	7,359.95	14,837.95
40376557	12/03/2025	PITNEY BOWES GLOBAL FINANCIAL SERVICES LLC		01-0000-0-1110-1000-5620-800-000-00000 OCT 10-JAN 09 2026 LEASE		166.48
40376818	12/10/2025	CALIFORNIA'S VALUED TRUST H/W		01- -- - -9571- - - 9572 STAFF H & W INSURANCE	31,681.13	
				01- -- - -9572- - - 9572 STAFF H & W INSURANCE	102,860.42	134,541.55
40376819	12/10/2025	DANNIS WOLIVER KELLEY		01-0000-0-0000-7110-5815-000-000-00000 7110-5815 & FD 21 LEGAL FEES		651.00
40376820	12/10/2025	LESLIE ANDERSON-MILLS		01-0000-0-1110-1000-3701-000-000-00000 1110-1000-3701 L ANDERSON H&W PAYOUT		791.67
40376821	12/10/2025	STANDARD		01- -- - -9572- - - 9572- STANDARD EE INS		436.00

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40376822	12/10/2025	ADVANCED INTEGRATED PEST MANAGEMENT	01-0000-0-0000-8100-5590-000-000-00000 8100-5590 HS MONTHLY PEST CONTROL SERVICE	155.00	
			8100-5590 MONTHLY PEST CONTROL SERVICE	295.00	450.00
40376823	12/10/2025	CALIFORNIA ASSN FFA	01-6387-0-3800-1000-5200-100-000-00000 2026 CALIFORNIA STATE FFA LEADERSHIP REGISTRATION	4,615.00	
			01-7010-0-3800-1000-4300-100-000-00000 25-26 AGRICULTURE EDUCATION LEADERSHIP PACKETS	1,930.00	6,545.00
40376824	12/10/2025	CATE	01-6266-0-1110-1000-5200-100-000-00000 CATE CONVENTION MARCH 6-8 2026		780.00
40376825	12/10/2025	CORNELL DISTRIBUTING	13-5310-0-0000-3700-4700-000-000-00000 13-5310-3700-4700/049 MILK/DAIRY CAFES	2,060.68	
			13-5320-0-0000-3700-4700-000-049-00000 13-5310-3700-4700/049 MILK/DAIRY CAFES	1,016.00	3,076.68
40376826	12/10/2025	EWELL EDUCATIONAL SERVICES INC	01-6387-0-3800-1000-5200-100-000-00000 6387-5200-100 CTEIG EWELL REGIST 02/07/26		440.00
40376827	12/10/2025	GLENN COUNTY ROAD SHOP	01-0000-0-0000-3600-5630-000-000-00000 3600-5630 BUS REPAIRS		4,186.97
40376828	12/10/2025	GOLD STAR FOODS	13-5310-0-0000-3700-4300-000-000-00000 13-5310-3700-4300/4700	71.16	
			13-5310-0-0000-3700-4700-000-000-00000 13-5310-3700-4300/4700	1,208.55	
			13-5320-0-0000-3700-4300-000-049-00000 13-5310-3700-4300/4700	18.76	
			13-5320-0-0000-3700-4700-000-049-00000 13-5310-3700-4300/4700	279.95	1,578.42
40376829	12/10/2025	GRIFFIN COMPANY	01-0000-0-0000-3600-5630-000-000-00000 3600-5630 FUEL TANK REPAIRS FINAL FOR CONTRACT 10.3.25		1,500.00
40376830	12/10/2025	HAMILTON USD PETTY CASH	01-0000-0-0000-2700-5990-000-000-00000 REIMB PETTY CASH		28.30
40376831	12/10/2025	HAYDEN FIRE PROTECTION	01-0000-0-0000-8100-5630-000-000-00000 8100-5630 ANNUAL FIRE EQUIP INSPECT/MAINTAIN		393.64
40376832	12/10/2025	HIGGINS PEST & WEED LLC	01-0000-0-0000-8100-5590-000-000-00000 8100-5590 Higgins Weed Control		3,260.00

