

**HAMILTON UNIFIED SCHOOL DISTRICT  
REGULAR BOARD MEETING AGENDA  
Hamilton High School Library  
620 Canal Street, Hamilton City, CA 95951  
Wednesday, May 27, 2026  
[www.husdschools.org](http://www.husdschools.org)**

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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)
6:30 p.m.	Reconvene to open session

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

**1.0 OPENING BUSINESS:**

- a. Call to order and roll call

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

\_\_\_\_\_ Vanessa Ortiz

\_\_\_\_\_ Rod Boone, Clerk

\_\_\_\_\_ Ray Odom

\_\_\_\_\_ Gabriel Leal

**2.0 IDENTIFY CLOSED SESSION ITEMS:**

**3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS:** Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item.

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

- a. Government Code Section 54956.8, Conference with Real Property Negotiators  
Property:  
Agency Negotiators: Dr. Jeremy Powell, Superintendent; Kristen Hamman, Chief Business Official  
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.*

**5.0 PUBLIC SESSION/FLAG SALUTE:**

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

**7.0 COMMUNICATIONS/REPORTS:**

- a. Board Member Comments/Reports
- b. ASB President and Student Council President Reports
- i. Hamilton High School – Selina Villegas
  - ii. Hamilton Elementary School – Ariana Chavez
- c. District Reports (written)
- i. Technology Report by Frank James (p. 4)
  - ii. Nutrition Services Report by Erendida Moreno (p. 5)
  - iii. Operations Report by Alan Joksch (p. 7)
  - iv. Community Schools and Family Engagement by Rachel Sanchez (p. 8)
  - v. Human Resources & State and Federal Programs by Jolene Towne (p. 10)

- d. Principal and Dean of Student Reports (written)
  - i. Ulises Tellechea, Hamilton Elementary School Principal (p. 12)
  - ii. Maria Reyes, District Dean of Students (p. 13)
  - iii. Cris Oseguera, Hamilton High School Principal (p. 15)
  - iv. Silvia Robles, Adult School (p. 16)
- e. Chief Business Official Report by Kristen Hamman (written) (p. 17)
- f. Superintendent Report by Jeremy Powell (written) (handout)

**8.0 PRESENTATIONS:**

- a. IT Department Presentation (handout)
- b. HUSD Dual Language Education Master Plan (handout)

**9.0 CORRESPONDENCE:**

- a. None

**10.0 INFORMATION ITEMS:**

- a. HUSD Enrollment History for 6 years (p. 18)
- b. Bond Status: Fund 21 Update (p. 20)
- c. New & Current Staff Bios (p. 21)
- d. LCAP/Strategic Planning (handout)

**11.0 DISCUSSION ITEMS:**

- a. None

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

**13.0 ACTION ITEMS:**

- a. Adopt Resolution 25-26-108: Order of Election (p. 24)
- b. Approve the 2024-25 Measure F Bond Building Fund Audit Report (p. 26)
- c. Approve Updated 2025-2026 HUSD Extended Learning Opportunities Plan Update (p. 50)
- d. Approve California State Preschool Program Program Self Evaluation Fiscal Year 2025-26 (p. 56)
- e. Approve HUSD Dual Language Education Master Plan (p. 62)
- f. Approve Purchase and Installation of a New Watchfire Marquee Sign at HES (p. 94)
- g. Approve EA/AA Proposal to Work Modified Schedules During Non-Student Summer of 2026 (p. 96)
- h. Approve Hamilton High School Football Senior Trip (p. 99)

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

- a. Minutes from Regular Board Meeting on April 22, 2026 (p. 101)
- b. Quarterly Report on Williams Uniform Complaints (p. 105)
- c. Warrants and Expenditures (p. 106)
- d. Interdistrict Transfers (new only; elementary students reapply annually).
  - i. Out
    - 1. Hamilton Elementary School
      - a. None
    - 2. Hamilton High School
      - a. None
  - ii. In
    - 1. Hamilton Elementary School
      - a. None

2. Hamilton High School

a. None

e. Personnel Actions as Presented:

New Hires:	Tanya LeDonne	Medical/Health Occupations CTE Teacher	HHS
	Nathalia Mendoza	Multiple Subject Teacher	HES
	Bettyjo Wright	Middle School Science Teacher	HES
	Crystal Ward	Alternative Education Teacher	Ella Barkley

Resignations/Retirement/Release/Position Change: None

**15.0 ADJOURNMENT:**

## Technology Report

Board Meeting on May 27th, 2026

Frank James, Director of Technology

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### Completed and in Progress Tasks

#### Technical Support & Repairs:

- Ongoing completion of technology support tickets and troubleshooting districtwide.
- Chromebook repairs performed both in-house and through the device warranty provider.

#### Server and Equipment Optimization:

- Chromebooks: (warranties are expired on a majority of the district devices)
  - Mike is continuing to fix any allowable Chromebooks inhouse that can be repaired, moving forward.
    - We are in the process of ordering available parts to have on hand for repairs for non-warrantied devices.
    - Limited remaining warrantied models are still being processed through the vendor for repairs.
  - New Chromebook orders have been completed and expected delivery dates will be by June 30<sup>th</sup> and after July 1<sup>st</sup>.
    - Once Chromebooks arrive, set-up processes will be completed and preparation for assigning the new devices to students.
- New Milestone servers – The second server is operational but not installed or in production yet. I've begun running pre-deploy testing to ensure all hardware is fully ready for production. I was hoping to transition to this newer server over spring break but hit some roadblocks so it won't go live until next month. Also still waiting for the new licensing from Comer Communications to upgrade the camera software.
- CAASPP Testing – The student testing window went very well. There were no issues reported during the testing window, even with the newer security measures in place.
- QSS/QCC – The county restored access to the older accounting software. We've set up Kristen and Kathryn with the necessary software and allowlisted the URL.
- Windows 11 – We're continuing to migrate HUSD computers from Windows 10 to Windows 11. During spring break, we focused on getting many of the district PCs updated. Still many to go. We plan to finish this transition during the summer break.
- We're beginning to plan our summer projects which include new Chromebooks, changes to security across the firewall and network, transitioning the Cachebox to fully deployed, and our normal summer checklist of tasks.

## Nutrition Service Report

HUSD

Erendida Moreno

May 27,2026

Meal Service Claims have been submitted for April/2026.

There were 16 days of meal service.

Total reimbursable meals served:

- Breakfast: 6,152
- Lunch: 7,092
- Supper: 1,824
- Snack: 619

ADP for the Elementary Site:

- Breakfast: 202
- Lunch: 322
- Supper: 114
- Snack: 39

ADP for High School site:

- Breakfast: 183
- Lunch: 122

Net claim reimbursement total for April in School Nutrition Programs (SNP), and CACFP is \$74,271.98.

2025-2026 Year to date Totals:

SNP: \$609,964.77

CACFP: \$71,054.03

We are fast approaching the end of our school year. The busiest time of the year. As we end the regular school year we quickly transition into our Seamless Summer Feeding Option for our Summer School students, Boys & Girls Club Summer Camp, and our community under the age of 18 years of age. We provide Breakfast for the High school students, for lunch they are welcome/encouraged to go to the elementary site to eat. Our Feeding site service dates are June 10- July 29, 2026.

Dr. Powell applied for 2025 Kitchen Infrastructure and Training (KIT) Grant earlier this year and just recently we received an award notification with a total amount of \$28,262.26.

## MOT, May 2026

### Maintenance and Operations:

- After the spring rains, we have been working on weed control. Beginning to water and mow grounds on a regular schedule.
- Higgins Weed Service has sprayed the roadway fence lines and around the roses at Ella Barkley.
- The roses in front of the district office and Ella Barkley have been pruned for the spring / summer.
- We set up and cleaned up at the elementary for the May Dance Festival.
- We helped set up for the FFA Banquet.
- We will be setting up for the upcoming awards ceremonies, for spring sports and academics.
- We are beginning to prepare to set up the stage for the graduations.

### Transportation:

- This month we had a meeting with a rep from the BAR (Bureau of Auto Repair).
  - He confirmed that all of the school vehicles are in the state smog check system and that all of the information was up to date. He also helped with an issue with a diesel pickup not passing due to a sensor issue.
- We had our four buses pass the annual safety inspection by the CHP.
- We transported students to 15 sports events, from Orland to Quincy to Weaverville.
- We bused high school students to the science lab at Butte College.
- We bused HES students to Rare Air and a sack lunch at the park.
- Ella Barkley seniors will be going to San Francisco.
- HES 8<sup>th</sup> grade will be bused to Six Flags, for their year end trip.
- High School seniors will need two buses for the rafting trip in Coloma.

**May 4, 2026**

## **Community Schools Report/Activities for April 2026**

Rachel Sanchez, Director of Community Schools & Family Engagement

In April, I focused on grant implementation and reporting, strengthening partnerships, and planning for next year's programming and sustainability. Much of the work this month centered on completing required Community Schools grant deliverables, aligning budget priorities, and continuing to build systems that support student wellness and family engagement.

### **District & Community Engagement**

I remained active in Roundtable, District Services, and regular check-ins with Superintendent Powell to maintain alignment across district priorities. In terms of community meetings, I participated in the Behavioral Health Advisory Board (BHAB), Children's Interagency Coordinating Council (CICC), and regional Community Schools collaboration with North Star Technical Assistance partners and neighboring districts in Orland and Willows.

I also met with leadership from the Boys & Girls Club to strengthen communication, coordination of services, and planning for next year. I participated on the Growing Healthy Children Fun Run planning committee, and the race was held on April 25<sup>th</sup> at Bidwell Park in Chico. There was strong representation from Hamilton staff, students, and families.

### **Integrated Student Supports**

Our Community Schools/Wellness Team HUDLE met this month to continue aligning supports and reviewing ongoing needs. I helped with purchasing snacks for students who will be testing in April and May.

### **Family & Community Outreach / Communications**

Family engagement efforts included developing and distributing the monthly Parent and Caregiver newsletters for April and beginning work on May communications. A parent/caregiver workshop on Suicide Prevention was held on April 30. I also worked on a slide presentation to support incoming elementary students and families for the upcoming school year, helping to build early connections and awareness of available supports.

### **Partnerships, Grants & Professional Learning**

April was heavily focused on grant work, including working with staff, community partners on the Community Schools Annual Performance Reports for each school site, attending required webinars (Coherence & Sustainability, Spring Budget, and Site-Level APR), and collaborating with district leadership on budget planning for next year.

I also worked on a new LCCSP grant application to support PBIS professional development across all school sites.

Additional partnership development included coordination with Catalyst and GCOE on a Certified Wellness Coach program, which would provide staff with the opportunity to earn an AA degree in Health and Human Services along with a Wellness Coach certification.

### **Last Quarter Focus**

Moving forward, I will focus on finalizing grant reports and budget alignment with admin & staff, Finalize efforts to implement billing through CYBHI in the 2026-2027 school year, plan parent/caregiver workshops and staff

opportunities for training related to the CCSPP grant goals, and prioritizing goals for next year, including strategic community partnerships.

**Human Resources Board Report**

May 27, 2026

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

**Personnel/State & Federal Programs**

- As of 5/18/26 all of our regular positions are filled for the upcoming school year.
- Working with supervisors on ongoing evaluation timelines (probationary and permanent).
- Working with supervisors regarding employees with attendance concerns to ensure consistent application of policy and clear communication of expectations.
- Attended a webinar hosted by the California Commission on Teacher Credentialing regarding the Student Teacher Stipend Program, which provides financial assistance to eligible teacher candidates during their student teaching assignments at no cost to the district, supporting recruitment of high-quality future educators. The program is administered through the online grant application process in partnership with our IHE, Chico State.
- Working with employees who are currently or anticipated to be on leave to ensure appropriate timelines and documentation are in place.
- Requested GSRMA conduct a site visit at HES to review an identified area of concern. An inspection report was provided, and administration will develop and implement a corrective action plan.
- Working with the Tehama County Department of Education to enroll induction candidates for the upcoming school year.
- Collaborating with Dr. Powell and Mrs. Hamman on staffing and program planning.
- Finalizing SPED fiscal and staffing analysis with Kristen Hamman.
- Provided support to employees with various requests and inquiries.
- Working with supervisors on outstanding/overdue annual employee trainings.
- Dr. Powell and I reviewed the district's Standard Response Protocol with certificated staff on May 15th as a refresher for the upcoming school year. Emergency response scenarios were also reviewed, along with the planned implementation of site-based emergency safety teams.

**Labor Relations**

- The District will continue negotiations with each employee bargaining unit for the 2026–27 school year, with upcoming meetings scheduled with HTA on May 19 and CSEA on June 5. Updated proposals will be presented as negotiations progress.
- Holding monthly check-ins with labor partners (CSEA & HTA).

**Hiring & Recruitment**

- Hired & Onboarded:
  - Alternative Education Teacher, Ella
    - Crystal Ward – onboarding to take place in June
  - Multiple Subject Teacher, HES
    - Nathalia Mendoza – onboarding to take place in June
  - Middle School Science Teacher, HES
    - Bettyjo Wright – onboarding to take place in June
  - Izel Flores – Middle School Boys Soccer Coach, HES
  - Roselena Graciano Salas – Administrative Technician, Adult Ed
- In Progress:
  - Classified Substitute (custodial)
    - Scheduled to live scan week of 5/18.
- Open/Posted Positions:
  - 7<sup>th</sup> Grade Volleyball Coach, HES

Hamilton Unified School District

- 8<sup>th</sup> Grade Volleyball Coach, HE
- 6<sup>th</sup> Grade Basketball Coach, HES
- JV Assistant Football Coach, HHS
- Cross Country Coach, HHS
- Wrestling Coach, HHS
- Classified Substitute – on going (clerical, food service, preschool, paraeducator, and custodial)

# HAMILTON ELEMENTARY SCHOOL

May 20, 2026

Submitted by

Ulises Tellechea, Principal

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Grade	Percentage	Grade	Percentage
TK-28	TK-93.57%	5-50	5-96.10%
K- 38	K- 95.53%	6-50	6-95.40%
1-25	1 -95.80%	7-49	7-96.12%
2-29	2 -97.24%	8-44	8-96.48%
3-34	3 -96.39%	<b>Enrollment: 394</b> Updated 5/11/26	
4-47	4 -95.59%		

With the final weeks of the school year approaching, there is a strong sense of focus, momentum, and pride across campus. While testing remains a major priority, students continue to participate in enriching academic, athletic, and community activities that support the whole child experience. One highlight was the annual May Dance Festival, which was a tremendous success and showcased the talent, culture, and hard work of our students and staff. Hamilton Elementary greatly appreciates the support from families, PTO members, staff, and the broader Hamilton community in making the event possible. We would also like to extend a special thank you to our board members who attended and supported this important community event.

## Classroom: Teaching and Learning

- State Testing:
  - K-2 ELPAC testing, we are wrapping up and hope to finish soon.
  - 5th & 8th Grade California Science Test (CAST)
    - May 11th-14th
  - State Testing Make ups
    - May 18-21
- A small team is currently working through the math adoption process, which includes a two-day workshop. During Day 1, the team focused on identifying who our students are and defining what strong math instruction must look like in order for our students to thrive. Day 2 is coming up, and the team will review state-adopted math curricula through the lens of the priorities and instructional needs identified during Day 1. The goal of this process is to narrow the options and select 1–2 math curricula to pilot during the next school year before making a final adoption recommendation.
- Teachers are referring students for Summer School based on academic needs and opportunities for continued growth. Summer School will begin on June 10.

## **Campus News**

- **Middle School VAPA:** Students will perform Peter Pan the musical to TK-5th grade students on May 19.
- **ASB Elections:** We have many talented and dedicated students running for office!

## **Athletics**

- **Boys Soccer:** The team will play a semi-final game on 5/12 and hopefully move on to the championship game.
- **Girls Soccer:** Competed strongly in the semifinal game but lost by one goal in penalties.
- **Co-ed Softball:** Coaches and players truly enjoyed this opportunity and for many it was the first time playing the sport.
- **Track & Field:** Athletes are having success in competition. One of our 8th grade boys, Jacob, broke the meet record in the 400m!

## **Parents and Community Engagement**

- The HES parents in the PTO and School Site Council committees have been a great help and contributing to the success of our school!
- Student Awards Assembly, June 3rd
- 8th grade promotion, June 4th
- Kindergarten promotion, June 5th

**Alternative Education Report**  
**Board Meeting on Wednesday May 27, 2026**  
**Maria Reyes, Dean of Students**

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Greetings from Alternative Ed!

We are proud to have five seniors participating in this year's graduation ceremony. On May 20, 2026, our seniors presented their senior projects and did an excellent job showcasing their hard work, growth, and accomplishments.

Our juniors completed both State Testing and the ELPAC assessment.

To celebrate the end of the school year, students enjoyed a field trip to San Francisco, including dinner at Pier 39 and a sunset cruise around the bay.

This summer, we will be offering summer school, giving students the opportunity to earn up to five credits.

We wish everyone an enjoyable summer!

Enrollment:

12<sup>th</sup> grade = 6

11<sup>th</sup> grade = 3

10<sup>th</sup> grade = 3

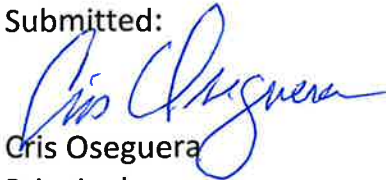
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**Hamilton High School  
HUSD Board Report  
May 27, 2026**

1. Total 9-12 enrollment 2025-26 (as of 5/18/26): 12<sup>th</sup>=92; 11<sup>th</sup> =66; 10<sup>th</sup>=88; 9<sup>th</sup>=71. Total in all 9-12 at HHS is 317 plus 11 students at EBHS, the overall 9-12 total is **328**. Projected for 2026-27 incoming Frosh is approximately 65. Projected 9-12 grade enrollment for 2026-27 as of today is 296.
2. School activities- The Glenn Fair was a rousing success for all, especially our HCCFA students and staff. Several students received top awards in either livestock student projects, floral competitions, or ag mechanic projects. This was the culmination of semester or year-long growth in the specific areas. A number of student projects resulted in grand or reserve champion status!  
We held ASB led activities throughout the month with Prom being the centerpiece for many students. The Prom was held May 10 in Chico and about 100 students attended. We also held a Spirit week May 18-22 completing the week with our 2<sup>nd</sup> Color Dance on Friday May 22.  
Senior Scholarship Award Night is held May 26, with Senior Project Presentations being held on May 21. Our Senior Trip is planned for May 28-29 and it will be our popular rafting trip and overnight stay on the American River. These are all part of end-of-the year activities for all but in particular our graduating seniors!
3. Graduation is Friday June 5 at 8pm! We expect 92 HHS + about 5 EBHS students to complete their education at HUSD that day in our ceremony! All are invited!
4. Spring Athletics updates- Each team had successful seasons (for Baseball, Softball, and Track). For Track, we had a number of students (22) compete in the Division Finals while Softball participated in playoffs with Softball succumbing in the first round while Baseball moved on to the Semifinal. The HHS Shooting Team is continuing its season at the state finals in Kingsburg the weekend of May 30.