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40376833	12/10/2025	HILLYARD INC		01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT DEPT SUPPLIES		1,114.27
40376834	12/10/2025	JOHNNY'S LOCK & SAFE		01-0000-0-0000-8100-4300-000-000-00000 8100-4300/5630 LOCKS KEYS MAINT	281.54	
				01-0000-0-0000-8100-5630-000-000-00000 8100-4300/5630 LOCKS KEYS MAINT	150.00	431.54
40376835	12/10/2025	KING CONSULTING		40-0000-0-0000-8500-5890-000-000-00000 40-8500-5890 Prof Services Addendum-NOVEMBER		3,946.25
40376836	12/10/2025	LAKESHORE LEARNING		01-0801-0-1110-1000-4300-000-519-00000 SCOOTERS AND TRIKES QUOTE#C1159020		304.64
40376837	12/10/2025	LRT GRAPHICS		01-6387-0-3800-1000-4300-100-000-00000 Olive Oil Labels		2,075.58
40376838	12/10/2025	MCGRAW-HILL SCHOOL EDUCATION		01-6300-0-1110-1000-4100-800-000-00000 6300 4100 EVERYDAY MATH DIGITAL 1 YEAR 25-26		5,963.52
40376839	12/10/2025	MISSION UNIFORM & LINEN		01-7816-0-3800-1000-5890-100-000-00000 7816-5890-100 OPEN FOR LINEN SERVICE	27.18	
				13-5310-0-0000-3700-5890-000-000-00000 13-5310-3700-5890 CAFE LINEN	217.90	245.08
40376840	12/10/2025	MJB WELDING SUPPLY		01-0350-0-3800-1000-4300-100-053-00000 0350-4300-053 & 6387-4300-100 AG-WELDING		1,599.57
40376841	12/10/2025	NUSO LLC		01-0000-0-0000-2700-5990-000-000-00000 2700-5990-000/100/800 NUSO PHONE SERVICES	83.46	
				01-0000-0-0000-2700-5990-100-100-00000 2700-5990-000/100/800 NUSO PHONE SERVICES	125.20	
				01-0000-0-0000-2700-5990-800-800-00000 2700-5990-000/100/800 NUSO PHONE SERVICES	308.54	517.20
40376842	12/10/2025	OSEGUERA, CRISTOBAL M		01-0000-0-0000-2700-5200-100-006-00000 MILEAGE FOR ATHLETICS AND MEETING		856.58
40376843	12/10/2025	PACIFIC DATA CONNECTION		01-0000-0-0000-8100-5890-000-000-00000 8100-5890 HHS NETWORK FIBER REPAIR - CROW'S NEST		509.33
40376844	12/10/2025	PROPACIFIC FRESH		13-5310-0-0000-3700-4700-000-000-00000 13-5310/5320-3700-4700	1,217.19	
				13-5320-0-0000-3700-4700-000-049-00000 13-5310/5320-3700-4700	284.47	1,501.66

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40376845	12/10/2025	QUE BRAVA TAQUERIA		01-0000-0-1110-1000-5890-000-000-00000 5890 InService Lunch AUG 8		1,474.69
40376846	12/10/2025	QUILL CORPORATION		01-0000-0-1110-1000-4300-000-000-00000 4300 DIST OPEN FOR HS/DIST PAPER & SUPPLIES		293.56
40376847	12/10/2025	RED BLUFF HIGH SCHOOL DISTRICT		01-0000-0-0000-2700-5200-100-000-00000 5200-100/800 ATTENDANCE 9/24 C AGUILAR & R RIVERA	250.00	
				01-0000-0-0000-2700-5200-800-000-00000 5200-100/800 ATTENDANCE 9/24 C AGUILAR & R RIVERA	250.00	500.00
40376848	12/10/2025	SYSCO SACRAMENTO INC		13-5310-0-0000-3700-4300-000-000-00000 13-4300/4700 CAFE OPEN	186.49	
				13-5310-0-0000-3700-4700-000-000-00000 13-4300/4700 CAFE OPEN	806.63	
				13-5320-0-0000-3700-4300-000-049-00000 13-4300/4700 CAFE OPEN	93.24	
				13-5320-0-0000-3700-4700-000-049-00000 13-4300/4700 CAFE OPEN	46.75	1,133.11
40376849	12/10/2025	T MOBILE		01-0000-0-1110-1000-5890-000-000-00000 5890 75 STUDENT HOT SPOTS 25-26		180.00
40376850	12/10/2025	US SPECIALTY COATINGS		01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT DEPT-FIELD PAINT		770.80
40376851	12/10/2025	WEST MITSUBISHI R & R SALES		01-0000-0-0000-8100-5630-000-000-00000 8100-5630 OPEN FOR VEHICLE SERVICE		1,172.25
40377334	12/17/2025	U.S. BANK CORPORATE PAYMENT SYSTEM		01-0000-0-0000-2700-5200-000-000-00000 GCOE Shadowing @ HUSD Breakfast & Lunch	202.36	
				01-0000-0-0000-2700-5200-800-000-00000 4300-800 ELEM OPEN PO	115.11	
				01-0000-0-0000-2700-5990-000-000-00000 7150/7110/2700 SUPERINTENDENT OPEN PO FOR 25-26	19.72	
				01-0000-0-0000-7110-5890-000-000-00000 7150/7110/2700 SUPERINTENDENT OPEN PO FOR 25-26	36.99	
				01-0000-0-0000-7150-5200-000-000-00000 7150/7110/2700 SUPERINTENDENT OPEN PO FOR 25-26	502.76	
				73000/7150-5200 GOV BUDGET WORKSHOP 1/20/26 SAC	355.00	
				01-0000-0-0000-7300-5200-000-000-00000 73000/7150-5200 GOV BUDGET WORKSHOP 1/20/26 SAC	710.00	
				01-0000-0-0000-7300-5890-000-000-00000 7300-5890 JOB POSTINGS ON INDEED	208.63	
				01-0000-0-0000-8100-4300-000-000-00000 8100-4300 DIST MAINT OPEN	695.69	
				01-0000-0-0000-8100-4392-000-000-00000 8100-4300 DIST MAINT OPEN	1,020.92	