Submitted:



Cris Oseguera  
Principal

**Hamilton Adult Education**  
**Board Meeting Report-May, 2026**  
**Silvia Robles/Director**

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**Completed and in Progress Tasks – May, 2026**

1. Enrollment and students served to date for all programs: **188**
2. Classes for Essential Digital Skills will continue until May 28, 2026. These classes support participants in developing foundational technology skills for daily life and employment. Classes are held in the HHS Library lab in the evening on Mondays and Thursdays from 6:00 p.m. – 8:00 p.m.
3. Heavy Equipment Trainings this month of May 2026 are as follows:  
Forklift Certification, Thursday May 14, 2026 & Saturday May 16, 2026  
Scissor Lift Certification, Thursday May 21, 2026 & Saturday May 23, 2026  
Backhoe Certification, Thursday May 28, 2026 & May 30, 2026  
These training take place in the HHS library and staff parking lot.
4. Classes for Mixed Media Arts for May 2026 are as follows:  
Saturday May 16, 2026 and Saturday May 23, 2026  
These classes enable participants to develop their ability to apply design and decoration, and produce artistic objects that have practical purpose and are sellable products. It supports entrepreneurship and small business ownership. Classes are held at the Adult School on Saturdays from 10:00 a.m. – 12:00 p.m.
5. State and federal accountability for Adult Education programs: CASAS end-of-year testing is being completed with ESL, Citizenship and High School Diploma students.
6. New Administrative Technician in Adult Education who recently joined the Adult Education Program has been actively engaged in learning and supporting end of year adult education essential office duties; CASAS testing, data entry, enrollment updates, office organization and student records maintenance...
7. Attend monthly outreach meetings, recruit with non-profit organizations, local businesses, and employers, Alliance for Workforce Development to support regional workforce needs, and WIOA II network monthly meetings and trainings.

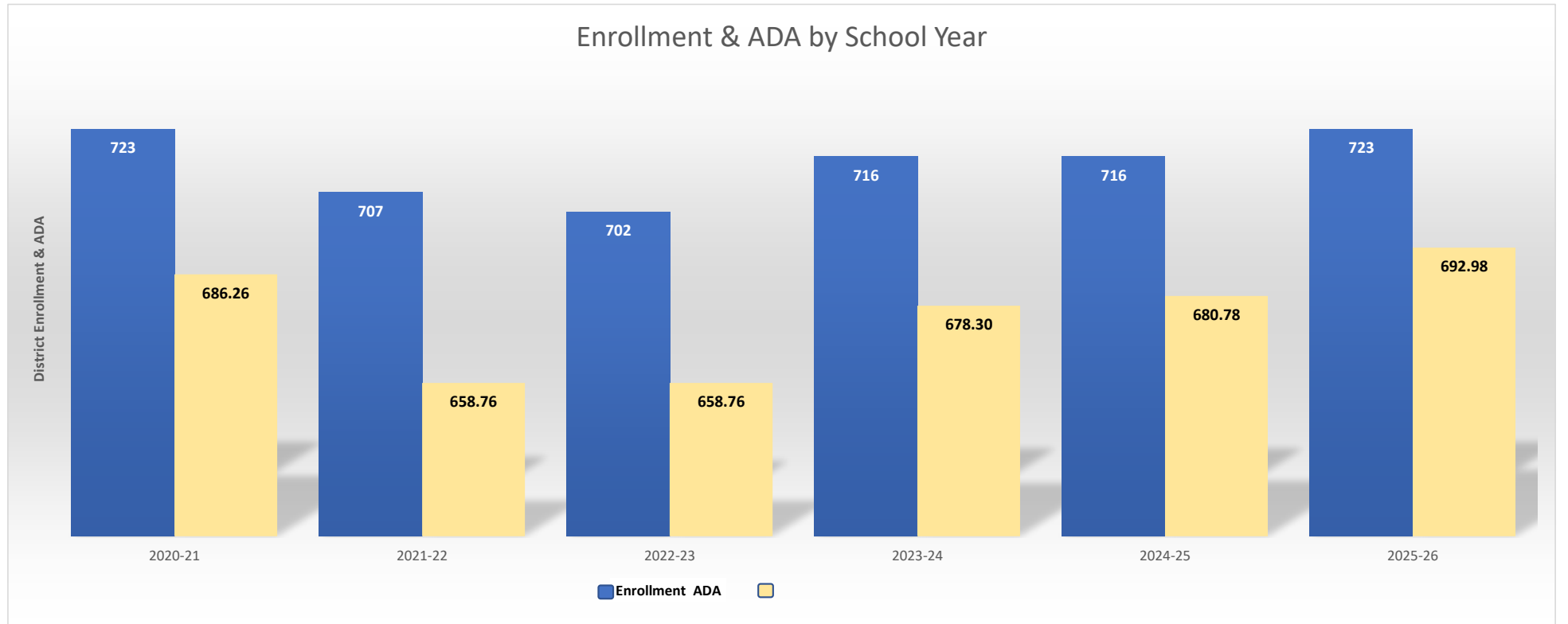
**Hamilton Unified School District  
General Fund - Unrestricted and Restricted  
May 27, 2026 Board Report**

	<b>2025-26 Second Interim Budget</b>	<b>2025-26 Year To Date As of 5/14/26</b>	<b>2024-25 Second Interim Budget</b>	<b>2024-25 Year To Date As of 5/14/25</b>
<b>Revenues</b>				
LCFF Sources	\$ 11,525,569	\$ 9,642,651	\$ 10,857,196	\$ 9,045,347
All Other Federal Revenue	\$ 319,222	\$ 215,125	\$ 269,169	\$ 230,293
Other State Revenue	\$ 2,581,665	\$ 2,298,971	\$ 1,642,145	\$ 1,362,026
Other Local Revenue	\$ 399,826	\$ 410,372	\$ 231,376	\$ 261,501
Other Financing Sources	\$ -			
<b>Total Revenues</b>	<b>\$ 14,826,282</b>	<b>\$ 12,567,119</b>	<b>\$ 12,999,886</b>	<b>\$ 10,899,167</b>
<b>Expenditures</b>				
Certificated Personnel Salaries	\$ 4,754,578	\$ 4,004,776	\$ 4,438,637	\$ 3,660,747
Classified Personnel Salaries	\$ 2,136,731	\$ 1,786,861	\$ 1,765,673	\$ 1,480,037
Employee Benefits	\$ 2,940,326	\$ 2,397,127	\$ 2,616,967	\$ 2,163,077
Books and Supplies	\$ 787,218	\$ 677,469	\$ 710,581	\$ 456,750
Travel and Conferences	\$ 207,287	\$ 177,782	\$ 128,983	\$ 85,393
Dues and Memberships	\$ 30,086	\$ 28,632	\$ 24,836	\$ 22,013
Other Insurance	\$ 206,467	\$ 196,789	\$ 206,467	\$ 204,004
All Other Utilities	\$ 366,456	\$ 307,633	\$ 345,000	\$ 281,269
Rents/Leases/Repairs	\$ 75,175	\$ 114,872	\$ 61,975	\$ 61,041
Other Operating Expenditures	\$ 968,525	\$ 825,931	\$ 550,936	\$ 452,069
Capital Outlay	\$ 548,483	\$ 437,237	\$ 849,523	\$ 360,103
Other Outgo	\$ 1,625,694	\$ 961,110	\$ 1,844,737	\$ 1,083,043
Interfund Transfers Out	\$ 1,025,000		\$ 525,000	
<b>Total Expenditures</b>	<b>\$ 15,672,026</b>	<b>\$ 11,916,219</b>	<b>\$ 14,069,315</b>	<b>\$ 10,309,546</b>
<b>Net Increase (Decrease) in Fund</b>	<b>\$ (845,744)</b>	<b>\$ 650,900</b>	<b>\$ (1,069,429)</b>	<b>\$ 589,621</b>
Beginning Fund Balance 7/1/25 (from 24-25 Unaudited Actuals)	\$ 5,247,806			
Projected Ending Fund Balance 6/30/26	\$ 4,402,062			

## HUSD ENROLLMENT OVER SIX YEARS 2020-2026

1	2	3	4	5	6
<b>2020-21</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
295 HHS	228 HHS	288 HHS	295 HHS	306 HHS	317 HHS
11 EBHS	10 EBHS	20 EBHS	17 EBHS	12 EBHS	11 EBHS
269 K-5	260 K-5	265 K-5	267 K-5	260 K-5	252 K-5
146 6-8	149 6-8	129 6-8	141 6-8	137 6-8	143 6-8
<b>723 ENROLLMENT</b>	<b>707 ENROLLMENT</b>	<b>702 ENROLLMENT</b>	<b>716 ENROLLMENT</b>	<b>716 ENROLLMENT</b>	<b>723 ENROLLMENT</b>
<b>686.26 ADA</b>	<b>658.76 ADA</b>	<b>658.76 ADA</b>	<b>678.30 ADA</b>	<b>680.78 ADA</b>	<b>692.98 ADA</b>

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



## HUSD ENROLLMENT OVER SIX YEARS 2020-2026

2025-26 8/4/25-8/29/25		ADA
#STU	GRADE	
30	TK	24.07
35	K	34.07
25	1	24.29
29	2	27.29
24	3	33.21
49	4	46.57
50	5	47.79
50	6	48.79
46	7	45.00
44	8	42.5
73	9	72.07
91	10	87.29
69	11	66.28
100	12	96.22
<b>715 TOTAL</b>		<b>695.44</b>

2025-26 9/1/25-9/26/25		ADA
#STU	GRADE	
26	TK	24.73
36	K	34.15
25	1	24.3
29	2	28.12
34	3	33.18
50	4	46.79
50	5	48.18
50	6	48.55
48	7	45.45
44	8	42.55
72	9	70.73
89	10	86.94
68	11	65.27
99	12	94.58
<b>720 TOTAL</b>		<b>693.52</b>

2025-26 9/29/25-10/24/25		ADA
#STU	GRADE	
26	TK	24.98
36	K	34.44
25	1	23.96
29	2	28.13
34	3	33.13
48	4	46.85
50	5	48.31
50	6	48.37
48	7	46.19
44	8	42.54
72	9	70.08
90	10	87.67
70	11	65.55
99	12	95.44
<b>721 TOTAL</b>		<b>695.64</b>

2025-26 10/27/25-11/21/25		ADA
#STU	GRADE	
27	TK	25.01
37	K	34.58
24	1	23.66
29	2	28.03
34	3	32.90
49	4	46.80
50	5	48.20
50	6	48.18
50	7	46.49
44	8	42.41
71	9	69.47
90	10	87.58
69	11	66.84
99	12	95.27
<b>723 TOTAL</b>		<b>695.42</b>

2025-26 11/24/25-12/19/25		ADA
#STU	GRADE	
28	TK	25.07
37	K	34.66
24	1	23.64
29	2	27.97
34	3	32.60
49	4	46.72
50	5	48.12
50	6	48.16
50	7	46.77
44	8	42.44
70	9	69.08
90	10	87.22
69	11	66.51
99	12	95.78
<b>723 TOTAL</b>		<b>694.74</b>

2025-26 12/22/25-1/17/26		ADA
#STU	GRADE	
28	TK	25.12
38	K	34.48
24	1	23.65
29	2	28.01
33	3	32.57
48	4	46.72
50	5	48.14
50	6	48.14
51	7	46.84
44	8	42.46
71	9	68.74
92	10	89.2
71	11	66.7
99	12	94.53
<b>728 TOTAL</b>		<b>695.30</b>

2025-26 01/19/26-02/13/26		ADA
#STU	GRADE	
28	TK	25.13
38	K	34.1
24	1	23.47
29	2	27.8
33	3	32.24
48	4	46.42
50	5	48.02
50	6	47.9
51	7	46.87
44	8	42.39
72	9	68.91
92	10	89.57
69	11	66.00
99	12	94.45
<b>727 TOTAL</b>		<b>693.27</b>

2025-26 02/16/26-03/13/26		ADA
#STU	GRADE	
28	TK	25.14
38	K	34.16
24	1	23.48
29	2	27.81
33	3	31.93
48	4	46.31
50	5	47.81
50	6	47.76
50	7	46.81
44	8	42.26
72	9	68.98
92	10	88.94
69	11	65.52
98	12	92.92
<b>725 TOTAL</b>		<b>689.83</b>

2025-26 03/16/26-04/10/26		ADA
#STU	GRADE	
28	TK	25.34
38	K	34.33
25	1	23.47
30	2	27.85
33	3	31.97
48	4	46.35
50	5	47.87
50	6	47.81
49	7	46.92
44	8	42.25
72	9	68.98
91	10	89.44
69	11	65.91
97	12	91.84
<b>724 TOTAL</b>		<b>690.33</b>

2025-26 04/13/26-05/08/26		ADA
#STU	GRADE	
28	TK	25.45
38	K	35.13
25	1	23.52
29	2	27.93
34	3	32.10
48	4	46.32
50	5	47.97
50	6	47.80
49	7	46.94
44	8	42.27
71	9	68.84
91	10	88.85
69	11	66.26
97	12	92.90
<b>723 TOTAL</b>		<b>692.28</b>

**Building Fund 21 (Bond) Expenditures for 2025-26  
 For May 27, 2026 HUSD Board Meeting  
 Total Expenditures through May 14, 2026**

<b>PO #</b>	<b>Date</b>	<b>Vendor</b>	<b>Description</b>	<b>Amount</b>
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 5/14/26 \$ 1,575.00

Meet our current



# STAFF



**Frank James**

Frank James serves as Director of Technology and has been with Hamilton Unified School District for approximately 12 years. He has worked in the technology field since 2003 and brings extensive hands-on experience and expertise. Frank is committed to keeping HUSD at the forefront of technology to support the best possible experience for students and staff. He enjoys the fast-paced, ever-evolving nature of technology in education. Outside of work, Frank enjoys golf, tennis, and traveling.



**Liz Cox**

Liz Cox serves as the bilingual reading intervention teacher for grades K-8 and also teaches a section of ELD for grades 6-8. She has worked with Hamilton Unified School District for 31 years and is proud to have spent her entire teaching career in the District, beginning with her student teaching in 1994. Liz holds a bilingual credential and has taught a variety of grade levels, including K-1 and 4th grade, with a long-standing passion for reading instruction and California history. She feels she has found her true calling in reading intervention, where she supports student growth in literacy. Liz values the close-knit, family-like culture of HUSD and considers the District home. Outside of work, she enjoys traveling, gardening, and spending time with friends and retired colleagues.

Meet our current



# STAFF



Alex Charlon has proudly served Hamilton USD for 24 years as a Math Teacher and Department Chair at Hamilton High School. She holds a Bachelor of Science in Mathematics Education and a CLAD credential. Throughout her career, Alex has coached teachers in instructional practices and mentored aspiring educators through programs such as RISE. Her goal is to help students build confidence, accountability, perseverance, and problem-solving skills that prepare them for future success. Alex values the strong relationships and supportive environment found in Hamilton's small-school community. Outside of school, she enjoys reading, taking walks, and spending time with her family.

Meet our new



# STAFF



**Bettyjo Wright**

Bettyjo Wright is the new Middle School Science Teacher at HES! She is passionate about helping students learn and enjoy science and aims to continue developing strategies that support student learning. Her areas of expertise include genetics and space, and she enjoys exploring what makes us who we are. At her previous district she was recognized with the Tireless Effort Award and Stays Late Award, completed the Enhanced School Community training through the AVID Summer Institute, and has contributed to yearbook and curriculum alignment with NGSS. She values communication, collaboration, and empathy in her work. In her free time, she enjoys reading, hiking, ballroom dancing, spending time with her pets, and is currently working on restoring her grandmother's home and property.



**Crystal Ward**

Crystal Ward is the new Alternative Ed Teacher at Ella Barkley! Her goal is to create a supportive, trauma-informed environment that boosts engagement and attendance while helping alternative education students grow academically and socially and move toward graduation and their future. She has attended over two dozen trauma-informed, relationship-building, and best-practices trainings and has been recognized twice by RTA for outstanding classroom performance. She is a mother of two boys and the owner of a General Engineering Company. She brings a passion for education, the ability to connect and relate with students, and is organized with strong problem-solving skills.

HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number:</b> 13. a	<b>Date:</b> 5/27/26
<b>Agenda Item Description:</b> Adopt Resolution 25-26-108: Order of Election	
<b>Background:</b>  <b>July 2, 2026 - Specifications of Election Order</b> - This is the deadline for school districts and college districts to deliver to the county superintendent of schools and the county elections official a resolution entitled "Specifications for the Election Order." The order shall state the date and purpose of the election, the authority for ordering it, the authority for the specifications, and the signature of the authorizing officer. (Education Code §§ 5322, 15100. <b>(Order of Elections)</b> )  <b>July 6, 2026 - Notice of Election and Orders of Election</b> - Deadline for the county superintendent of schools to deliver a formal <b>Notice of Election</b> and copies of district election orders to the elections official. (Ed. Code §§5324, 5325-5361, 15120)	
<b>Status:</b> Pending Board Adoption	
<b>Fiscal Impact:</b> None	
<b>Educational Impact:</b> None	
<b>Recommendation:</b> Recommend Board adopt Resolution 25-26-108: Order of Election	

# Order of Election

(Education Code Sections 5000, 5018, 5304, and 5322)

RESOLUTION # 25-26-108

## ORDERING GOVERNING BOARD MEMBER ELECTION

WHEREAS, the regular biennial election of governing board members is ordered by law pursuant to Section 5000 of the Education Code to fill offices of members of the governing board of Hamilton Unified School District, of Glenn County, now be it

RESOLVED that the County Superintendent of Schools for this county call the election as ORDERED and in accordance with the designations contained in the following Specifications of the Election Order made under the authority of Education Code Sections 5304 and 5322.

### SPECIFICATIONS OF THE ELECTION ORDER

The election shall be held on Tuesday, November 3, 2026,

The purpose of the election is to elect two members of the governing board

of Hamilton Unified School District. <sup>(1)</sup>

IT IS FURTHER ORDERED that the clerk or secretary of the district shall deliver not less than 123 days prior to the date set for the election, two (2) copies of this Resolution and Order to the county superintendent of schools and one (1) copy to the officer conducting the election.

The foregoing Resolution and Order was adopted by a formal vote of the governing board of Hamilton Unified School District of Glenn County, being the board authorized by law to make the designations therein contained on \_\_\_\_\_, 2026.

Signed \_\_\_\_\_  
(CLERK/SECRETARY OF THE GOVERNING BOARD)

<sup>(1)</sup> In the case of an election on a measure, including a bond measure, insert this or equivalent wording: “Another purpose of the election is to submit to the voters the following measure(s):” followed by the exact wording of each measure as it is to appear on the ballot (in 75 words or less, as per Elections Code Sec. 13247).

If the measure is a BOARD MEMBER INCREASE proposal sought under the provisions of Education Code Sec. 5018, the Specifications of the Election Order should also be made to state the following “Another purpose of the election is to elect two additional members of the governing board to serve if the board member increase measure is approved by the voters.” Please note, also, that Education Code Sec. 5018 allows a governing board to request the superintendent to resubmit a board member increase measure to voters, and that the request can be transmitted to the superintendent up to 100 days (rather than 123 days) prior to a governing board member election.

INSTRUCTIONS: After the board has adopted this (or other form of a) Resolution calling the election and setting forth the Specifications of the Election Order, the board clerk of secretary shall sign and distribute the “Order of Election” as follows:

(1) For a governing board member election, generate three copies of the Resolution and Specifications; and, not less than 123 days prior to the date set for the election, send one copy to the officer conducting the election, and two copies to the county superintendent of schools. The superintendent, then, shall send one copy together with a copy of the Notice of Election to the officer conducting the election (county clerk or registrar of voters), not less than 120 days before the election (Education Code Sec. 5324).

(2) For an election on a measure, including a bond measure, send (only one copy of) the Resolution and Specifications directly to the officer conducting the election (county clerk or registrar of voters), not less than 88 days prior to the date of the election.

## HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number:</b> 13. b	<b>Date:</b> May 27, 2026
<b>Agenda Item Description:</b> 2024-25 Measure F Bond Building Fund Audit Report.	
<p><b>Background:</b> In 2000, California voters passed Proposition 39, which amended Article XIII of the California Constitution to require each school district that passes a general obligation bond under 55 percent majority rule to conduct two independent annual audits. One audit examines finances; while the other focuses on the performance of the bond program to ensure that general obligation bond money was expended appropriately on the specific projects listed during the election campaign.</p> <p>The auditors believe the financial statements present fairly, in all material respects, the financial position of the Measure F Bond Building Fund of Hamilton Unified School District, as of June 30, 2025.</p> <p>The auditors also believe Hamilton Unified School District complied, in all material respects, with the types of compliance requirements for a performance audit that are applicable to the Measure F Bond Building Fund for the year ended June 30, 2025.</p> <p>There were no financial statement findings or performance audit findings for 2024-25.</p> <p>The 2024-25 Measure F Bond Building Fund Audit Report will be given to the Citizens' Bond Oversight Committee.</p>	
<b>Status:</b> Pending board approval.	
<b>Fiscal Impact:</b> There were no financial statement audit findings. As a result, there was no fiscal impact.	
<b>Educational Impact:</b> The effective management of the District's resources allows our students a safe, rigorous, and engaging educational experience that promotes student academic success, respect, and citizenship in a caring environment.	
<b>Recommendation:</b> Recommend board approve the 2024-25 Measure F Bond Building Fund Audit Report.	

May 7, 2026

Board of Trustees  
Hamilton Unified School District  
Hamilton City, California

We have audited the financial statements of the Measure F Bond Building Fund of the Hamilton Unified School District (the "District") for the year ended June 30, 2025. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards (and, if applicable, *Government Auditing Standards* and the Uniform Guidance), as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated April 16, 2026. Professional standards also require that we communicate to you the following information related to our audit.

### **Significant Audit Matters**

#### ***Qualitative Aspects of Accounting Practices***

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the District are described in Note 1 to the financial statements. No new accounting policies were adopted, and the application of existing policies was not changed during 2025. We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

#### ***Difficulties Encountered in Performing the Audit***

We encountered no significant difficulties in dealing with management in performing and completing our audit.

#### ***Corrected and Uncorrected Misstatements***

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to each opinion unit's financial statements taken as a whole.

#### ***Disagreements with Management***

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

#### ***Management Representations***

We have requested certain representations from management that are included in the management representation letter dated May 7, 2026.

#### ***Management Consultations with Other Independent Accountants***

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the District's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

**Significant Audit Matters (continued)**

***Other Audit Findings or Issues***

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

**Restriction on Use**

This information is intended solely for the information and use of Board of Education and management of the District and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

A handwritten signature in blue ink that reads "Christy White, Inc". The signature is written in a cursive, flowing style.

Christy White, Inc.  
San Diego, California

**HAMILTON UNIFIED SCHOOL DISTRICT  
MEASURE F BOND BUILDING FUND**

**AUDIT REPORT**

**FOR THE YEAR ENDED  
JUNE 30, 2025**

**HAMILTON UNIFIED SCHOOL DISTRICT  
MEASURE F BOND BUILDING FUND  
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JUNE 30, 2025**

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**HAMILTON UNIFIED SCHOOL DISTRICT  
MEASURE F BOND BUILDING FUND  
INTRODUCTION  
JUNE 30, 2025**

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The Hamilton Unified School District was established on July 1, 2009 upon the unification of Hamilton High School District and Hamilton Elementary School District. The boundaries of the former districts changed in accordance with the approved plan of unification. The District is located in Glenn County and is currently operating one high school, one elementary school, two community day schools, one continuation high school, one preschool, and an adult education program. There were no boundary changes during the fiscal year.

In an election held on November 6, 2018, the voters authorized the District to issue and sell not more than \$7,000,000 principal amount of general obligation bonds. These bonds were issued to acquire land and facilities for school and educational uses, improvement and modernization of classrooms and school facilities, improvement to health and safety including lighting and fire suppression systems, and upgrades and modernization to agricultural facilities.

Series A was issued on June 5, 2019 for \$2,200,000 with interest rate of 4%. The original issuance consisted of \$645,000 in current interest serial bonds and \$1,555,000 in current interest term bonds. The bonds have a final maturity date of August 1, 2053. At June 30, 2025 the principal amount outstanding was \$1,845,000.

Series B was issued on September 12, 2024 for \$4,800,000 with interest rates ranging from 4% to 5%. The original issuance consisted of \$1,380,000 in current interest serial bonds and \$3,420,000 in current interest term bonds. The bonds have a final maturity date of August 1, 2054. At June 30, 2025 the principal amount outstanding was \$4,800,000.

**REPORT ON THE AUDIT OF THE FINANCIAL STATEMENTS**Independent Auditors' Report

Measure F Citizens' Oversight Committee and  
Governing Board  
Hamilton Unified School District  
Hamilton City, California

**Report on the Audit of the Financial Statements*****Opinion***

We have audited the accompanying financial statements of the Measure F Bond Building Fund of Hamilton Unified School District (the "District"), as of and for the year ended June 30, 2025, and the related notes to the financial statements, as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the Measure F Bond Building Fund of Hamilton Unified School District, as of June 30, 2025, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

***Basis for Opinion***

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

***Emphasis of Matter***

As discussed in Note 1, the financial statements present only the Measure F Bond Building Fund and do not purport to, and do not present fairly the financial position of the Hamilton Unified School District, as of June 30, 2025, and the changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

***Responsibilities of Management for the Financial Statements***

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

## ***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user of the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

## ***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated May 7, 2026 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters specific to the Measure F Bond Building Fund. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance specific to the Measure F Bond Building Fund.

## ***Report of Other Legal and Regulatory Requirements***

In accordance with the requirements of Proposition 39, as incorporated in California Constitution Article 13A, we have issued our performance audit dated May 7, 2026 on our consideration of the District's compliance with the requirements of Proposition 39 as it directly relates to the Measure F Bond Building Fund. That report is an integral part of our audit of the Measure F Bond Building Fund of Hamilton Unified School District, as of and for the year ended June 30, 2025, and should be considered in assessing the results of our financial audit.



San Diego, California  
May 7, 2026

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## **FINANCIAL SECTION**

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**HAMILTON UNIFIED SCHOOL DISTRICT  
 MEASURE F BOND BUILDING FUND  
 BALANCE SHEET  
 JUNE 30, 2025**

---

<b>ASSETS</b>	
Cash and investments	\$ 4,920,739
Accounts receivable	<u>44,459</u>
<b>Total Assets</b>	<b><u>\$ 4,965,198</u></b>
 <b>LIABILITIES</b>	
Accrued liabilities	\$ 3,500
<b>Total Liabilities</b>	<b><u>3,500</u></b>
 <b>FUND BALANCES</b>	
Restricted for Measure F projects	<u>4,961,698</u>
<b>Total Fund Balances</b>	<b><u>4,961,698</u></b>
<b>Total Liabilities and Fund Balances</b>	<b><u>\$ 4,965,198</u></b>

**HAMILTON UNIFIED SCHOOL DISTRICT  
MEASURE F BOND BUILDING FUND  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
FOR THE YEAR ENDED JUNE 30, 2025**

---

<b>REVENUES</b>	
Interest income	\$ 143,058
<b>Total Revenues</b>	<u>143,058</u>
<b>EXPENDITURES</b>	
Current	
Facilities acquisition and construction	22,700
Debt service	
Principal	202,373
<b>Total Expenditures</b>	<u>225,073</u>
<b>Excess (Deficiency) of Revenues Over Expenditures</b>	<u>(82,015)</u>
<b>Other Financing Sources (Uses)</b>	
Transfers in	50,000
Proceeds from bond issuance	4,800,000
<b>Net Financing Sources (Uses)</b>	<u>4,850,000</u>
<b>NET CHANGE IN FUND BALANCE</b>	4,767,985
<b>Fund Balance - Beginning</b>	193,713
<b>Fund Balance - Ending</b>	<u>\$ 4,961,698</u>

**HAMILTON UNIFIED SCHOOL DISTRICT  
MEASURE F BOND BUILDING FUND  
NOTES TO FINANCIAL STATEMENTS  
JUNE 30, 2025**

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**A. Financial Reporting Entity**

The Hamilton Unified School District (the “District”) accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

An oversight committee to the District’s Governing Board and Superintendent, called the Citizens’ Oversight Committee (COC), was established pursuant to the requirements of state law and the provisions of the Measure F bond. The COC is required by state law to actively review and report on the proper expenditure of taxpayers’ money for school construction. The COC provides oversight and advises the public whether the District is spending the Measure F bond funds for school capital improvements within the scope of projects outlined in the Measure F bond project list. In fulfilling its duties, the COC reviews, among other things, the District’s annual performance and financial audits of Measure F activity.

The statements presented are for the individual Measure F Bond Building Fund of the District, consisting of the net construction proceeds of Election 2018 Series A and Series B, as issued by the District, through the County of Glenn, and are not intended to be a complete presentation of the District’s financial position or results of operations. There are no related parties or component units included in this financial statement presentation.

**B. Basis of Accounting**

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied.

The financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual; i.e., both measurable and available. “Available” means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. Expenditures are generally recognized under the modified accrual basis of accounting when the related liability is incurred.

**C. Cash and Cash Equivalents**

The District’s cash and cash equivalents consist of cash on hand, demand deposits and short-term investments with original maturities of three months or less from the date of acquisition. Cash equivalents also include cash with county treasury balances for purposes of the statement of cash flows.

**D. Interfund Balances**

Receivables and payables resulting from short-term interfund loans are classified as “Due from other funds/Due to other funds.”

**E. Accrued Liabilities**

In general, payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the fund.

**HAMILTON UNIFIED SCHOOL DISTRICT  
MEASURE F BOND BUILDING FUND  
NOTES TO FINANCIAL STATEMENTS, continued  
JUNE 30, 2025**

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)**

**F. Fund Balance**

Under GASB Statement No. 54, fund balance is divided into five classifications based primarily on the extent to which the District is bound to observe constraints imposed upon the use of the resources in the governmental funds. The fund balance in Measure F is considered restricted.

The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation.

**G. Interfund Activity**

Exchange transactions between funds are reported as revenues in the seller funds and as expenditures/expenses in the purchaser funds. Flows of cash or goods from one fund to another without a requirement for repayment are reported as interfund transfers. Repayments from funds responsible for particular expenditures/expenses to the funds that initially paid for them are not presented in the financial statements.

**H. Estimates**

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

**I. Budgetary Data**

The budgetary process is prescribed by provisions of the California Education Code and requires the governing board to hold a public hearing and adopt an operating budget no later than July 1 of each year. The District governing board satisfied these requirements. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption with the legal restriction that expenditures cannot exceed appropriations by major object account.

**NOTE 2 – CASH AND INVESTMENTS**

Cash and investments as of June 30, 2025 consisted of \$4,920,739 deposited in the Glenn County Treasury Investment Pool.

**A. Policies and Practices**

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the state; U.S. Treasury instruments; registered state warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; collateralized mortgage obligations; and the County Investment Pool.

**HAMILTON UNIFIED SCHOOL DISTRICT  
MEASURE F BOND BUILDING FUND  
NOTES TO FINANCIAL STATEMENTS, continued  
JUNE 30, 2025**

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**NOTE 2 – CASH AND INVESTMENTS (continued)**

**A. Policies and Practices (continued)**

**Investment in County Treasury** – The District maintains substantially all of its cash in the County Treasury in accordance with *Education Code Section 41001*. The Glenn County Treasurer’s pooled investments are managed by the County Treasurer who reports on a monthly basis to the board of supervisors. In addition, the function of the County Treasury Oversight Committee is to review and monitor the County’s investment policy. The committee membership includes the Treasurer and Tax Collector, the Auditor-Controller, Chief Administrative Officer, Superintendent of Schools Representative, and a public member. The fair value of the District’s investment in the pool is based upon the District’s pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

**B. General Authorizations**

Except for investments by trustees of debt proceeds, the authority to invest District funds deposited with the county treasury is delegated to the County Treasurer and Tax Collector. Additional information about the investment policy of the County Treasurer and Tax Collector may be obtained from its website. The table below identifies the investment types permitted by California Government Code.

<u>Authorized Investment Type</u>	<u>Maximum Remaining Maturity</u>	<u>Maximum Percentage of Portfolio</u>	<u>Maximum Investment in One Issuer</u>
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker’s Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

**C. Interest Rate Risk**

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District manages its exposure to interest rate risk by investing in the County Treasury. The District maintains a pooled investment with the County Treasury with a fair value of approximately \$4,917,442 and an amortized book value of \$4,920,739. The average weighted maturity for this pool was not available.

**HAMILTON UNIFIED SCHOOL DISTRICT  
 MEASURE F BOND BUILDING FUND  
 NOTES TO FINANCIAL STATEMENTS, continued  
 JUNE 30, 2025**

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**NOTE 2 – CASH AND INVESTMENTS (continued)**

**D. Credit Risk**

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The investments in the County Treasury are not required to be rated.

**E. Fair Value**

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy is based on the valuation inputs used to measure an asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

Level 1 - Quoted prices (unadjusted) in active markets for identical assets.

Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, either directly or indirectly.

Level 3 - Unobservable inputs should be developed using the best information available under the circumstances, which might include the District's own data. The District should adjust that data if reasonable available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

Uncategorized - Investments in the Glenn County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

The District's fair value measurements at June 30, 2025 were as follows:

	<b><u>Uncategorized</u></b>
Investment in county treasury	<u>\$ 4,917,442</u>
<b>Total</b>	<u><b>\$ 4,917,442</b></u>

**NOTE 3 – ACCOUNTS RECEIVABLE**

Accounts receivable balance of \$44,459 at June 30, 2025 relates to quarterly interest earned on investments with the county treasury.

**NOTE 4 – INTERFUND TRANSACTIONS**

**Operating Transfers**

Interfund transfers for the year ended June 30, 2025 consisted of a transfer of \$50,000 from the General Fund to the Measure F Bond Building Fund to repay a prior year transfer.

**HAMILTON UNIFIED SCHOOL DISTRICT  
MEASURE F BOND BUILDING FUND  
NOTES TO FINANCIAL STATEMENTS, continued  
JUNE 30, 2025**

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**NOTE 5 – ACCRUED LIABILITIES**

Accrued liabilities at June 30, 2025 consisted of \$3,500 of construction related costs.

**NOTE 6 – COMMITMENTS AND CONTINGENCIES**

**A. Litigation**

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District at June 30, 2025.

**B. Construction Commitments**

As of June 30, 2025, the District had no commitments with respect to unfinished capital projects.

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**OTHER INDEPENDENT AUDITORS' REPORTS**

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**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER  
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH  
GOVERNMENT AUDITING STANDARDS**

Independent Auditors' Report

Measure F Citizens' Oversight Committee and  
Governing Board  
Hamilton Unified School District  
Hamilton City, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Measure F Bond Building Fund of Hamilton Unified School District (the "District"), as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the Hamilton Unified School District's basic financial statements of the Measure F Bond Building Fund, and have issued our report thereon dated May 7, 2026.