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Checks Dated 11/26/2025 through 01/15/2026

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40377334			01-0000-0-1110-1000-4300-000-000-00000	7150/7110/2700 SUPERINTENDENT OPEN PO FOR 25-26	583.11	
			01-0000-0-1110-1000-4300-100-000-00000	Garcia vacuum	56.62	
			01-0000-0-1110-1000-4300-100-006-00000	4300-100-006 ATHLETIC TAPE FOR FOOTBALL	504.48	
			01-0000-0-1110-1000-4300-800-000-00000	4300-800 ELEM OPEN PO	138.64	
				4300-800 LESLIE LOPEZ	90.68	
			01-0000-0-1110-1000-4300-800-003-00000	4300-800-003 Amazon- U. Tellechea - walkie talkies	345.04	
				4300-800-003 CALM CORNER ADD TEACHERS	112.76	
			01-0000-0-1110-1000-4300-800-609-00000	4300-800-609 -D. Nall	181.20	
			01-0000-0-1110-1000-5200-800-000-00000	RTI Conf Hotel Rooms in Sac 11/5,11/6 -LC EXTRA NIGHT	704.62	
			01-0000-0-1110-1000-5890-100-000-00000	5890-100 Charlon ANNUAL renewal- EDUCREATIONS	99.00	
			01-0000-0-3200-1000-4300-300-000-00000	4200-300 AGS Expl Lit Books	51.44	
			01-0350-0-3800-1000-4300-100-054-00000	0350-4300-054 & 6387-4300 FOOD LAB SUPPLIES	31.21	
			01-0801-0-1110-1000-4300-000-532-00000	01-0801-4300-532 MAA FUNDS	113.21	
			01-1400-0-1110-1000-4300-100-000-00000	1400 4300-100 CHAIR FOR ART CLASSROOM AT HHS	62.15	
			01-6332-0-0000-2700-4300-800-000-00000	6332 CCSPP Open PO nursing supplies - J. Brunson	183.41	
			01-6332-0-1110-1000-4300-000-000-00000	6332-4300-000 CCSPP Amazon Behavior Academics book	473.16	
			01-6332-0-1110-3130-5200-800-000-00000	Rural ACES Conf Registarion	675.00	
			01-7010-0-3800-1000-4392-100-000-00000	7010 AIG & CTEIG FOR AG FUEL & CAR WASH	1,267.73	
			01-7010-0-3800-1000-5200-100-000-00000	7010-5200-100 Car Rental OCT 25-NOV 1	4,329.60	
			01-7816-0-1110-1000-4300-100-000-00000	7816-4300-100 TURKEY FEST 11/18/2025	2,066.61	
			01-7816-0-3800-1000-4300-100-000-00000	7816-4300 OPEN FOR BRAVE FARMER	3,036.49	
			12-6105-0-1110-1000-4300-000-000-00000	12-6105-4300 MISC CLASSROOM ITEMS	604.93	
			13-5310-0-0000-3700-4300-000-000-00000	13-5310-4300/4700 CAFE OPEN	14.59	
			13-5310-0-0000-3700-4700-000-000-00000	13-5310-4300/4700 CAFE OPEN	318.19	19,911.05
40377335	12/17/2025	ACCULARM SECURITY SYSTEMS				
			01-0000-0-0000-8100-5630-000-000-00000	8100-5630 SECURITY SYSTEM-MAINT & REPAIRS		177.50