***Emphasis of Matter***

As discussed in Note 1, the financial statements of the Measure F Bond Building Fund of Hamilton Unified School District are intended to present the financial position and the changes in financial position attributable to the transactions of that Fund. They do not purport to, and do not, present fairly the financial position of the District as of June 30, 2025, and the changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

**Report on Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements of the Measure F Bond Building Fund of Hamilton Unified School District, we considered Hamilton Unified School District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements of the Measure F Bond Building Fund, but not for the purpose of expressing an opinion on the effectiveness of Hamilton Unified School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Hamilton Unified School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

## Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the financial statements of the Measure F Bond Building Fund are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

A handwritten signature in blue ink that reads "Christy White, Inc". The signature is written in a cursive, flowing style.

San Diego, California  
May 7, 2026

## REPORT ON PERFORMANCE

### Independent Auditors' Report

Measure F Citizens' Oversight Committee and  
Governing Board  
Hamilton Unified School District  
Hamilton City, California

We were engaged to conduct a performance audit of the Measure F Bond Building Fund of Hamilton Unified School District (the "District") for the year ended June 30, 2025.

We conducted this performance audit in accordance with the standards applicable to performance audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our conclusion based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our conclusions based on our audit objectives.

Our audit was limited to the objectives listed within the report which includes determining the District's compliance with the performance requirements as referred to in Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution and Appendix A contained in the *2024-2025 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* issued by the California Education Audit Appeals Panel. Management is responsible for the District's compliance with those requirements.

In planning and performing our performance audit, we obtained an understanding of the District's internal control in order to determine if the internal controls were adequate to help ensure the District's compliance with the requirements of Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution, but not for the purpose of expressing an opinion of the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

The results of our tests indicated that the District, in all significant respects, expended Measure F Bond Building Fund only for the specific projects approved by the voters, in accordance with Proposition 39 and outlined in Article XIII A, Section 1(b)(3)(C) of the California Constitution. The procedures performed and the related results are further described in the accompanying audit procedures and results section.

This report is intended solely for the information and use of the District, and is not intended to be and should not be used by anyone other than this specified party.



San Diego, California  
May 7, 2026

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## **AUDIT PROCEDURES AND RESULTS SECTION**

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**HAMILTON UNIFIED SCHOOL DISTRICT  
MEASURE F BOND BUILDING FUND  
AUDIT PROCEDURES AND RESULTS  
FOR THE YEAR ENDED JUNE 30, 2025**

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**SECTION I – FINANCIAL AUDIT PROCEDURES AND RESULTS**

**Financial Statements**

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As mentioned in the Report on Financial Statements, we have issued an unmodified opinion over the financial statements of the Measure F Bond Building Fund as of and for the year ended June 30, 2025.

**Internal Control Evaluation**

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We tested internal controls over financial reporting and compliance with laws, regulations, or provisions of contracts or agreements and have determined through our inquiry of management and our evaluation of District processes that no significant deficiencies were noted.

**SECTION II – PERFORMANCE AUDIT PROCEDURES AND RESULTS**

**Facility Project Expenditures**

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We selected a representative sample of expenditures charged to the Measure F Bond Building Fund and reviewed supporting documentation to ensure funds were properly expended on specific project(s) listed in the text of the Measure F ballot.

We tested approximately \$215,141 of non-personnel expenditures or 96% of current year Measure F Bond Building Fund expenditures for validity, allowability, and accuracy and concluded that the sampled expenditures were in compliance with the terms of Measure F ballot language, the District approved facilities plan, and applicable state laws and regulations.

**Personnel Expenditures**

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Based on review of expenditure information, we noted that there were no salaries or benefits charged to the Measure F Bond Building Fund during the fiscal year ended June 30, 2025. Audit procedures over personnel expenditures were not applicable.

**Contract Bidding Procedures**

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For the year ended June 30, 2025, we inquired with bond program staff and determined that there were no contracts related to Measure F Bond Building Fund for the current fiscal year. Audit procedures over contract bidding were not applicable.

Based on our review of overall expenditures and projects by vendor, no instances or possible indications of bid-splitting were identified. The District appears to be properly reviewing projects and applying appropriate procedures over contract and bidding procedures.

**Contract Change Order Procedures**

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For the year ended June 30, 2025, we inquired with bond program staff and determined that there were no change orders related to Measure F Bond Building Fund for the current fiscal year. Audit procedures over change orders were not applicable.

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## **FINDINGS AND RECOMMENDATIONS SECTION**

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**HAMILTON UNIFIED SCHOOL DISTRICT  
MEASURE F BOND BUILDING FUND  
SCHEDULE OF FINDINGS AND RECOMMENDATIONS  
FOR THE YEAR ENDED JUNE 30, 2025**

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**PART I – FINANCIAL STATEMENT FINDINGS**

There were no financial statement findings for the year ended June 30, 2025.

**PART II – PERFORMANCE AUDIT FINDINGS**

There were no findings or recommendations related to the Measure F Bond Building Fund for the year ended June 30, 2025.

**PART III – PRIOR AUDIT FINDINGS**

There were no findings or recommendations for the year ended .

HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number:</b> 13. c	<b>Date:</b> 5/26/26
<b>Agenda Item Description:</b> Updated 2025-2026 HUSD Extended Learning Opportunities Plan Update	
<b>Background:</b>  <b>1. Introduction</b> The Extended Learning Opportunities (ELO) Program is a state-funded initiative designed to provide additional learning time and enrichment activities for students, particularly those most in need. The program supports student recovery from learning loss and enhances academic, social-emotional, and extracurricular engagement. <b>2. Legislative Background</b> <ul style="list-style-type: none"><li>• Established by Assembly Bill (AB) 130 (2021)</li><li>• Updated under AB 181 (2022) to expand services and funding requirements</li><li>• Part of California's broader effort to address learning gaps, particularly post-pandemic</li></ul> <b>3. Funding &amp; Eligibility</b> <ul style="list-style-type: none"><li>• Funding Source: State grants based on a district's Unduplicated Pupil Percentage (UPP), targeting low-income students, English learners, and foster youth.</li><li>• Eligibility:<ul style="list-style-type: none"><li>o Schools serving students in transitional kindergarten (TK) through grade 6 must provide at least 9 hours of combined instructional and extended learning time per day.</li><li>o Districts must prioritize low-income students, English learners, and youth in foster care.</li></ul></li></ul> <b>4. Key Components of the ELO Plan</b> <ul style="list-style-type: none"><li>• Before &amp; After-School Programs: Additional instructional and enrichment opportunities.</li><li>• Summer &amp; Intersession Learning: Programs available during school breaks to prevent learning loss.</li><li>• Academic Tutoring &amp; Intervention: Focused support in reading, math, and other core subjects.</li><li>• Enrichment Activities: Art, music, STEM, physical education, and social-emotional learning (SEL).</li><li>• Staffing &amp; Partnerships: Collaboration with community organizations, nonprofits, and local businesses to provide diverse programming.</li><li>• Extends support for TK-8</li></ul>	
<b>Status:</b> Update Pending Board approval.	
<b>Fiscal Impact:</b> Allows HUSD to continue to utilize our Extended Learning Opportunities Grant funding to better support our students.	
<b>Educational Impact:</b>	
<b>Recommendation:</b>  Approve Updated 2025-2026 HUSD Extended Learning Opportunities Plan Update	

# **Hamilton Unified School District Expanded Learning Opportunities Program (ELO-P) Plan Updated 2025–2026 School Year**

## **1) Safe and Supportive Environment:**

- Hamilton Unified School District plans to offer an expanded learning opportunities program that provides students with access to a structured and engaging learning environment on the school site. All students in Transitional Kindergarten through sixth grade who participate in the program will have access to developmentally and age-appropriate programming.
- The curriculum provided through the expanded learning program will give students the opportunity to engage with academic enrichment and hands-on learning experiences that complement the regular instructional day. Students will also receive homework assistance and academic support during program hours.
- The program will provide a safe and structured environment staffed by trained individuals who support students' academic growth, social development, and personal well-being. To ensure adequate space for the program, district resources may be used to support facility improvements and upgrades that help accommodate expanded learning activities.

## **2) Active and Engaging Learning:**

- Promoting active and engaging learning is central to the vision of the expanded learning opportunities program. When students arrive at the program, they will first be given the opportunity to complete homework assignments or other academic responsibilities from the school day.
- Program staff will work collaboratively with classroom teachers to support student learning and help reinforce grade-level academic standards.
- Once homework support is completed, students will have the opportunity to participate in a variety of enrichment activities. These activities may include:
  - STEM learning opportunities
  - Physical education and recreation
  - Art instruction
  - Music education
  - Foreign language exploration
  - Life skills development
- Enrichment opportunities may include structured recreational and athletic activities that support teamwork, leadership, wellness, and positive student engagement in a supervised after-school environment

Additional enrichment opportunities may be added as community partnerships and program resources expand.

### **3) Skill Building:**

- Short-term enrichment programs will provide students with opportunities to learn and develop specific skills in a supportive environment. These activities are designed to encourage creativity, curiosity, and problem solving.
- Programs will emphasize a growth mindset and encourage students to take risks, try new activities, and develop confidence in their abilities. Through these experiences, students will develop resilience, collaboration skills, and positive attitudes toward learning.

### **4) Youth Voice and Leadership:**

- Students participating in the expanded learning opportunities program will be encouraged to share their perspectives and ideas regarding program activities and enrichment offerings.
- Student feedback may be gathered through surveys, informal discussions, and participation in student leadership groups. Existing student leadership organizations, such as student council, may also collaborate with program staff to support student-led initiatives, campus activities, and community service opportunities.
- Program staff will provide opportunities for students to contribute ideas for new activities and enrichment opportunities so that program offerings reflect student interests while supporting the educational goals of the district.

### **5) Healthy Choices and Behaviors:**

- Students participating in expanded learning programs will receive nutritional support consistent with federal and state child nutrition guidelines.
- Students who attend programs that operate beyond 5:00 p.m. will be provided a meal. Students who attend programs that conclude before or at 5:00 p.m. will receive a snack.
- The program will also promote healthy lifestyles through physical activity, recreation, and instruction related to healthy habits and decision-making. Staff will establish clear expectations for behavior and will implement systems for positive reinforcement and redirection to promote a safe and supportive program environment.

### **6) Diversity, Access, and Equity:**

- The expanded learning opportunities program will strive to incorporate diverse and culturally responsive content into program activities. Student and parent feedback will help guide the development of programming that reflects the interests and needs of the community.
- Program access will be available to all eligible students regardless of nationality, race, gender, disability status, or other protected characteristics. Students with disabilities and exceptional needs will be encouraged to participate and will be provided access

consistent with their individualized education program (IEP) or Section 504 accommodation plan when applicable.

- Priority enrollment will be provided to unduplicated pupils, including students who are low-income, English learners, foster youth, and students experiencing homelessness, consistent with California Education Code Section 46120.

#### **7) Quality Staff:**

- The expanded learning opportunities program will rely on a diverse group of qualified staff members to provide engaging learning experiences.
- The program will be led by a Program Director, who will oversee scheduling, program coordination, supervision of staff, budgeting, data reporting, and compliance with applicable regulations.
- Additional staff may include certificated employees, classified employees, and qualified community partners who have completed Department of Justice background checks and fingerprint clearance.
- The program will maintain staff-to-student ratios consistent with state expanded learning program requirements:
  - 10:1 ratio for Transitional Kindergarten and Kindergarten
  - 20:1 ratio for grades 1–6

The Program Director will monitor enrollment and staffing levels to ensure these ratios are maintained.

#### **8) Clear Vision, Mission, and Purpose:**

- The vision of the expanded learning opportunities program is to provide high-quality and engaging learning opportunities that foster confidence, resilience, and lifelong learning among students.
- The mission of the program is to coordinate and implement a variety of educational and enrichment opportunities that promote academic success, personal development, and life skills.
- The purpose of the program is to provide students with additional opportunities to explore interests, develop new skills, and engage in meaningful learning experiences beyond the regular instructional day.

#### **9) Collaborative Partnerships:**

- Hamilton Unified School District will work to establish partnerships with community organizations and educational institutions that support the goals of the expanded learning opportunities program.
- Potential partners may include:
  - Boys and Girls Club of Northern California
  - California State University, Chico

These partnerships may provide opportunities for student mentorship, enrichment programming, academic support, and expanded learning experiences.

- The district may also develop additional partnerships with community organizations, educational institutions, and local agencies to support the continued growth and development of the program.

**10) Continuous Quality Improvement:**

- District leadership will engage in an ongoing process of reviewing program effectiveness and identifying opportunities for improvement.
- The Expanded Learning Program Director and Site Supervisor will meet regularly with district leadership to review:
  - Program participation and attendance
  - Student outcomes and engagement
  - Program services and activities
  - Budget and resource allocation
- Student and parent surveys will also be used to collect feedback that will help guide future program decisions. The expanded learning opportunities plan may be reviewed and updated periodically to reflect improvements and program developments.

**11) Program Management:**

- The Program Director will oversee all aspects of the expanded learning program including scheduling, staff supervision, professional development, budgeting, reporting requirements, and program evaluation.
- The Program Director will ensure that the program operates in alignment with district expectations and complies with applicable state and federal guidelines.
- The Site Supervisor will manage daily program operations including scheduling of assistants, student registration, supervision of activities, meal and snack coordination, and implementation of program activities.
- The Site Supervisor will also help facilitate lessons, supervise staff, and assist with the collection of student and parent feedback.

**12) Existing After School Education and Safety (ASES):**

- Hamilton Unified School District currently operates an After School Education and Safety (ASES) program. The district will continue to operate the ASES program in compliance with all applicable ASES program requirements.
- The district will utilize a blended model that incorporates both ASES and Expanded Learning Opportunities Program (ELO-P) funding to support expanded learning activities.
- Students enrolled in the ASES program will receive supervised afterschool programming until 6:00 p.m.

- Expanded learning opportunities may also include short-term enrichment courses that are available to students in Transitional Kindergarten through sixth grade.
- All students participating in ASES or ELO-P programs will receive homework support before participating in enrichment programming.

**13) Program Hours and Access:**

- The Hamilton Unified School District Expanded Learning Opportunities Program will provide programming that, when combined with the instructional school day, offers a minimum of nine hours of combined instructional and expanded learning opportunities for participating students each school day.
- Expanded learning opportunities may include before-school programming, after-school programming, and enrichment activities designed to support student learning and development.
- In addition to programming offered during the regular school year, the district will offer expanded learning opportunities during non-school days, including intersession and summer programming, for a minimum of 30 non-school days per year, subject to staffing availability and program capacity.
- Expanded learning enrichment opportunities may also be provided to students in grades 7 and 8 when funding, staffing, and program capacity permit. These opportunities may include academic support, leadership activities, physical education, recreation, wellness activities, and after-school enrichment programs designed to promote student engagement, school connectedness, positive behavior, and youth development.

**14) Transitional Kindergarten and Kindergarten:**

- The district will recruit staff who have experience working with early childhood education programs or who have completed early childhood education coursework.
- To support the developmental needs of younger students, lower staff-to-student ratios will be maintained and programming will be designed to ensure developmentally appropriate activities.
- The Program Director will review instructional materials and activities to ensure that they are appropriate for Transitional Kindergarten and Kindergarten students and align with the program's mission and vision.

## HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number:</b> 13. d	<b>Date:</b> 05/27/26
<b>Agenda Item Description:</b> Preschool Program Self-Evaluation	
<b>Background:</b> The Program Self-Evaluation (PSE) is an annual tool required by the California Department of Education (CDE) for all state-funded preschool programs. It is designed to help programs reflect on how well they are meeting the state's expectations in areas like child learning and development, classroom quality, family engagement, and compliance with laws and regulations.	
<b>Status:</b> Pending Board Approval	
<b>Fiscal Impact:</b> N/A	
<b>Educational Impact:</b> N/A	
<b>Recommendation:</b> Approve the Program Self-Evaluation (PSE)	

**California State Preschool Program  
Program Self-Evaluation Process  
Fiscal Year 2025–26**

Contractor Legal Name:

Vendor Number:

Program Type:

- Part-Day
- Full-Day
- Part-Day/Full-Day

Verify the collection, analysis, and integration of assessment data for ongoing program improvement in the California State Preschool Program (CSPP). (Check all that apply)

- [2025-26 Program Instrument \(PDF\)](#)
- [Desired Results for Children and Families Parent Survey](#)
- [Desired Results for Children and Families California Department of Education Resources](#)
- [myTeachstone Navigation Guide \(DOCX\)](#)

Statement of Completion: I certify all documents required as part of the Program Self Evaluation (PSE) have been completed and are available for review and/or submittal upon request.

Signature of Executive Director or Program Director

Date:

Name of Executive Director or Program Director as listed in the Child Development Management Information System (CDMIS) (please print)

Phone Number:

## Staff and Board Participation

Using a narrative format, summarize the staff and board member participation in the PSE Process

The program director and staff participated in the PSE process by attending staff meetings to review DRDP results, CLASS reports, Parent Surveys, and the Program Instrument. They created an action plan, developed a task list to address areas needing improvement, and reviewed updated guidance from CDE. The PSE was presented to the board for approval.

## FY 2025–26 PI

In a narrative format, provide a detailed summary of the analysis of the data results from the Fiscal Year 2025–26 PI. **This summary should also incorporate findings from the DRDP as well as the Set-Aside for Children with Disabilities (Exceptional Needs).** Identify a written list of tasks needed to modify the program to address all areas that need improvement, as indicated in the analysis of the findings.

Meets standards, and we have procedures in place for the ongoing monitoring to ensure these areas continue to meet standards.

Did not meet the standards – list of tasks to improve those areas in a timely and effective manner (narrative response):

The program director conducted a comprehensive review using the FY 2025–26 Program Instrument. Overall, the program met all requirements and demonstrated strong compliance in eligibility, enrollment, family engagement, staff development, fiscal reporting, health and safety, and program operations, and continues to meet the 5% Set-Aside requirement for children with IEPs and exceptional needs.

Areas identified for improvement across the PI and supporting data include updating parent handbook language to fully align with CDE suspension and expulsion procedures, strengthening consistency in attendance records by requiring legible first and last names when signing children in and out using Procure Software, and clarifying how the program provides a balance of indoor and outdoor movement activities as well as how it supports children's home language development alongside English language development. The program director will update the parent handbook by Summer 2026. Families will also receive updated guidance during enrollment and orientation. Monthly file reviews will monitor documentation accuracy, and all procedures will be reviewed annually as part of the continuous improvement process.

DRDP results from Fall to Spring indicate steady developmental progress across all domains. Strongest growth is seen in Approaches to Learning, social-emotional development, physical development, and health, with many children moving into Building and Integrating levels.

Continued areas of development include foundational language development, English language development, and early math skills. While children are progressing, many remain in the Exploring levels, indicating a need for continued intentional instruction, language modeling, and hands-on learning to support higher-level development.

To support these areas, the program will strengthen intentional instruction in early math through hands-on, play-based experiences focused on counting, number sense, patterning, measurement, and problem-solving in both small and whole group settings. Teachers will incorporate higher-order questioning strategies (“who, what, where, when, and why”) along with expanded vocabulary and sentence modeling to support oral language development across all interactions. Daily read-alouds, interactive conversations, and small group instruction will further support language growth. Staff will continue supporting children's home language development by speaking and teaching in both English and Spanish throughout the day along with providing families information in both languages.

## Desired Results for Children and Families – Parent Survey

Using a narrative format, summarize the analysis and assessment of the data results from the Desired Results for Children and Families Parent Survey, focusing on how the program assists families in supporting their child's learning and development while addressing the families' needs.

The Desired Results Parent Survey was distributed in November following completion of Fall DRDP observations and the development of individual goals and activity plans. The survey was provided to families during parent conferences. A total of 19 surveys were completed. An additional 2 surveys were distributed to families with later enrollment, and those responses have not yet been returned. A reminder has been sent through ParentSquare, followed by individual follow-up to encourage full participation.

There was initial confusion regarding the Desired Results Parent Survey, as two versions are available (one on the CDE website and one on the DRDPonline website). In September, the CDE-linked survey was distributed to families. In November, the DRDPonline Parent Survey was also distributed. The results summarized here reflect responses from the DRDPonline Parent Survey.

Survey results indicate a high level of satisfaction with the program. All responses were marked "Strongly Agree" with the exception of two areas marked "Somewhat Agree," which were identified as areas for improvement. These included how the program balances indoor and outdoor movement activities that support physical development and how the program supports children's home language development alongside English language development. To address these areas, the program will continue current communication practices and update the parent handbook to more clearly explain how the program provides a balance of indoor and outdoor movement activities to support physical development, as well as how children's home language development is supported alongside English language development at home and in the classroom.

Our program currently assists families through regular communication via ParentSquare, weekly "Week at a Glance" updates outlining classroom learning and providing home learning activities, sharing classroom book titles, and offering books for families to check out and read at home. All program communication, materials, and activities are provided in both English and Spanish to support children's home language development alongside English language development. Our Lead Teacher and Teacher Assistant are fluent in Spanish and intentionally use both Spanish and English throughout the day to support language development and meaningful communication with families. Families are also supported through parent conferences, classroom participation opportunities, and family engagement events.

The program will continue distributing the Parent Survey following both Fall and Spring parent conferences. Fall results will be used to guide mid-year program adjustments and family support, while Spring results will support end-of-year reflection and future program planning.

## CLASS and CLASS Environment Tool

Using a narrative format, summarize the analysis and assessment of the data to determine if the requirement to observe and enter data into the myTeachstone platform for 30% of CSPP classrooms using the CLASS and CLASS Environment Tool was met. Summarize how the analysis of CLASS and CLASS Environment data is being used to inform continuous quality improvement, including professional development opportunities for staff.

Meets standards, and we have procedures in place for the ongoing monitoring to ensure these areas continue to meet standards.

Did not meet the standards – list of tasks to improve those areas in a timely and effective manner (narrative response):

The program met 100% of the CLASS observation requirement. An observation was completed and data was entered into the MyTeachstone platform in April 2026. Analysis of our CLASS data indicated high performance in the areas of Emotional Support and Classroom Organization, with Instructional Support scores in the mid range, identifying this as a focus area for continued improvement. CLASS Environment Tool data supports these findings, indicating that the classroom is well-organized, engaging, and conducive to learning.

Moving forward, professional development will focus on strengthening Concept Development, Quality of Feedback, and Language Modeling. Teachers will be supported through coaching from the Director, ongoing observations, staff meetings for collaboration and feedback, and participation in professional development opportunities as they become available. The program will collaborate with the ASPIRE lead, WestEd, CPIN, and DRDP trainings to support continued growth in this area. Instructional strategies will include the intentional use of higher-level questioning techniques, such as “who, what, where, when, and why” questions, across whole group, small group, and individual instruction to promote critical thinking and deeper conversations. Teachers will also expand academic vocabulary and strengthen language modeling by introducing and reinforcing rich language during daily routines, read-alouds, and play-based learning, while supporting children in explaining their thinking, describing their actions, and engaging in extended conversations.

## HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number:</b> 13. e	<b>Date:</b> May 27, 2026
<b>Agenda Item Description:</b> Approval of HUSD Dual Language Education Master Plan	
<b>Background:</b>  The Hamilton Unified School District Master Plan serves as a sustainable framework that: <ul style="list-style-type: none"><li>• upholds research-based practices promoting bilingualism, biliteracy, high academic achievement, and cross-cultural competence.</li><li>• guarantees instructional consistency and equitable access for all students.</li><li>• establishes shared expectations so that curriculum, instruction, assessment, staffing, and professional learning align with the needs of multilingual learners.</li></ul>	
<b>Status:</b> Pending Board Approval	
<b>Fiscal Impact:</b> Unknown	
<b>Educational Impact:</b> This master plan will support our students' growth in language, culture, and academic achievement now and in the future.	
<b>Recommendation:</b> Recommend board approve HUSD Dual Language Education Master Plan.	

# Hamilton Unified School District

## Dual Language Education

### Master Plan



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## **Acknowledgements**

This Dual Language Education Master Plan reflects the dedication and collaboration of our Hamilton Unified School District leadership team and administrators, who began this work in the 2025–2026 school year with a shared vision for student success. We are deeply grateful for their commitment to creating a strong, inclusive program that supports our students’ growth in language, culture, and academic achievement now and in the future.

We also extend our appreciation to Soledad Unified School District, Goleta Union School District, and Edward Hyatt World Language Academy, whose master plans served as valuable references in the development of this master plan.

### **Superintendent**

Jeremy Powell

### **HES Principal**

Ulises Tellechea

### **HES Assistant Principal**

Maggie Sawyer

### **Leadership Team**

Jocelyne Duenas, Maria Lupita Esquivel, Jazmin Martinez, Jennifer Firth, Claudia Cruz

### **CABE Consultant**

Dr. Nathalie Longree-Guevara

## School Sites

### Hamilton Elementary School



**Principal**

Ulises Tellechea

**Assistant Principal**

Maggie Sawyer

**Phone:**

(530) 826-3474

**Address:**

277 Capay Ave

P.O. Box 277

Hamilton City, CA 95951

### Hamilton High School



**Principal**

Cris Oseguera

**Phone:**

(530) 826-3261

**Address:**

620 Canal Street

P.O. Box 488

Hamilton City, CA 95951



## **Program Mission**

HUSD is committed to developing and empowering every student's journey toward bilingualism, biliteracy and multiculturalism. Through meaningful instruction and authentic experiences, students will build the confidence to use multiple languages in academic, cultural, and family settings. With multilingualism, our students will connect to their communities and thrive in an increasingly interconnected world.

## **Vision**

Our students will become visionary global citizens who embrace diversity, exemplify respect, and lead with integrity. We will prepare them to thrive and contribute meaningfully in a diverse global community.

## **Goals**

### **Our students will...**

- Meet or exceed grade-level expectations in both English and Spanish.
- Exhibit sociocultural awareness by respecting diverse cultures and perspectives.
- Develop their academic Spanish and English language skills from TK through high school.
- Demonstrate the Spanish and English skills and confidence needed to succeed in a multilingual workforce.

## Background

Hamilton Unified School District (HUSD) has a long-standing commitment to bilingualism and biliteracy. In 2018, Hamilton Elementary School (HES) launched its Dual Language Education Program (DLE), marking an important step in expanding opportunities for students to become bilingual and biliterate. HES recognizes multilingualism as a powerful asset and intentionally designs instructional programs that provide meaningful access to grade-level content while honoring students' home languages.

Hamilton Unified School District serves Transitional Kindergarten (TK) through Grade 12 students in the rural community of Hamilton City, located in Glenn County, California. As the only TK–12 school serving the community, HUSD is committed to providing a high-quality, standards-aligned education that prepares students academically, socially, and emotionally for success in an increasingly complex and multilingual world.

The school's mission and vision emphasize academic excellence, equity, and strong partnerships with families and the broader community. The languages used in the HES Dual Language Education Program (Spanish and English) reflect the rich linguistic and cultural assets of the Hamilton City community and surrounding areas, including a vibrant and growing Latino population that is deeply committed to the prosperity of the community and proud to share its cultural heritage.

The purpose of the Hamilton Unified School District's Dual Language Education Master Plan is to provide a clear, coherent, and sustainable framework for the implementation, growth, and continuous improvement of the Dual Language Education program. This plan ensures instructional consistency, equitable access, and fidelity to research-based practices that promote bilingualism, biliteracy, high academic achievement, and cross-cultural competence for all students.

The Master Plan also establishes shared expectations for educators, administrators, and families, ensuring that decisions related to curriculum, instruction, assessment, staffing, and professional learning are aligned with the school's vision and the needs of its multilingual learners.

## Enrollment Procedures

Hamilton Unified School District welcomes all students. During the transition phase to a full 50/50 program, students who are English-only and were not previously enrolled in a DLE program will enter the English-only program. Bilingual (Spanish-English) students and those with prior Dual Language Education experience may enroll in the 90/10 DLE program. The English-only program will gradually phase out, one grade level at a time, each year.

Students entering TK-1 will be placed in their grade level regardless of their Spanish proficiency.

## Enrollment Process

**TK/K enrollment:** Each year, enrollments will be held during a pre-designated time period.

- Complete the registration packet and attend TK/K registration/round up

**1st - 12th grade enrollment:** Including TK/K students entering TK/K after the first day of school.

- Complete the registration form/packet and return to the school site.
- Create and complete parent portal
- The school office will call to confirm all items have been received/completed and provide a start date.

### Inter-District Transfer Steps:

- Visit the district office of residence and complete the inter-district form.
- If space available at the requested grade:
  - Once the form is received, the parent/guardian will meet with a school administrator to review and sign the inter-district transfer agreement.

### Grades 9–12 Spanish Courses

- **Intra-district transfers:**  
Students' language proficiency will be assessed to ensure appropriate placement. Spanish-speaking newcomers may enroll without prior coursework requirements.

- **Inter-district transfers:**

Students may take a placement assessment to determine the best course level.

**Students with Special Needs:**

Students with active 504s and IEPs will receive the same level of service and support provided throughout Hamilton Unified School District. As required by law, a meeting will be held within 30 days of enrollment for students who have active 504 and IEPs.

Students with special learning needs will be afforded equal access to participate and learn in two languages.

# Family Involvement and Commitment

Family support is crucial to the success of any educational program. Research shows that students are more successful when their families are engaged.

The following benefits are associated with family engagement:

- Higher student grades, achievement, language proficiency, and graduation rates
- Improved social skills
- Increased enrollment in postsecondary education

*(Guiding Principles for Dual Language Education p. 106).*

## Family Involvement

Parents and families are valued partners in our Dual Language Education program and are encouraged to participate in their child's learning in a variety of ways:

- **Volunteer and participate at school** through classroom support, field trips, and school events.
- **Share language and culture** by contributing music, traditions, stories, and experiences.
- **Attend workshops and family events** to learn more about dual language education.
- **Support learning at home** by encouraging reading, media, and conversations in both languages.
- **Connect with other families** and support program growth through outreach and shared experiences.



**District Governing Board**  
Wendall Lower, President  
Gabriel Leal  
Ray Odom  
Rod Boone  
Vanessa Ortiz

**District Superintendent**  
Jeremy Powell, Ed. D.  
**Assistant Principal**  
Maggie Sawyer  
**Principal**  
Ulises Tellechea

## Elementary School and Family Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, students, and community representatives, the following are agreed-upon roles and responsibilities that we as partners will carry out to support students' success in school and in life.

**Student Pledge:** I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring necessary materials, completed assignments, and homework.
- Know and follow school and class expectations: Be Safe Be Respectful Be Responsible
- Communicate regularly with my parents and teachers about school experiences so that they can help me to be successful in school.
- Limit my screen time and, instead, study or read every day after school.
- Respect the school, classmates, staff, and families.

Student Name \_\_\_\_\_  
Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**Family/Parent Pledge:** I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework, and monitor screen time.
- Read to my child or encourage my child to read every day (20 minutes K-3, and 30 minutes for grades 4-6).
- Ensure that my child attends school every day, gets adequate sleep, and proper nutrition.
- Regularly monitor my child's progress in school.
- Participate at school in activities such as school decision making, volunteering, parent training workshops, and/or attending parent-teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students, and families.

Parent Name \_\_\_\_\_  
Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

**School Pledge:** We agree to carry out the following responsibilities to the best of our ability:

- Teach classes through interesting and challenging lessons that promote student achievement
- Endeavor to motivate students to learn.
- Have high expectations, and help every child to develop a love of learning.
- Communicate regularly with families about student progress.
- Provide a safe and caring learning environment.
- Participate in professional development opportunities that improve teaching and learning.
- Actively participate in collaborative decision making.
- Consistently work with families and school colleagues to make schools accessible and welcoming places for families.
- We will strive to help each student achieve the school's high academic standards.
- Respect the school, students, staff, and families.

School Representative Name \_\_\_\_\_ Date \_\_\_\_\_

# What is Dual Language Education?

Dual Language Education (DLE) is a language-learning model in which students who speak English and students who speak other languages learn together in the same classroom. The program combines language development with regular academic instruction. Its goals are to help students achieve high academic success, become proficient in both languages, and develop strong cross-cultural understanding.

Research indicates that all students benefit from Dual Language Education and English Learners benefit the most and attain higher levels of English proficiency than English Learners in an English only program. (Genesee et al., 2006; Lindholm-Leary & Genesee, 2010; Montecel & Cortez, 2002).

## English Learners

English Learners (ELs) are students whose first language is not English and who have not yet reached full English proficiency. Students are identified through a Home Language Survey and state-required English language proficiency assessments. Education Code Section 306(c)(1)

A key benefit of DLE for these students is the opportunity to learn English while simultaneously maintaining and improving their use of Spanish in academic and professional settings.

## Benefits of Dual Language Education

Being multilingual, multiliterate, and multicultural offers a wide range of benefits. Research shows that it can delay cognitive aging, lead to better job opportunities and higher pay, provide opportunities to earn college credit, strengthen empathy, and deepen heritage connections.

**Benefits of a Bilingual Brain**

- Students in multilingual education outperform monolingual students on state mandated tests, and reading, writing and math.
- Multilingual adults have a greater range in opportunities in the job market often being offered higher pay.
- The multilingual brain is quicker, has better mental health, and is more resistant to Dementia and Alzheimer's.

Office of Language of Acquisition  
Sources: Zelasko and Antunez, 2000; Kessler and Quinn, 1980; Bialystok and Majumder, as cited in Ayanokai and Kasprzak, 2011; Castro, et al., 2011  
Participate Learning

Better focus, remembering, and making decisions

Better use of logic and critical thinking

Greater cultural awareness, connections with others, and empathy

Better understanding of math concepts and problems

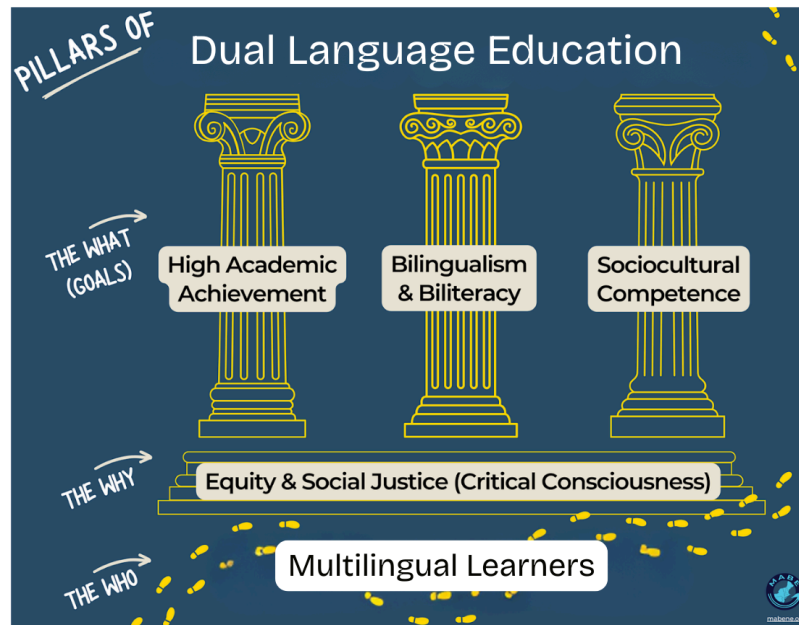
Better reading comprehension

HAMILTON ELEMENTARY  
DUAL LANGUAGE SCHOOL

Center for Applied Linguistics. (n.d.). *Dual language and multilingual education*. CAL.  
<https://www.cal.org/areas-of-impact/dual-language-and-multilingual-education/>

## Three Pillars of Bilingual Education

Bilingual Education has three goals: high academic achievement in both languages, bilingualism and biliteracy, and sociocultural competence. Students strengthen their first language while learning a second, becoming bilingual and biliterate. To build sociocultural competence, the curriculum honors students' languages and cultures, includes authentic and non-stereotypical literature, and supports cultural understanding and awareness of inequitable systems. As students develop critical consciousness, they come to understand the variety of identities within themselves and others, recognize that systems and people do not treat all identities equitably, and learn to notice, critique, and propose solutions to inequitable systems.