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40377336	12/17/2025	ACSA		01-0000-0-0000-7150-5200-000-000-00000 7150-5200 Super ACSA CONF REG 1/28-1/30/26		1,050.00
40377337	12/17/2025	AT&T		01-0000-0-0000-8100-5590-000-000-00000 8100-5590 MONTHLY PHONE SERVICE		42.69
40377338	12/17/2025	BLADORN, EMILY S		01-6266-0-1110-1000-5200-100-000-00000 CAPTRUING KIDS HEARTS MILEAGE 12-2-25 to 12-3-25		97.83
40377339	12/17/2025	BOYS & GIRLS CLUB OF THE NORTH VALLEY		01-2600-0-1110-1000-5890-800-000-00000 2600 ELOP 25/26 AFTER SCHOOL PROGRAM- B&GC		55,300.00
40377340	12/17/2025	BUSWEST - NORTH		01-0000-0-0000-3600-4300-000-000-00000 3600-4300/5630 BUS PARTS-MAINT DEPT OPEN		122.01
40377341	12/17/2025	CALIFORNIA WATER SERVICE CO		01-0000-0-0000-8100-5590-000-000-00000 8100-5590-000 8100-5590-000 MONTHLY WATER BY SITE 8100-5590-000/100 MONTHLY WATER BY SITE	87.68 62.22 384.64	
				01-0000-0-0000-8100-5590-100-000-00000 8100-5590-000/100 MONTHLY WATER BY SITE	576.99	
				01-0000-0-0000-8100-5590-800-000-00000 8100-5590-000-800 MONTHLY WATER BY SITE 8100-5590-800 MONTHLY WATER BY SITE	453.42 983.01	2,547.96
40377342	12/17/2025	CORNING FORD		01-0350-0-3800-1000-5630-100-051-00000 8100-5630 VEHICLE REPAIRS & SERVICE		980.13
40377343	12/17/2025	CORNING LUMBER		01-0350-0-3800-1000-4300-100-053-00000 6387 & 0350-4300-100-053 ANDY CLASS SUPPLIES		157.32
40377344	12/17/2025	DOLLAR GENERAL CHARGED SALES		01-0801-0-1110-1000-4300-000-532-00000 PO25-215 MAA FUNDS		108.53
40377345	12/17/2025	EWELL EDUCATIONAL SERVICES INC		01-6387-0-3800-1000-5200-100-000-00000 6387-5200-100 CTEIG EWELL REGIST		470.00
40377346	12/17/2025	GLENN COUNTY OFFICE OF ED BUSINESS		01-0000-0-0000-2700-5825-000-000-00000 OPEN PO FOR GCOE FINGERPRINTING OF NEW EMPLOYEES-NOVEMBER		276.00

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Checks Dated 11/26/2025 through 01/15/2026

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40377347	12/17/2025	GOLD STAR FOODS		13-5310-0-0000-3700-4300-000-000-00000 13-5310-3700-4300/4700	230.43	
				13-5310-0-0000-3700-4700-000-000-00000 13-5310-3700-4300/4700	3,971.93	
				13-5320-0-0000-3700-4700-000-049-00000 13-5310-3700-4300/4700	233.97	4,436.33
40377348	12/17/2025	HILLYARD INC		01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT DEPT SUPPLIES		196.61
40377349	12/17/2025	LAKESHORE LEARNING		01-0801-0-1110-1000-4300-000-519-00000 SCOOTERS AND TRIKES QUOTE#C1159020		233.32
40377350	12/17/2025	LES SCHWAB		01-0000-0-0000-8100-4300-000-000-00000 8100-4300/4400 TIRES FOR VEHICLES AND EQUIPMENT		862.20
40377351	12/17/2025	LOPEZ, LESLIE		01-6266-0-1110-3130-5200-000-000-00000 CAPTRUING KIDS HEARTS MILEAGE 12-2-25 to 12-3-25		98.30
40377352	12/17/2025	OFFICE DEPOT INC		01-0000-0-3200-2700-4300-300-000-00000 Office Supplies-ELLA OFFICE	46.51	
				11-6391-0-4110-1000-4300-000-000-00000 11-6391 OFFICE SUPPLIES	54.43	100.94
40377353	12/17/2025	POWELL, JERIMICHA		01-0000-0-0000-7150-5200-000-000-00000 MILEAGE MEALS AND PARKING RTI CON 11-5-25		254.49
40377354	12/17/2025	PRIMO BRANDS		01-0000-0-0000-8100-4300-000-000-00000 1110-1000-4300-000/100/300/800 & ADULT ED	21.16	
				01-0000-0-1110-1000-4300-000-000-00000 1110-1000-4300-000/100	22.51	
				01-0000-0-1110-1000-4300-100-000-00000 1110-1000-4300-000/100	33.80	
				01-0000-0-1110-1000-4300-800-000-00000 1110-1000-4300-000/100/300/800 & ADULT ED	72.18	
				01-0000-0-3200-1000-4300-300-000-00000 1110-1000-4300-000/100/300/800 & ADULT ED	21.16	
				11-6391-0-4110-1000-4300-000-000-00000 1110-1000-4300-000/100/300/800 & ADULT ED	21.16	191.97
40377355	12/17/2025	PROPACIFIC FRESH		13-5310-0-0000-3700-4700-000-000-00000 13-5310/5320-3700-4700	2,772.71	
				13-5320-0-0000-3700-4700-000-049-00000 13-5310/5320-3700-4700	421.88	3,194.59
40377356	12/17/2025	RAINBOW WALKER		01-3010-0-1110-1000-5890-800-000-00000 3010-5890-800 PBI Consult		600.00