Multistate Association for Bilingual Education, Northeast. (n.d.). *Dual Language Education: DUAL LANGUAGE IMPLEMENTATION RESOURCES*. Retrieved January 22, 2026, from <https://www.mabene.org/DLE-Resources>

## Guiding Principles

HUSD staff strives to create and maintain a highly engaging and effective program. In order to achieve this, we follow the seven research-based principles from *Guiding Principles of Dual Language Education* (2018) to ensure the development and continuous improvement of the program. A key component to a strong and successful program is to continuously review and improve the program with these seven principles:

1. Program Structure
2. Curriculum
3. Instruction
4. Assessment and Accountability
5. Staff Quality and Professional Development
6. Family and Community
7. Support and Resources

# Program Model

## 50/50

Hamilton Elementary School's TK-5 Dual Language Education program follows a 50/50 model, where students learn in both English and Spanish every day.

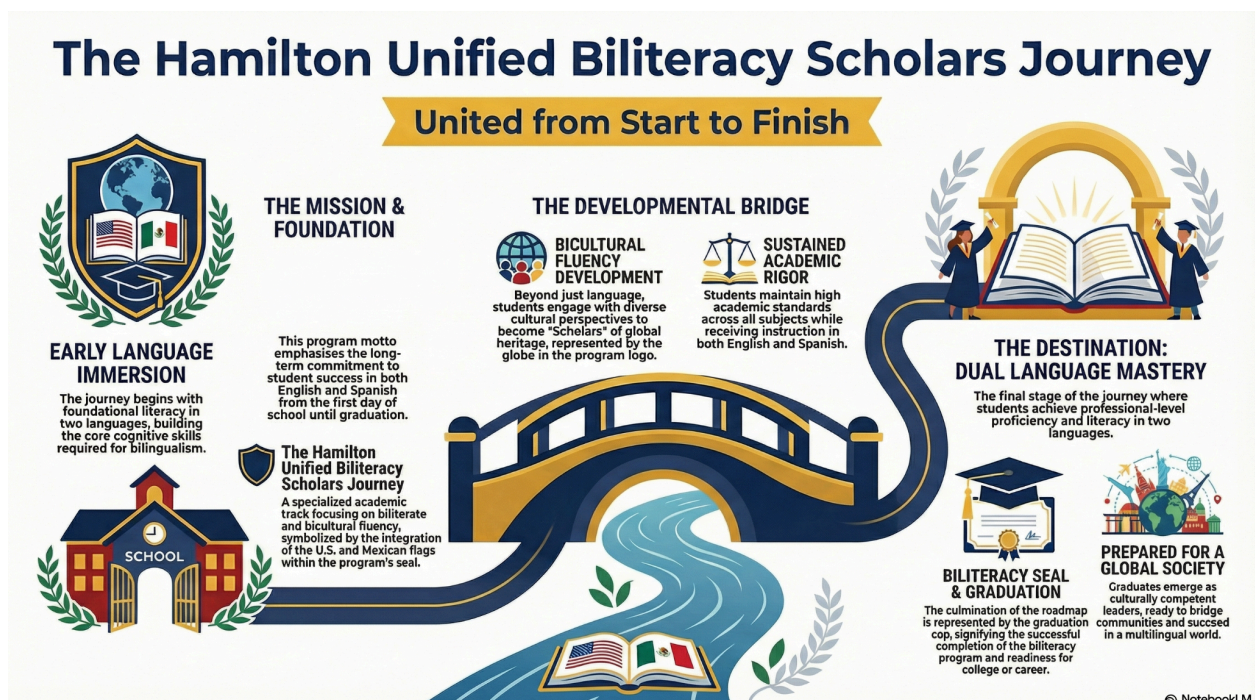
Students receive half of their instruction in English and half in Spanish across all subjects, including math, science, history/social science, and language arts. They learn to read, write, speak, and listen in both languages, building strong skills in each.

Students have two teachers, one who teaches in English and one who teaches in Spanish, and they switch classes halfway through the day. This structure helps students make connections between both languages and deepen their understanding over time.

Research shows that this balanced approach supports high levels of bilingualism, academic achievement, and confidence in both languages.

## 90/10

Hamilton Elementary School is transitioning to a school-wide 50/50 model. The 90/10 strand within a school model will be phased out by 2028.



## Language Allocations

### TK-5<sup>TH</sup> INSTRUCTIONAL DESIGN 50-50 LANGUAGE ALLOCATION

GRADE	ENGLISH	SPANISH
TK-3 <sup>RD</sup>	ELD, PE, ELA, Social Studies, Enrichment	Math, Science, SLA
4 <sup>TH</sup> & 5 <sup>TH</sup>	ELD, ELA, Science, Enrichment	Math, PE, SLA, Social Studies

### 6-8<sup>TH</sup> INSTRUCTIONAL DESIGN LANGUAGE ALLOCATION

GRADE	ENGLISH					SPANISH	
6 <sup>TH</sup> GRADE	ELD, Electives	ELA	Math	Science	PE	Social Studies	SLA
7 <sup>TH</sup> & 8 <sup>TH</sup>	ELD, Electives	ELA	Math	Science	PE	Social Studies	Electives








### 9-12<sup>TH</sup> INSTRUCTIONAL DESIGN LANGUAGE ALLOCATION

GRADE	ENGLISH	SPANISH
9 <sup>TH</sup> GRADE	High School Course Requirements	Spanish for Native Speakers 1
10 <sup>TH</sup> GRADE	High School Course Requirements	Spanish for Native Speakers 2
11 <sup>TH</sup> GRADE	High School Course Requirements	AP Spanish Language and Culture
12 <sup>TH</sup> GRADE	High School Course Requirements	Options being explored: 1. Concurrent Enrollment (College) 2. Interpreter Pathway/Certificate

## Curriculum

HUSD utilizes state adopted curriculum in English and Spanish.

### Hamilton Elementary School Curriculum

Subject	Curriculum	Grades	Publisher
English Language Arts  Spanish Language Arts	 	K-5	
English Language Arts		6-8	
Mathematics		TK-5	
Mathematics		6-8	CPM Educational Program
Science	 <small>Stemscopes</small>	K-8	 <small>Stemscopes</small>

History/Social Science		K-8	 <p>Savvas Realize</p>
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### Hamilton High School Spanish Curriculum

Levels	Curriculum	Publisher
Senderos 1, 2, & 3		
AP Language & Culture		

## Instruction

Dual Language Education instructional methods are research-based and ensure high quality instruction that aligns with the program model.

The current 50/50 model provides literacy instruction in both English and Spanish. The 90/10 model that is being phased out begins with Spanish literacy and transitions to English literacy in 3rd grade. There is an appropriate separation of language instruction that allows for high levels of language acquisition. Teachers provide appropriate scaffolds to encourage language production. Translanguaging strategies are also used to encourage translinguistic transfer of content, knowledge, skills, and abilities.

Grade-level partner teachers in K-5th grades collaborate to support language and concept development in both languages. Students receive instruction in two core content areas from one teacher in one language and then move to another teacher to receive two more content areas in the other language. Typically, this change will take place after lunch.

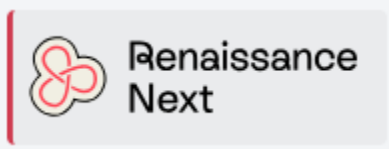

Standards-based instruction is provided in Spanish and English through a variety of strategies, such as Think-pair-share, Jigsaw Reading, Graphic Organizers for writing or reading comprehension, Anticipatory Guides, Sentence Frames or Sentence Starters, Bridging, Asi se dice, The Dictado, Translanguaging, etc.

Instruction across all programs is aligned to California State Standards and emphasizes literacy, biliteracy, and mathematics through high-quality, culturally and linguistically responsive instruction. Teachers regularly use multiple measures of assessment data to monitor progress, provide targeted interventions, and refine instruction. Through collaborative planning, strong family engagement, and coherent systems of support, HES is committed to ensuring multilingual learners achieve high levels of academic success, bilingualism, biliteracy, and cross-cultural competence.






## Assessment

Teachers regularly track student progress through both formative and summative testing data to help students thrive and meet their learning goals. Specific grade-level expectations are located in the End-of-Year Benchmarks Chart on the next page. In addition to classroom assessments, educators leverage local and state data to monitor student progress and guide academic success. <sup>1</sup>

### Local School-wide Assessments

 <p><u>Renaissance Assessments: Universal Screener</u> School assessment in reading and mathematics. Administered in English and Spanish.</p>	 <p><u>Multitudes: Universal Screener</u> School assessment to help identify learning difficulties in young readers. Administered in English and Spanish, once per year in Grades K-2.</p>
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### State-wide Assessments

 <p><u>ELPAC</u> Proficiency assessment for English Language Learners in speaking, listening, reading, and writing. Administered once a year in Grades K-12. Taken until reclassified.</p>	 <p><u>SBAC</u> Assessment in English Language Arts and Mathematics. Administered once a year in Grades 3-8 and 11.</p>	 <p><u>CSA</u> Assessment in Spanish Language Arts. Administered once a year in Grades 3-8.</p>	 <p><u>CAST</u> Science assessment for students. Administered once a year in Grades 5, 8, and 11.</p>	 <p><u>PFT</u> Physical fitness test designated for students in Grades 5, 7, and 9.</p>
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<sup>2</sup>

<sup>1</sup> Adopted from Soledad Unified School District. (2024). *Dual language immersion program master plan*(Version 2024).<https://soledadusd.org>

<sup>2</sup> Adopted from Soledad Unified School District. (2024). *Dual language immersion program master plan*(Version 2024).<https://soledadusd.org>

## Language Arts End-of-Year Benchmarks

The chart below outlines the end-of-year benchmarks for TK-1 students. These benchmarks focus on the essential California Common Core standards for Language Arts. To monitor student progress, teachers use a variety of formative and summative assessments.<sup>3</sup>

Grade	Language Arts	
	English	Spanish
<b>TK</b>	<p><b>Star Early Literacy:</b> Scale Score 678-685, Grade Equivalent -0.1</p> <ul style="list-style-type: none"> <li>The student has a firm grasp of the alphabet and letter-sound correspondence. They accurately identify beginning and ending consonant sounds and can distinguish between long and short vowels.</li> </ul>	<p><b>Star Alfabetización:</b> Scale Score 641-648, Grade Equivalent -0.1</p> <ul style="list-style-type: none"> <li>The student masters letter-sound relationships. The student is able to isolate beginning and ending sounds. The student can decode simple words through syllable blending. The students might still struggle with navigating complex phonemes with multiple correspondences (specifically b/v, c/s/z, and ll/y).</li> </ul>
<b>K</b>	<ul style="list-style-type: none"> <li><b>Star Early Literacy:</b> Scale Score 804-812, Grade Equivalent 0.9</li> <li>By blending sounds and word segments, the student now reads sentences with greater speed, fluency, and independence.</li> </ul>	<ul style="list-style-type: none"> <li><b>Star Alfabetización temprana:</b> Scale Score 734-740, Grade Equivalent 0.9</li> <li>The student reads Spanish with ease and precision, quickly merging syllables to improve fluency. They can accurately decode almost any grade level text, regardless of whether the vocabulary is familiar.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li><b>STAR Reading:</b> Scale Score 850-857, Grade Equivalent 1.9</li> </ul>	<ul style="list-style-type: none"> <li><b>STAR Lectura:</b> Scale Score 822-826, Grade Equivalent 1.9</li> </ul>

<sup>3</sup> Adopted from Soledad Unified School District. (2024). *Dual language immersion program master plan*(Version 2024).<https://soledadusd.org>

## Mathematics End-of-Year Benchmarks

The chart below outlines the end-of-year benchmarks for TK-1 students. These benchmarks focus on the essential California Common Core Standards for Mathematics. To monitor student progress, teachers use a variety of formative and summative assessments.<sup>4</sup>

Grade	Mathematics
<b>TK</b>	<ul style="list-style-type: none"> <li>● Counts to 50 by ones and tens</li> <li>● Writes numbers 0-10</li> <li>● Identifies the total number of objects in a group up to 20</li> <li>● Adds and subtracts small quantities of objects (0-10)</li> <li>● Orders three or more objects by size, length, or weight</li> <li>● Continues a simple repeating pattern using objects, music, or movement</li> <li>● Combines different shapes to create a picture or design</li> </ul>
<b>K</b>	<ul style="list-style-type: none"> <li>● Reasons about problems, explains thinking, and considers thinking of others</li> <li>● Counts to 100 by ones, fives, and tens</li> <li>● Counts with one-to-one correspondence up to 20 objects</li> <li>● Can write the numbers to 20</li> <li>● Decomposes numbers up to 10 into pairs in various ways</li> <li>● Represents and solves addition situations up to 10 in various ways</li> <li>● Fluently adds and subtracts within 5</li> <li>● Names and describes 2D and 3D shapes</li> <li>● Compare two objects by a measure attribute</li> <li>● Represents and solves subtraction situations up to 10 in various ways</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>● STAR Matemáticas: Scale Score 824-832, Grade Equivalent 1.9</li> <li>● Reasons about problems, explains thinking, and considers thinking of others</li> <li>● Solves addition and subtraction word problems with unknown in all positions</li> <li>● Fluently adds and subtracts within 10</li> <li>● Fluently adds and subtracts within 20 using various strategies</li> <li>● Works with addition and subtraction equations to determine if equations are true or false</li> <li>● Counts, reads, writes, and represents objects to 120</li> <li>● Composes, decomposes, and compares 2-digit numbers by tens and ones</li> </ul>

<sup>4</sup> Adopted from Soledad Unified School District. (2024). *Dual language immersion program master plan* (Version 2024). <https://soledadusd.org>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>● Adds within 100 using the understanding of tens and ones</li><li>● Mentally finds 10 more or 10 less of a 2-digit number</li><li>● Orders and compares objects using a third object</li><li>● Measures lengths using repeating units</li><li>● Tells and writes time to the hour and half-hour</li><li>● Uses tables, picture graphs, and bar graphs to show and understand data</li></ul> |
|--|--|

# Staff Recruitment and Professional Development

## High-Quality Staff and Commitment to Long-Term Goals

The Hamilton Dual Language Program focuses on hiring, supporting, and keeping high-quality staff to meet long-term program goals.

- The program recruits and retains high-quality dual language education staff.
- All staff are expected to have strong commitment, proper credentials, and language skills.
- A positive and supportive school climate helps staff feel valued and successful.
- The program partners with local universities to prepare future teachers and paraprofessionals for work in dual language education programs.

## Professional Development

The Hamilton Dual Language Education Program teachers and staff engage in ongoing professional development to support high-quality dual language instruction for our students (Howard et al., 2018).

Instructional partners include:

- California State University, Chico
- Community and Instruction for Expanding English Learners' Opportunity (CIELO)
- Biliteracy as a Resource: Investing in Literacy Across Languages for All (BRILLA)
- California Association for Bilingual Education (CABE)
- North State Two-Way Consortium
- Cultivando Rural Bilingual Educators: A Consortium of Educators for Multilingual Opportunities in Northern CA Schools (CRECEMOS) BTBDP
- Cultivando Rural Bilingual Educators: A Consortium of Educators for Multilingual Opportunities in Northern CA Schools (CRECEMOS) Residency Program
- Yolo County Office of Education
- Tehama County Department of Education
- Association of Two-Way & Dual Language Education (ATDLE)

## Dual Language Program Awards

Hamilton Elementary Dual Language School offers several Biliteracy Pathway Recognitions as students progress in their biliteracy from grades TK-8. Hamilton High School offers the Genaro Reyes State Seal of Biliteracy to graduating seniors upon successful completion of the state biliteracy requirements.

### **Biliteracy Pathway Recognitions**

#### **Biliteracy Program Participation Recognition - TK/Kindergarten & 3rd Grade**

Certifies participation in a program where a student is exposed to one or more languages, in addition to English, and certifies that the student completing this grade level has participated in a Dual Language. As a participation recognition, this award is provided to all students enrolled in the program and is not based on the student's proficiency. This award indicates that the student is on the path toward earning the California State Seal of Biliteracy.

#### **Biliteracy Attainment Recognition - Grades 5 and 8**


Certifies attainment of grade-level proficiency by a student in Spanish and English. Students must meet the following literary criteria:

- English proficiency demonstrated through **one** of the following methods:
  - CAASPP - Level 3 or 4
  - Star Reading - At or above grade level
  - ELPAC - Level 4
- Proficiency in Spanish demonstrated through the following method:
  - Spanish Star Reading - At or above grade level

## State Seal of Biliteracy

The California Department of Education offers “The State Seal of Biliteracy (SSB), marked by a gold seal on the diploma or transcript, recognizes high school graduates who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.”

-CDE website

Grade	Award	Requirements
TK/K & 3	Biliteracy Participation Recognition	Participation in DL
5th & 8th	Biliteracy Attainment Award	Demonstrating reading proficiency in English and Spanish as measured by the Star Reading Assessment.
12th	Genaro Reyes State Seal of Biliteracy 	AB-370 Pupil instruction: State Seal of Biliteracy (or most current law)

For more information about the State Seal of Biliteracy:



## Dual Language Education Program – FAQs

### Why should I enroll my child in the Dual Language Education Program?

Three big reasons:

- **Stronger thinking skills:** Learning two languages helps children become flexible thinkers and strong problem-solvers.
- **Cultural awareness:** Our world is diverse. Being bilingual helps children connect with people from many backgrounds.
- **Future opportunities:** Bilingual skills are in high demand and can open doors in college and careers.

### What advantages are there for my child in a dual language education program? Are the benefits the same for all students?

Dual language education programs benefit **all students**, whether they speak English or another language at home. Students:

- Learn to read, write, and speak confidently in two languages
- Do as well as or better than other students in reading and math
- Build confidence and strong cultural understanding

English learners often gain additional benefits, including stronger academic skills, pride in their home language, and closer family connections.

### Do dual language education students learn the same curriculum as students in English-only programs?

Yes. Students learn the same grade-level standards and curriculum as all other students in the district. The only difference is the language used for instruction.

### How do dual language education students perform academically?

Research shows that dual language education students often perform as well as or better than students in other programs. This is true for English learners, native English speakers, and students from all backgrounds.