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Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDDD	Comment	Expensed Amount	Check Amount
40377357	12/17/2025	ROOTS CATERING		01-0000-0-1110-1000-4300-800-000-00000 4300-800 Staff inservice breakfast - U. Tellechea		709.50
40377358	12/17/2025	SANCHEZ, RACHEL F		01-6266-0-1110-3130-5200-000-000-00000 CAPTRUING KIDS HEARTS MILEAGE 12-2-25 to 12-3-25		86.30
40377359	12/17/2025	SONGBIRD LANDSCAPE SUPPLY		01-0000-0-0000-8100-4300-000-000-00000 AG WALL FOOTING CEMENT		593.63
40377360	12/17/2025	STAPLES ADVANTAGE		01-0000-0-0000-7110-4300-000-000-00000 BLANKET OPEN FOR HS/DIST OFFICE SUPPLIES	52.49	
				01-0000-0-0000-7300-4300-000-000-00000 BLANKET OPEN FOR HS/DIST OFFICE SUPPLIES	31.68	
				01-0000-0-1110-1000-4300-100-000-00000 BLANKET OPEN FOR HS/DIST OFFICE SUPPLIES	36.23	120.40
40377361	12/17/2025	SYSCO SACRAMENTO INC		13-5310-0-0000-3700-4300-000-000-00000 13-4300/4700 CAFE OPEN	124.32	
				13-5310-0-0000-3700-4700-000-000-00000 13-4300/4700 CAFE OPEN	524.16	
				13-5320-0-0000-3700-4700-000-049-00000 13-4300/4700 CAFE OPEN	174.94	823.42
40377362	12/17/2025	WASTE MANAGEMENT		01-0000-0-0000-8100-5590-000-000-00000 8100-5590-000/100/ GARBAGE SERVICE	655.92	
				01-0000-0-0000-8100-5590-100-000-00000 8100-5590-000/100/ GARBAGE SERVICE	983.90	
				01-0000-0-0000-8100-5590-300-000-00000 8100-5590-000/100/300/800 GARBAGE SERVICE	335.26	
				01-0000-0-0000-8100-5590-800-000-00000 8100-5590-800 GARBAGE SERVICE	1,337.53	3,312.61
40377363	12/17/2025	WESTLAKE ACE HARDWARE		01-0000-0-0000-8100-4300-000-000-00000 8100-4300 OPEN FOR MAINT		124.95
40377364	12/17/2025	WILKERSON, KEVIN		01-0000-0-1110-1000-5200-100-006-00000 PUT GAS IN SCHOOL VAN FOR BOYS BASKETBALL TRAVEL		35.01
40377984	01/07/2026	CALIFORNIA'S VALUED TRUST H/W		01- -- - -9571- - - 9572 STAFF H & W INSURANCE	31,235.05	
				01- -- - -9572- - - 9572 STAFF H & W INSURANCE	102,584.88	133,819.93
40377985	01/07/2026	DANNIS WOLIVER KELLEY		01-0000-0-0000-7110-5815-000-000-00000 7110-5815 & FD 21 LEGAL FEES		1,009.50
40377986	01/07/2026	LESLIE ANDERSON-MILLS		01-0000-0-1110-1000-3701-000-000-00000 1110-1000-3701 L ANDERSON H&W PAYOUT		791.67

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40377987	01/07/2026	STANDARD				
				01- - - -9572- - - 9572- STANDARD EE INS		414.20
40377988	01/07/2026	ABSOLUTE HEATING & AIR INC				
			14-0000-0-0000-8100-5630-000-000-00000	FD 14 DEF MAINT REPLACE 2 AC COMPRESSORS - ELEM	3,676.00	
				NORTH WEST CAFE COMPRESSOR	3,568.00	7,244.00
40377989	01/07/2026	ACSA				
			01-0000-0-0000-2700-5300-800-800-00000	ANNUAL DUES-UT		1,216.46
40377990	01/07/2026	ADVANCED INTEGRATED PEST MANAGEMENT				
			01-0000-0-0000-8100-5590-000-000-00000	8100-5590 MONTHLY PEST CONTROL SERVICE		450.00
40377991	01/07/2026	ALL GOOD HARDWOOD FLOORS INC.				
			14-0000-0-0000-8100-5630-000-000-00000	FD 14 8100-5630 HHS GYM FLOOR RESTORE		8,000.00
40377992	01/07/2026	AT&T				
			01-0000-0-0000-8100-5590-000-000-00000	8100-5590 MONTHLY PHONE SERVICE	63.35	
			01-0000-0-0000-8100-5590-100-000-00000	8100-5590 MONTHLY PHONE SERVICE	95.04	
			01-0000-0-0000-8100-5590-800-000-00000	8100-5590-800 ELEM MONTHLY PHONE SERVICE	133.83	292.22
40377993	01/07/2026	BUSWEST - NORTH				
			01-0000-0-0000-3600-4300-000-000-00000	3600-4300/5630 BUS PARTS-MAINT DEPT OPEN		188.97
40377994	01/07/2026	D&D LEARNING SPACES				
			01-6332-0-0000-2700-4400-800-000-00000	6332 CCSPH HES DESK FURN COMM SCH TEAM		6,266.13
40377995	01/07/2026	GLOBAL OFFICE INC				
			01-0000-0-1110-1000-4300-000-000-00000	1110-1000-4300/5620 COPIER USAGE	159.81	
			01-0000-0-1110-1000-4300-100-000-00000	1110-1000-4300/5620 COPIER USAGE	361.36	
			01-0000-0-1110-1000-4300-800-000-00000	1110-1000-4300/5620 COPIER USAGE	212.53	
			01-0000-0-3200-1000-4300-300-000-00000	1110-1000-4300/5620 COPIER USAGE	7.49	
			11-6391-0-4110-1000-4300-000-000-00000	1110-1000-4300/5620 COPIER USAGE	17.90	
			12-6105-0-1110-1000-4300-000-000-00000	1110-1000-4300/5620 COPIER USAGE	7.49	766.58
40377996	01/07/2026	GOLD STAR FOODS				
			13-5310-0-0000-3700-4300-000-000-00000	13-5310-3700-4300/4700	237.04	
			13-5310-0-0000-3700-4700-000-000-00000	13-5310-3700-4300/4700	4,862.45	
			13-5320-0-0000-3700-4300-000-049-00000	13-5310-3700-4300/4700	18.76	
			13-5320-0-0000-3700-4700-000-049-00000	13-5310-3700-4300/4700	158.43	5,276.68