## **Does it matter if no one at home speaks the second language?**

No. Parents do not need to speak the second language. The most important thing is staying involved. Reading and talking with your child in your home language strongly supports their success.

## **Will learning two languages confuse my child or slow them down?**

No. Research shows that learning two languages supports academic growth. Students benefit most when they stay in the program long term.

## **How will my child understand if they don't speak the second language yet?**

Teachers are specially trained to make lessons clear using visuals, hands-on materials, gestures, and student collaboration. Children quickly begin to understand and participate.

## **My child already speaks Spanish. Why enroll?**

This program helps children maintain and strengthen their Spanish while also developing strong English skills. Children should not have to lose one language to gain another.

## **My child has an IEP or 504 Plan. Can they participate?**

Yes. Students with IEPs and 504 Plans receive the same support and services as in any other classroom. All students have equal access to learning.

## **How can parents support their child in the program?**

- Read with your child daily in English and/or Spanish
- Talk about what they are learning
- Listen to them read
- Attend program meetings
- Stay involved and positive about bilingual learning

## **How can I help with homework if I don't know the second language?**

You can:

- Provide a quiet space and supplies
- Review directions together
- Ask your child to explain what they learned (in your home language)

Explaining their thinking helps reinforce learning.

## **How can I get involved?**

You can:

- Volunteer in the classroom
- Attend family events and workshops
- Share your culture, language, or traditions
- Help communicate with other families
- Support your child's reading and language growth at home

Strong family involvement makes the program even more successful.

# Resources

State Seal of Biliteracy - <https://www.cde.ca.gov/sp/ml/sealofbiliteracy.asp>

**California Department of Education**  
MULTILINGUAL SUPPORT DIVISION

## THE CALIFORNIA STATE SEAL OF BILITERACY

**What is the State Seal of Biliteracy?**  
The State Seal of Biliteracy is recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English. The State Seal of Biliteracy is marked by a gold seal affixed to the diploma or transcript.

**Where can I find more information about the State Seal of Biliteracy?**  
More information about the State Seal of Biliteracy is available on the California Department of Education (CDE) State Seal of Biliteracy web page at <https://www.cde.ca.gov/sp/ml/sealofbiliteracy.asp> or scan the QR code at the bottom of this poster.  
Follow us on Twitter: @MultilingualCA

**What are the requirements?**

English proficiency, demonstrated by: **Coursework** or **Assessment (choose one)** + Second-language proficiency, demonstrated by: **Assessment (choose one)** or **Coursework** = **THE CALIFORNIA STATE SEAL OF BILITERACY**

**English Proficiency Options:**

- Completing all English language arts (ELA) graduation requirements with a 3.0 grade point average (GPA) or above.
- Passing the ELA C alternate Assessment of Student Performance and Progress (CASPP) at the "Exceeds Standard" level or above.
- Passing in English Advanced Placement (AP) or above.
- Passing in International Baccalaureate (IB) exam with a four or above.
- Passing in ACTFL Writing Proficiency Test (WPT) and Oral Proficiency Interview (OPI) with scores of intermediate mid or higher.
- Or passing orally approved assessment in a course that is at or above all modalities of communication in the language.

**Second-Language Proficiency Options:**

- Passing a foreign language AP exam with a three or above.
- Completing a four-year high school course of study in the language with a 3.0 GPA or above. This could include coursework completed through dual enrollment at a college if approved by the school or district.
- Completing a four-year high school course of study in the language with a 3.0 GPA or above. This could include coursework completed through dual enrollment at a college if approved by the school or district.
- Passing an ACTFL Writing Proficiency Test (WPT) and Oral Proficiency Interview (OPI) with scores of intermediate mid or higher.

**Other Requirements:**

- Obtaining a minimum score of 4 on the English Language Proficiency Assessment for California (ELPAC).
- Obtaining a minimum score of 4 on the English Language Proficiency Assessment for California (ELPAC).
- Obtaining a minimum score of 4 on the English Language Proficiency Assessment for California (ELPAC).

**Scan for more information:**

**Question?** Talk to your counselor or email the CDE Multilingual Support Division at [SEAL@CDE.CA.GOV](mailto:SEAL@CDE.CA.GOV)

## MYTH vs. FACT

### Bilingual Language Development

MYTH	FACT
Speaking 2 or more languages to a child can "confuse" them, so it is better to only speak 1 language.	All children are capable of learning multiple languages, including children with developmental delays and learning disabilities.
It is better for families to only speak the language taught in school to their children, even if they do not speak the language well.	Families should speak the language they are most comfortable speaking, so children are given rich linguistic models and can interact best with other members of their community.
Young bilingual children are delayed in learning language compared to peers who only speak 1 language.	Bilingualism does NOT cause language delays, and has been shown to improve children's ability to learn new words, identify sounds, and problem-solve.
Bilingual children should not mix parts of the languages they speak.	"Translanguaging" occurs when individuals grammatically mix aspects of the languages they speak. It fosters cultural and metalinguistic awareness.
Children become bilingual just by listening to people around them speaking the second language.	Learning language is an active process that requires many opportunities for children to practice communicating in context with others. Listening and responding are both crucial for developing competence.

If you are concerned about the language, speech, or communication development of someone you know, contact a speech language pathologist for a comprehensive assessment.

Citations:

1. Bird, E. K. R., Olson, P., Trucken, N., Thordarson, E., Sutton, A., & Thorpe, A. (2005). The language abilities of bilingual children with Down syndrome. *American Journal of Speech-Language Pathology, 14*(2), 157-166.
2. Cook, C., & Slobin, K. (2011). *Translanguaging: A CUNY NYU/IB guide for educators*. New York, NY: The Graduate Center.
3. Ellis, R. (1994). *The study of second language acquisition*. Oxford University.
4. Rosberry-McIntyre, C. (2014). *Multicultural students with special language needs: Practical strategies for assessment and intervention* (4th ed.). San Jose, CA: Academic Communication Associates.

Created by Kelly Benze, M.S., BPC/CF-SLP, Bilingual Speech Language Pathologist | [www.TheKIDBlog.com](http://www.TheKIDBlog.com)

## Glossary of Terms

**DLE:** Dual Language Education. Dual Language Education Programs offer an educational model for students to develop literacy and content in two languages. Students maintain their primary language while acquiring a second (target) language.

**50/50 DLI Model:** Students will receive 50% of their instruction in English and 50% of their instruction in Spanish K-5.

**English Language Learners:** Students whose primary language is not English and who are still in the process of developing English proficiency.

**Multilingual Learners:** Any student learning a second language (this includes ELs).

**IEP:** Individualized Education Program

**Designated ELD:** Designated English Language Development is a state requirement in which all multilingual learners receive targeted support to develop their English language skills as a protected part of their daily schedule.

**Integrated ELD:** A state requirement in which teachers provide support for multilingual learners throughout the day so they can access and engage with the academic content successfully.

**SLD:** Spanish language development. All Spanish language learners receive targeted support to develop their Spanish language skills.

**PLC:** Professional Learning Community. A framework by which teachers collaborate to plan for student instruction, monitor student progress, intervene when necessary, and assess their teaching practices to ensure that the needs of all of their students are being met.

**Intra-district transfers:** Within the same school district, a student moves from one school to another inside the same district

**Inter-district transfers:** Between different school districts, a student leaves their home district to attend a school in a different district

## References:

- Center for Applied Linguistics. (n.d.). *Dual language and multilingual education*. CAL.  
<https://www.cal.org/areas-of-impact/dual-language-and-multilingual-education/>
- Montecel, M.R. & Cortez, J.D. (2002). Successful bilingual education program: Development and the dissemination of criteria to identify promising and exemplary practices in bilingual education at the national level. *Bilingual Research Journal*. 26(1), 1-21. As cited in: *El Camino Elementary School dual language immersion program master plan*.
- Thomas, W. P., & Collier, V. P. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. Center of research on Education, Diversity and Excellence. As cited in *El Camino Elementary School dual language immersion program master plan*.
- Riches, C., & Genesee, F. (2006). Literacy: Crosslinguistic and crossmodal issues. In F. Genesee, K. Lindholm-Leary, W. Saunders, & D. Christian (Eds.), *Educating English language learners: A synthesis of research evidence* (pp. 64–108). Cambridge University Press . As cited in *El Camino Elementary School dual language immersion program master plan*.
- Paradis, J., Genesee, F., Crago, M., & Leonard, L. (2010). *Dual language development and disorders: A handbook on bilingualism and second language development*. Brookes. As cited in *El Camino Elementary School dual language immersion program master plan*.
- Multistate Association for Bilingual Education, Northeast. (n.d.). *Dual Language Education: Dual Language Implementation Resources*. Retrieved January 22, 2026, from <https://www.mabene.org/DLE-Resources>
- Lindholm-Leary, K., Borsato, G., Genesee, F., Saunders, W. M., & Christian, D. (2006). *Educating English language learners: A synthesis of research evidence*. Cambridge University Press.
- Goleta Union School District. (2022, February 2). *El Camino Elementary School dual language immersion program master plan*.

- Soledad Unified School District. (2024). *Dual language immersion program master plan* (Version 2024). <https://soledadusd.org>
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- Edward Hyatt World Language Academy. (2021, May). *Dual language immersion program master plan*. San Jacinto Unified School District.
- Zelasko and Antunez, 2000; Kessler and Quinn, 1980; Bialystok and Majumder, as cited in Ayanoka and Kasprzak, 2011; Castro, et al., 2011. Participate Learning.
- Genesee et al., 2006; Lindholm-Leary & Genesee, 2010; Montecel & Cortez, 2002).

**HAMILTON UNIFIED SCHOOL DISTRICT**

<b>Agenda Item Number:</b> 13.f	<b>Date:</b> 5/27/26
<b>Agenda Item Description: New Marquee at HES.</b>	
<p>The current marquee at Hamilton Elementary School is no longer fully functional and utilizes outdated technology. While the cabinet structure remains in good condition, the message board itself requires replacement. After reviewing available options, two possible solutions have been identified: retrofitting the existing marquee or purchasing a completely new message board system.</p> <p><b><u>Retrofit Digital Sign and Header Banner Only:</u></b></p> <ul style="list-style-type: none"> <li>• Estimated Cost: \$24K (Includes equipment purchase and separate vendor estimated installation costs)</li> <li>• Requires two vendors contracts: Purchase and installation.</li> </ul> <p><b><u>Full New Digital Structure and Marquee Message Board</u></b></p> <ul style="list-style-type: none"> <li>• Cost: \$33,451.22</li> <li>• Utilized a current HUSD Vendor “Visual Impact Signs”, that services the high school Watchfire Marquee.</li> <li>• Visual Impact Signs will provide the new Watchfire Marquee equipment, installation, and staff training.</li> </ul>	
<p><b>Status:</b> We researched 2 options, however we’re leaning towards a full new message board. If we contract with Visual Impact Signs we anticipate to have the new Watchfire Marquee installed before the school starts in August.</p>	
<p><b>Fiscal Impact:</b> PTO will contribute \$6K, Title I Funding will cover \$7K, ELOP funding will cover \$17,289.68, \$3,161.54 site funds.</p>	
<p><b>Educational Impact:</b> The proposed marquee sign will enhance communication and community engagement by providing timely information regarding school activities, afterschool enrichment programs, student events, and important announcements. The sign will improve visibility of educational opportunities, strengthen school and community connections, and support increased awareness and participation in elementary school programs and events.</p>	
<p><b>Recommendation:</b> HES Administration recommends moving forward with the purchase and installation of a new Watchfire Marquee Sign, at a cost of <b>\$33,451.22</b>.</p>	



326 B Street • Yuba City, CA 95991 • Ph (530) 755-9996 • Lic. No. 951979

Quotes good for 30 days from proposal date.

**PROPOSAL AND SECURITY AGREEMENT**

**SUBMITTED TO:**

Hamilton Unified School District  
Mike Watson  
620 Canal St PO Box 488  
Hamilton City CA 95951

**Watchfire**  
(Provided by VIS)

**Date:** 5/18/2026

**BY:** Adel Mitchell-Miles

[mwatson@hudschools.org](mailto:mwatson@hudschools.org)

530-826-3261 Ext 6007

**JOB LOCATION (if different) :**

Hamilton Elementary School  
277 Capay Ave  
Hamilton City CA

0

**GENERAL DESCRIPTION:**

		<b>EACH</b>	<b>EXTENDED</b>
<p><b>New Electronic Message Board (EMB) provided by Visual Impact Signs.</b> Remove and dispose of the existing electronic message board and cabinet. Fabricate and install one new Watchfire 10 mm full-color electronic message board with a custom aluminum cabinet mounted to the existing pole structure. Clean and repaint the existing decorative shroud. Reconnect power, program, and test for proper operation.</p>	1	\$31,590.00	\$31,590.00
<p><b>Reuse of Existing Support Structure and Shroud:</b> Pricing assumes the existing pole structure and decorative shroud are structurally sound and suitable for reuse. Proposal includes cosmetic refinishing of the shroud only.</p>			
<p><b>Electrical Service:</b> Existing electrical service, disconnects, and branch circuits are assumed to be adequate and code-compliant for the new display.</p>			
<p><b>Customer Training:</b> Basic on-site training for sign operation and content updates is included.</p>			
<p>Watchfire equipment is covered by the manufacturer's standard warranty. Visual Impact Signs provides a one-year workmanship warranty covering installation and fabrication.</p>			
<p><b>Credit Card Fee - Optional Credit Card Convenience Fee (3%) applies only to payments made by credit card. No fee for check or ACH payments.</b></p>			

- ♦ **Pricing is based on the dimensions noted.** Any variance in field conditions or dimensions may require a change order.
  - ♦ **Landlord approval** is the responsibility of the Purchaser.
  - ♦ **Electrical service to sign location(s)**, including power supply and disconnects, shall be provided by the Purchaser unless specifically noted otherwise.
  - ♦ **Reinforcing steel (rebar), post-tension cables, or other concealed conditions** within walls or structures that require additional drilling or labor are not included.
  - ♦ **Caliche, rock, underground utilities, or other subsurface obstructions** requiring additional excavation or drilling are not included.
  - ♦ **Obstructions or inability to access electrical service** at the time of installation shall be addressed by change order.
  - ♦ **Permit fees, engineering fees, certified inspections, and time required to obtain approvals** are not included unless specifically stated and will be billed as required by the Authority Having Jurisdiction.
  - ♦ **Contract pricing is subject to adjustment** based upon approved engineering or reqd. design modifications.
- |  |   |
|--|---|
|  | \$ 31,590.00  |
| <b>Proposal Validity &amp; Acceptance</b> - This proposal is valid for 30 days from the date issued and shall be deemed revoked if not accepted in writing within that time. Upon acceptance, Customer agrees to purchase and Visual Impact Signs agrees to sell the sign described herein.                        | TAX 1,861.22  |
| <b>Payment Terms</b> - Payment in full is due upon project completion. Project completion is defined as the date the sign is installed and operating as intended. Accounts more than 30 days past due shall accrue interest at 1.5% per month (18% annually) until paid in full.                                   | <b>TOTAL 33,451.22</b>  |
| <b>Ownership &amp; Personal Property</b> - The sign shall at all times remain personal property of Visual Impact Signs and shall not become a fixture or part of the real property, regardless of method of attachment, until payment is made in full.   | 50% DEPOSIT 16,725.61   |
| <b>Modifications &amp; Addenda</b> - Any conditional sale, installment terms, lease, or lease-to-own arrangement must be set forth in a written addendum signed by both Customer and Visual Impact Signs. No oral agreements or representations shall be binding.  | Due at acceptance of proposal. <b>30% 10,035.37</b>             |
| <b>Warranty</b> - Visual Impact Signs warrants workmanship and materials for a period of one (1) year from the date of completion. Neon tubing and lamps are warranted for ninety (90) days. This warranty does not cover damage caused by misuse, alteration, acts of God, force majeure or normal wear and tear. | Progress Payment due when EMB are Received. <b>20% 6,690.24</b> |
| <b>Entire Agreement</b> - Customer acknowledges that they have read, understand, and agree to be bound by the terms and conditions of this agreement.  | Final Balance due upon project completion.                      |

ACCEPTED FOR VISUAL IMPACT SIGNS (SECURED PARTY):

Signature: Adel M. Mitchell-Miles

Date: 5/18/2026

PURCHASE ACCEPTED (DEBTOR):

\_\_\_\_\_  
(Owner/Authorized Agent)

Title: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number:</b> 13. g	<b>Date:</b> 05/27/26
<b>Agenda Item Description:</b> Authorize modified work schedules for executive and administrative assistants June through August 2026	
<b>Background:</b> In previous summers the executive and administrative assistants/confidential employees that work summer and non-student work weeks have had the HUSD Board approve the option for them to work four ten-hour work weeks June through August instead of the traditional five eight-hour days during the rest of the school year. This year we would like the option of adding two additional modified schedules: <ol style="list-style-type: none"><li><b>1. 9/80 Schedule:</b> You work eighty hours over nine days (eight 9-hour days and one 8-hour day) in a two-week period. This allows you to have every other Friday off.</li><li><b>2. Modified 5/8 (with a Half-Day):</b> You work 9 hours Monday through Thursday (36 hours) and 4 hours on Friday morning (4 hours), freeing up your Friday afternoon.</li></ol> If approved, each employee will work closely with their immediate supervisor to create a work schedule that will maximize productivity without impact to the students and families that we serve.	
<b>Status:</b> Pending board approval	
<b>Fiscal Impact:</b> None	
<b>Educational Impact:</b> n/a	
<b>Recommendation:</b> Authorize modified work schedules for executive and administrative assistants June through August 2026.	

## **Proposal to Work Modified Schedules During Non-Student Summer of 2026**

To: HUSD Board

From: Executive and Administrative Assistants/Confidential Employees

Date: May 27, 2026

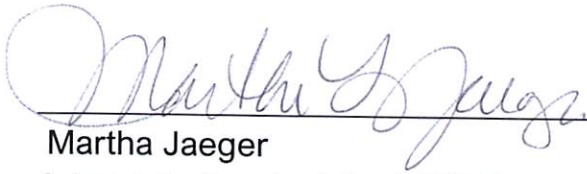
In previous summers, the executive and administrative assistants/confidential employees that work summer and non-student work weeks have had the HUSD Board approve the option for them to work four ten-hour work days June through August instead of the traditional five eight-hour days during the rest of the school year.