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40377997	01/07/2026	HANSEN, MARY		01-6266-0-1110-1000-5200-100-000-00000 March 6-8th 2025 Convention Meals		266.00
40377998	01/07/2026	HILLYARD INC		01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT DEPT SUPPLIES		2,943.97
40377999	01/07/2026	HUNT & SONS LLC		01-0000-0-0000-3600-4392-000-000-00000 3600.4392 DIESEL FUEL		1,567.04
40378000	01/07/2026	IDEAL STEEL BUILDINGS INC		01-0000-0-0000-8500-6170-000-414-00000 6170-414 STEEL BUILD. CARPORT: MAINT & A ED EQUIP	4,667.19	
				11-6391-0-0000-8500-6170-000-414-00000 6170-414 STEEL BUILD. CARPORT: MAINT & A ED EQUIP	4,667.19	9,334.38
40378001	01/07/2026	IT SAVVY		01-9150-0-0000-2420-5890-000-000-00000 9150-2420-5630 APC-HPE-AXIOM		9,224.09
40378002	01/07/2026	LEVINE, ADAM		01-6266-0-1110-1000-5200-100-000-00000 March 6-8th 2025 Convention Meals		266.00
40378003	01/07/2026	McCLELLAND AIR CONDITIONING		01-8150-0-0000-8100-5630-000-000-00000 8100-5630 Open PO HVAC services - repairs		145.00
40378004	01/07/2026	MISSION UNIFORM & LINEN		01-7816-0-3800-1000-5890-100-000-00000 7816-5890-100 OPEN FOR LINEN SERVICE	27.18	
				13-5310-0-0000-3700-5890-000-000-00000 13-5310-3700-5890 CAFE LINEN	215.10	242.28
40378005	01/07/2026	NUSO LLC		01-0000-0-0000-2700-5990-000-000-00000 2700-5990-000/100/800 NUSO PHONE SERVICES	85.34	
				01-0000-0-0000-2700-5990-100-100-00000 2700-5990-000/100/800 NUSO PHONE SERVICES	128.01	
				01-0000-0-0000-2700-5990-800-800-00000 2700-5990-000/100/800 NUSO PHONE SERVICES	207.45	420.80
40378006	01/07/2026	OFFICE DEPOT INC		01-0000-0-1110-1000-4300-800-000-00000 4300-800 ELEM Open PO ACCT# 89572909	83.76	
				4300-800 ELEM Open PO-ACCT# 89572909	11.03	
				01-0000-0-3200-2700-4300-300-000-00000 Office Supplies-ELLA OFFICE	8.13	
				01-6387-0-3800-1000-4300-100-000-00000 CLASSROOM SUPPLIES 6387-4300	268.05	370.97
40378007	01/07/2026	ORLAND HARDWARE		01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT DEPT SUPPLIES OPEN	450.25	

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40378007			01-0350-0-3800-1000-4300-100-053-00000	6387-4300-100 & 0350-4300-053 ANDY MARTIN	42.49	
			01-6387-0-3800-1000-4300-100-000-00000	6387-4300-100 & 0350-4300-053 ANDY MARTIN	96.41	
40378008	01/07/2026	PGE		6387-4300-100 & 0350-4300-054 ASHLEY H SUPPLIES	29.20	618.35
			01-0000-0-0000-8100-5590-800-000-00000	8100-5590-800 MONTHLY POWER/GAS-ELEM		9,855.73
40378009	01/07/2026	PROPACIFIC FRESH				
			13-5310-0-0000-3700-4700-000-000-00000	13-5310/5320-3700-4700	2,350.66	
			13-5320-0-0000-3700-4700-000-049-00000	13-5310/5320-3700-4700	264.20	2,614.86
40378010	01/07/2026	SMARTPASS INC				
			01-0000-0-1110-1000-5890-100-100-00000	5890-100/300/800 25-26 1 Year Smart Pass Pro Plan	1,172.94	
			01-0000-0-1110-1000-5890-800-800-00000	5890-100/300/800 25-26 1 Year Smart Pass Pro Plan	517.46	
			01-0000-0-3200-1000-5890-300-300-00000	5890-100/300/800 25-26 1 Year Smart Pass Pro Plan	34.50	1,724.90
40378011	01/07/2026	SYSCO SACRAMENTO INC				
			13-5310-0-0000-3700-4300-000-000-00000	13-4300/4700 CAFE OPEN	186.49	
			13-5310-0-0000-3700-4700-000-000-00000	13-4300/4700 CAFE OPEN	1,201.22	
			13-5320-0-0000-3700-4300-000-049-00000	13-4300/4700 CAFE OPEN	93.24	
			13-5320-0-0000-3700-4700-000-049-00000	13-4300/4700 CAFE OPEN	104.21	1,585.16
40378395	01/14/2026	MORENO GONZALEZ, ALISSA V				
			01-0000-0-0000-0000-8699-000-000-00000	NET PAY FROM STALE DATED PYROLL CHCK 6/10/25		43.57
40378396	01/14/2026	SANCHEZ, SYLVIA R				
			11-0000-0-0000-0000-8699-000-000-00000	NET PAY FROM STALE DATED PYROLL CHCK 5/9/25	4,073.97	
				NET PAY FROM STALE DATED PYROLL CHCK 6/10/25	4,467.28	8,541.25
40378397	01/14/2026	ACCURATE PLUMBING				
			13-5310-0-0000-3700-5630-000-000-00000	8100-5630 MAINT OPEN PLUMBING REPAIRS	279.00	
				8100-5630- GIRLS RESTROOM REPAIRS	2,342.88	2,621.88
40378398	01/14/2026	AT&T				
			01-0000-0-0000-8100-5590-000-000-00000	8100-5590-000 MONTHLY PHONE SERVICE		42.27

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Checks Dated 11/26/2025 through 01/15/2026

Check Number	Check Date	Pay to the Order of FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDDD	Comment	Expensed Amount	Check Amount
40378399	01/14/2026	CALIFORNIA DEPARTMENT OF TAX AND FEE ADMINISTRATION	01-0000-0-0000-3600-4392-000-000-00000 OCT-DEC 2025 FUEL TAX ACCT-057-416161		212.00
40378400	01/14/2026	CALIFORNIA WATER SERVICE CO	01-0000-0-0000-8100-5590-000-000-00000 8100-5590-000-DIST 8100-5590-000/100-HS/DIST SPL 8100-5590-000/100/300/800 MONTHLY WATER BY SITE	25.46 198.89 80.39	
			01-0000-0-0000-8100-5590-100-000-00000 8100-5590-000/100-HS/DIST SPL 8100-5590-000/100/300/800 MONTHLY WATER BY SITE	298.34 120.59	
			01-0000-0-0000-8100-5590-800-000-00000 8100-5590-800 ELEM	1,082.46	1,806.13
40378401	01/14/2026	CAROLINA BIOLOGICAL SPLY CO	01-0000-0-1110-1000-4300-100-000-00000 DISSECTION SUPPLIES-MELLO 01-0000-0-1110-1000-4300-800-000-00000 Carolina biological supply - G. Quiroz	937.27 163.33	1,100.60
40378402	01/14/2026	CHRISTIAN GARCIA PEREZ	01-0000-0-1110-1000-4300-800-003-00000 DEPOSIT FOR WOLF ILLUSTRATIONS		168.00
40378403	01/14/2026	COMANCHE CREEK FARMS	01-7816-0-3800-1000-4300-100-000-00000 7816-4300-100 OPEN FOR BRAVE FARMER PRODUCE		84.00
40378404	01/14/2026	EWELL EDUCATIONAL SERVICES INC	01-6387-0-3800-1000-5200-100-000-00000 6387-5200-100 CTEIG EWELL REGIST		750.00
40378405	01/14/2026	FORTUNA UNIFIED SCHOOL DISTRIC	01-6387-0-3800-1000-5200-100-000-00000 FRESNO PACIFIC COOPERATING TEACHER CONFERNCE/HOTEL-A.THORPE FRESNO PACIFIC COOPERATING TEACHER CONFERNCE/HOTEL-A.MARTIN FRESNO PACIFIC COOPERATING TEACHER CONFERNCE/HOTEL-J LOHSE	325.00 325.00 325.00	975.00
40378406	01/14/2026	FUNDERBURK, LUPE M	01-0000-0-1110-1000-5200-100-000-00000 HS LIBRARY WORKSHOP MEALS 1/20-1/21/26		72.00
40378407	01/14/2026	KING CONSULTING	40-0000-0-0000-8500-5890-000-000-00000 40-8500-5890 Prof Services Addendum		820.00

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40378408	01/14/2026	LAKESHORE LEARNING		01-0801-0-1110-1000-4300-000-519-00000 SCOOTERS AND TRIKES QUOTE#C1159020		357.57
40378409	01/14/2026	LES SCHWAB		01-0000-0-0000-3600-4300-000-000-00000 8100-4300/4400 TIRES FOR VEHICLES AND EQUIPMENT		218.50
40378410	01/14/2026	MAYWOOD MIDDLE SCHOOL		01-0000-0-1110-1000-5890-800-006-00000 Maywood BB TOURN FEES DEC 4-6 2025		320.00
40378411	01/14/2026	McCLELLAND AIR CONDITIONING		01-8150-0-0000-8100-5630-000-000-00000 8100-5630 Open PO HVAC SERVICE/REPAIRS		341.39
40378412	01/14/2026	MJB WELDING SUPPLY		01-6387-0-3800-1000-5890-100-000-00000 0350-4300-053 & 6387-4300-100 CYLINDER RENTAL		12.71
40378413	01/14/2026	OFFICE DEPOT INC		01-0000-0-1110-1000-4300-000-000-00000 CUPS FOR OFFICE OPEN FOR DIST SUPPLIES	6.21 70.91	
				01-0000-0-1110-2420-4300-100-026-00000 2420-4300-100-LIBRARY SUPPLIES	58.29	
				01-0000-0-3200-2700-4300-300-000-00000 Ella -Toner Brother Ink HP	85.68	
				01-6332-0-1110-1000-4300-000-000-00000 OFFICE SUPPLIES FOR R. SANCHEZ	91.51	312.60
40378414	01/14/2026	ORLAND HARDWARE		01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT DEPT SUPPLIES OPEN	240.50	
				01-6387-0-3800-1000-4300-100-000-00000 6387-4300-100 & 0350-4300-053 ANDY MARTIN	283.51	524.01
40378415	01/14/2026	PGE		01-0000-0-0000-8100-5590-000-000-00000 8100-5590-000/100 MONTHLY POWER/GAS	4,603.16	
				01-0000-0-0000-8100-5590-100-000-00000 8100-5590-000/100 MONTHLY POWER/GAS	6,904.76	11,507.92
40378416	01/14/2026	POWELL, JERIMICHA		01-0000-0-0000-7150-5200-000-000-00000 ACSA SYMPOSIUM 01/28-01/30 2026 MILEAGE AND MEALS	281.16	
				FLIGHTS 01/28 SAC TO PS, 02/02/26 PS TO SAC	391.39	672.55
40378417	01/14/2026	PRIMO BRANDS		01-0000-0-1110-1000-4300-000-000-00000 1110-1000-4300-000/100/300/800 & ADULT ED	4.34	
				01-0000-0-1110-1000-4300-100-000-00000 1110-1000-4300-000/100/300/800 & ADULT ED	6.53	10.87

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40378418	01/14/2026	PROPACIFIC FRESH				
			13-5310-0-0000-3700-4700-000-000-00000	13-5310/5320-3700-4700		1,388.47
40378419	01/14/2026	SONGBIRD LANDSCAPE SUPPLY				
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300 LANDSCAPE MATERIALS-PAVERS IN QUAD PROJECT		40.50
40378420	01/14/2026	T MOBILE				
			01-0000-0-1110-1000-5890-000-000-00000	5890 75 STUDENT HOT SPOTS 25-26		180.00
40378421	01/14/2026	WASTE MANAGEMENT				
			01-0000-0-0000-8100-5590-000-000-00000	8100-5590-000/100/GARBAGE SERVICE	623.11	
			01-0000-0-0000-8100-5590-100-000-00000	8100-5590-000/100/GARBAGE SERVICE	934.67	
			01-0000-0-0000-8100-5590-300-000-00000	8100-5590-300 GARBAGE SERVICE	336.42	
			01-0000-0-0000-8100-5590-800-000-00000	8100-5590-800 GARBAGE SERVICE	1,341.71	3,235.91
40378422	01/14/2026	WESTLAKE ACE HARDWARE				
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300 OPEN FOR MAINT		109.19
40378423	01/14/2026	WILBUR-ELLIS COMPANY LLC				
			01-6387-0-3800-1000-4300-100-000-00000	OPEN PO FOR MATIERIAL NTE \$1000		264.46
Total Number of Checks					159	613,955.94

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	137	533,816.16
11	ADULT EDUCATION	10	14,736.46
12	CHILD DEVELOPMENT	4	776.71
13	CAFETERIA	19	44,645.36
14	DEFERRED MAINTENANCE	2	15,244.00
40	SPECIAL RESERVE - CAP PR	2	4,766.25
Total Number of Checks		159	613,984.94
Less Unpaid Tax Liability			29.00
Net (Check Amount)			613,955.94

Includes checks for only Bank Account COUNTY

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