Working a modified schedule on non-student weeks allows employees to use this time to schedule necessary appointments and enjoy family time without impacting the student experience. Many surrounding area school districts, colleges and universities have also been practicing this style of summer schedule for years. This year we would like the option of adding two additional modified schedules:

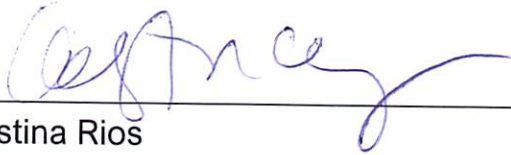
1. **9/80 Schedule:** You work eighty hours over nine days (eight 9-hour days and one 8-hour day) in a two-week period. This allows you to have every other Friday off.
2. **Modified 5/8 (with a Half-Day):** You work 9 hours Monday through Thursday (36 hours) and 4 hours on Friday morning (4 hours), freeing up your Friday afternoon.

If approved, each employee will work closely with their immediate supervisor to create a work schedule that will maximize productivity without impact to the students and families that we serve.

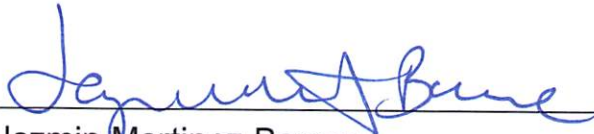
Thank you for your consideration of this approval to approve the three optional modified schedules during the summer of 2026 for the executive and administrative assistants/confidential employees that will be working during these non-student weeks.



Martha Jaeger  
Administrative Assistant, Ella Barkley High School



Cristina Rios  
Administrative Assistant, Hamilton High School



Jazmin Martinez-Barron  
Administrative Assistant, Hamilton Elementary School



Courtney Carrier  
District Executive Assistant

## Hamilton Unified School District

<b>Agenda Item Number:</b>	13. h	<b>Date:</b>	05/27/26
<b>Agenda Item Description:</b> Approval of the 5th Annual Hamilton Football Senior Leadership Retreat — a three-day, two-night team-building and leadership development trip for the senior class of the Hamilton Braves football program, scheduled for June 12–14, 2026, at Lake Tahoe (Homewood, CA).			
<b>Background:</b> The Senior Leadership Retreat is an annual program now entering its fifth year. The retreat brings the rising senior class of the Hamilton Football program together immediately after the school year for an off-site experience focused on team chemistry, leadership development, and goal-setting for the upcoming season.  The 2026 retreat will be held at 6110 McKinney Drive, Homewood, CA, on the west shore of Lake Tahoe, with the group departing Hamilton High School at approximately 2:00 PM on Friday, June 12 and returning at approximately 12:00 PM on Sunday, June 14. Approximately 11–15 incoming seniors are expected to attend.  Planned activities include: <ul style="list-style-type: none"><li>• Group hiking on Tahoe-area trails</li><li>• Beach day at Homewood</li><li>• Structured team-building and leadership activities led by coaching staff</li></ul> Players will travel via two district passenger vans driven by members of the coaching staff. Coaches will provide chaperone coverage for the duration of the trip; no parent chaperones or outside drivers will be used. Signed parent permission slips and emergency contact information will be collected from every attending player prior to departure.			
<b>Status:</b> Submitted for Board approval. Pending approval, permission slips will be distributed and collected, and district van reservations will be finalized.			
<b>Fiscal Impact:</b> Approximately \$1,500, funded entirely from the Hamilton Football ASB account. No General Fund or other district budget impact. Costs covered include lodging, meals, fuel for district vans, and group activities. No participant fees will be charged to players or families.			
<b>Educational Impact:</b> The retreat supports the development of leadership skills, team cohesion, communication, and goal-setting among the senior class — competencies that carry over into the classroom, the athletic program, and post-secondary readiness. Senior captains and team leaders set the cultural tone for			

the entire program, and the retreat has historically been a key contributor to a positive, accountable team culture at Hamilton High School.

**Recommendation:**

Administration recommends approval of the 5th Annual Hamilton Football Senior Leadership Retreat as described above, including out-of-district overnight travel to Homewood, CA from June 12–14, 2026, transportation by district vans driven by coaching staff, and funding from the Football ASB account.



- c. District Reports (written)
  - i. Technology Report by Frank James (p. 4)
  - ii. Nutrition Services Report by Erendida Moreno (p. 5)
  - iii. Operations Report by Alan Joksch (p. 6)
  - iv. Community Schools and Family Engagement by Rachel Sanchez (p. 7)
  - v. Human Resources & State and Federal Programs by Jolene Towne (p. 8)
- d. Principal and Dean of Student Reports (written)
  - i. Ulises Tellechea, Hamilton Elementary School Principal (p. 10)
    - 1. [Mr. Tellechea presented.](#)
  - ii. Maria Reyes, District Dean of Students (p. 12)
  - iii. Cris Oseguera, Hamilton High School Principal (p. 13)
    - 1. [Mr. Oseguera presented.](#)
  - iv. Silvia Robles, Adult School (p. 14)
- e. Chief Business Official Report by Kristen Hamman (written) (p. 15)
- f. Superintendent Report by Jeremy Powell (written) (p. 16)
  - i. [Dr. Powell presented.](#)

**8.0 PRESENTATIONS:**

- a. AG Department – Student Presenters
  - i. [FFA Students Case Porter, Jackson Alves, Allison Odom, Luke Fox, Patrick Matthews, Adam Simson and Chevy Schoer presented.](#)

**9.0 CORRESPONDENCE:**

- a. None

**10.0 INFORMATION ITEMS:**

- a. HUSD Enrollment History for 6 years (p. 17)
  - i. [Dr. Powell reviewed.](#)
- b. Bond Status: Fund 21 Update (p. 19)
  - i. [Dr. Powell reviewed.](#)
- c. LCAP/Strategic Planning
  - i. [Dr. Powell reviewed.](#)
- d. Staff Bios (p. 20)
  - i. [Dr. Powell reviewed.](#)

**11.0 DISCUSSION ITEMS:**

- a. Board Member Participation in End-of-Year Activities:
  - i. Glenn County Educators’ Hall of Fame Awards – Wednesday, May 6<sup>th</sup> at 6:30pm at Success Square Conference Room in Orland
    - 1. [Wendell Lower and Ray Odom will attend.](#)
  - ii. HHS Awards Night – Tuesday, May 26<sup>th</sup> at 6:00 p.m. pm in the gym
    - 1. [Wendell Lower and Ray odom will attend.](#)
  - iii. HES Promotion – Thursday, June 4<sup>th</sup> at 7:00 p.m. at the highschool stadium
    - 1. [Vanessa Ortiz will attend.](#)
  - iv. HHS Graduation – Friday, June 5<sup>th</sup> at 8:00 p.m. at the highschool stadium
    - 1. [Ray Odom will attend.](#)

**12.0 PUBLIC COMMENT:** Public comment will be heard on any closed session items. 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. [None.](#)

**13.0 ACTION ITEMS:**

- a. Approve Declaration of Need for Fully Qualified Educators 2026-27 school year (p. 23)

Motion to approve by Mrs. Ortiz 2<sup>nd</sup> by Mr. Odom

Motion Carried 3-0

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

- b. Approve 2024-25 Proposition 28 Annual Report (p. 28)

Motion to approve with correction of year to 2025-26 by Mr. Odom 2<sup>nd</sup> by Mrs. Ortiz

Motion Carried 3-0

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

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

- a. Minutes from Special Board Meeting on March 30, 2026 and Regular Board Meeting on March 25, 2026 (p. 29)
- b. Warrants and Expenditures (p. 34)
- c. 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

- d. Personnel Actions as Presented:

New Hires:	Izel Flores	Middle School Boys Soccer Coach	HES
	Roselena Graciano Salas	Administrative Technician	Adult Ed

Resignations/Retirement/Release/Position Change: None

Motion to approve consent agenda by Mrs. Ortiz 2<sup>nd</sup> by Mr. Odom

Motion Carried 3-0

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

**15.0 ADJOURNMENT: 7:15 p.m.**

X

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Rod Boone  
HUSD Board Clerk

X

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Jeremy Powell  
HUSD Superintendent

**Hamilton Unified School District**

**Quarterly Report on Williams Uniform Complaints**

(Education Code § 35186)

Person completing this form: Jeremy Powell

Title: Superintendent

Quarterly Report Submission Date:

*(check one)*

- January 2026
- April 2026
- July 2026
- October 2026

Date for information to be reported publicly at governing board meeting: May 27, 2026

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

	Total No. of Complaints	No. Resolved	No. Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0		

\_\_\_\_\_  
Dr. Jeremy Powell, Superintendent

5/18/26

\_\_\_\_\_  
Date Signed

Checks Dated 04/14/2026 through 05/18/2026

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40382094	04/15/2026	AT&T		01-0000-0-0000-8100-5590-000-000-00000 8100-5590 MONTHLY PHONE SERVICE		42.37
40382095	04/15/2026	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		27,650.00
40382096	04/15/2026	CALIFORNIA DEPARTMENT OF TAX AND FEE ADMINISTRATION		01-0000-0-0000-3600-4392-000-000-00000 JAN-MARCH 2026 Q4 DIESEL FUEL TAX		184.00
40382097	04/15/2026	CALIFORNIA WATER SERVICE CO		01-0000-0-0000-8100-5590-000-000-00000 8100-5590-000/100/300/800 MONTHLY WATER BY SITE	364.49	
				01-0000-0-0000-8100-5590-100-000-00000 8100-5590-000/100/300/800 MONTHLY WATER BY SITE	511.50	
				01-0000-0-0000-8100-5590-800-000-00000 8100-5590-000/100/300/800 MONTHLY WATER BY SITE	755.79	
				8100-5590-000/800 MONTHLY WATER BY SITE	414.40	2,046.18
40382098	04/15/2026	CARL'S FEED		01-7010-0-3800-1000-4300-100-000-00000 7010-4300-100 FARM SUPPLIES		55.23
40382099	04/15/2026	CHICO PERFORMANCES		01-6770-0-1110-1000-5890-100-000-00000 STUDENT TICKETS FOR CSU PERFORMANCE 03/06		160.00
40382100	04/15/2026	CORNELL DISTRIBUTING		13-5310-0-0000-3700-4700-000-000-00000 13-5310-3700-4700/049 MILK/DAIRY CAFES	3,073.45	
				13-5320-0-0000-3700-4700-000-049-00000 13-5310-3700-4700/049 MILK/DAIRY CAFES	1,487.00	4,560.45
40382101	04/15/2026	DELL MARKETING		01-9150-0-0000-2420-5890-000-000-00000 DELL 4-CALL 52 Wh LITHIUM ION BATTERY-		79.35
40382102	04/15/2026	GOLD STAR FOODS		13-5310-0-0000-3700-4300-000-000-00000 13-5310-3700-4300/4700	623.47	
				13-5310-0-0000-3700-4700-000-000-00000 13-5310-3700-4300/4700	8,245.34	
				13-5320-0-0000-3700-4300-000-049-00000 13-5310-3700-4300/4700	137.70	
				13-5320-0-0000-3700-4700-000-049-00000 13-5310-3700-4300/4700	1,061.91	10,068.42
40382103	04/15/2026	HILLYARD INC		01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT DEPT SUPPLIES		11,014.99

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Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40382104	04/15/2026	LRT GRAPHICS		11-6391-0-0000-8100-5630-000-000-00000 ADULT SCHOOL WRAP LRT		1,679.38
40382105	04/15/2026	OFFICE DEPOT INC		01-0000-0-1110-1000-4300-100-000-00000 OPEN FOR DIST SUPPLIES	12.48	
				01-0000-0-1110-1000-4300-800-000-00000 Office depot- M. Llamas	197.62	
				01-0000-0-3200-1000-4300-300-000-00000 Jaeger -Toners for Ella Classrooms	110.64	
				01-1100-0-1110-1000-4300-800-016-00000 4300-100-016 ODP- M. LLAMAS	102.72	
				Office depot - B. Godinez	12.81	
				Office depot - M. Llamas	87.84	
				Office depot-T. Heyl	182.31	706.42
40382106	04/15/2026	ORLAND HARDWARE		01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT DEPT SUPPLIES OPEN	698.18	
				01-0350-0-3800-1000-4300-100-053-00000 6387-4300-100 & 0350-4300-053 ANDY MARTIN	118.38	
				01-6387-0-3800-1000-4300-100-000-00000 6387 CTEIG OPEN PO SOIL AND PLANT SCIENCE SUP	285.41	
				6387-4300-100 & 0350-4300-053 ANDY MARTIN	529.73	
				6387-4300-100 & 0350-4300-054 ASHLEY H SUPPLIES	25.48	1,657.18
40382107	04/15/2026	PGE		01-0000-0-0000-8100-5590-000-000-00000 8100-5590 MONTHLY POWER/GAS	5,170.30	
				01-0000-0-0000-8100-5590-100-000-00000 8100-5590 MONTHLY POWER/GAS	7,755.45	12,925.75
40382108	04/15/2026	PRIMO BRANDS		01-0000-0-0000-8100-4300-000-000-00000 1110-1000-4300-000/100/300/800 & ADULT ED	174.70	
				01-0000-0-1110-1000-4300-000-000-00000 1110-1000-4300-000/100/300/800 & ADULT ED	64.51	
				01-0000-0-1110-1000-4300-100-000-00000 1110-1000-4300-000/100/300/800 & ADULT ED	96.78	
				01-0000-0-1110-1000-4300-800-000-00000 1110-1000-4300-000/100/300/800 & ADULT ED	278.34	
				01-0000-0-3200-1000-4300-300-000-00000 1110-1000-4300-000/100/300/800 & ADULT ED	43.19	
				11-6391-0-4110-1000-4300-000-000-00000 1110-1000-4300-000/100/300/800 & ADULT ED	51.44	708.96
40382109	04/15/2026	PROCARE SOFTWARE LLC		12-6105-0-1110-1000-5890-000-000-00000 12-6105 PROCARE ESSENTIAL ONLINE - ANNUAL SUBSCR		588.04

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40382110	04/15/2026	PROPACIFIC FRESH		13-5310-0-0000-3700-4300-000-000-00000 13-5310/5320-3700-4700	88.14	
				13-5310-0-0000-3700-4700-000-000-00000 13-5310/5320-3700-4700	7,522.40	
				13-5320-0-0000-3700-4700-000-049-00000 13-5310/5320-3700-4700	632.48	8,243.02
40382111	04/15/2026	QUILL CORPORATION		01-0000-0-1110-1000-4300-100-000-00000 4300-100/016 R. GONZALEZ-CLASSROOM SUPPLIES	50.84	
				01-1100-0-1110-1000-4300-100-016-00000 4300-100/016 R. GONZALEZ-CLASSROOM SUPPLIES	300.00	350.84
40382112	04/15/2026	SYSCO SACRAMENTO INC		13-5310-0-0000-3700-4300-000-000-00000 13-4300/4700 CAFE OPEN	372.96	
				13-5310-0-0000-3700-4700-000-000-00000 13-4300/4700 CAFE OPEN	2,153.84	
				13-5320-0-0000-3700-4300-000-049-00000 13-4300/4700 CAFE OPEN	186.48	
				13-5320-0-0000-3700-4700-000-049-00000 13-4300/4700 CAFE OPEN	221.07	2,934.35
40382113	04/15/2026	UPPER PARK CLOTHING LLC ARROYO MANUFACTURING		01-0000-0-1110-1000-4300-800-003-00000 003 Arroyo Manufacturing- Banners U. Tellechea		1,682.45
				01-0000-0-0000-8100-5630-000-000-00000 MARQUEE PANELS AND PARTS - 1 PANEL		425.17
40382115	04/15/2026	WASTE MANAGEMENT		01-0000-0-0000-8100-5590-000-000-00000 8100-5590-000/100/300/800 GARBAGE SERVICE	623.11	
				01-0000-0-0000-8100-5590-100-000-00000 8100-5590-000/100/300/800 GARBAGE SERVICE	934.67	
				01-0000-0-0000-8100-5590-300-000-00000 8100-5590-000/100/300/800 GARBAGE SERVICE	336.42	
				01-0000-0-0000-8100-5590-800-000-00000 8100-5590-000/100/300/800 GARBAGE SERVICE	1,256.43	3,150.63
				01-0000-0-0000-8100-4300-000-000-00000 8100-4300 OPEN FOR MAINT		306.60
40382404	04/22/2026	ACCULARM SECURITY SYSTEMS		01-0000-0-1110-1000-5890-800-000-00000 8100-5630 SECURITY SYSTEM-MAINT & REPAIRS		87.50
40382405	04/22/2026	BRUCE ARNOLD DIAZ		01-0000-0-0000-2700-5890-100-000-00000 100/800 LED LIGHT UP NUMBERS HHS/HES GRADUATIONS	112.50	
				01-0000-0-0000-2700-5890-800-000-00000 100/800 LED LIGHT UP NUMBERS HHS/HES GRADUATIONS	112.50	225.00

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40382406	04/22/2026	CALIFORNIA DEPARTMENT OF ED VENDOR# 76562Z	13-5310-0-0000-3700-5890-000-000-00000 13-5310-4300 CAFE COMMODITIES		335.40
40382407	04/22/2026	CALIFORNIA WATER SERVICE CO	01-0000-0-0000-8100-5590-000-000-00000 8100-5590-000/100/300/800 MONTHLY WATER BY SITE		124.46
40382408	04/22/2026	CHICO SPRINKLER INC	01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT DEPT SUPPLIES OPEN		752.45
40382409	04/22/2026	COMANCHE CREEK FARMS	01-7816-0-3800-1000-4300-100-000-00000 7816-4300-100 BRAVE FARMER PRODUCE		28.00
40382410	04/22/2026	DOLLAR GENERAL CHARGED SALES	12-6105-0-1110-1000-4300-000-000-00000 12-6105-4300 TO CHECK OUT CARD		16.09
40382411	04/22/2026	DOUBLE DIAMOND STEEL INC.	01-6387-0-3800-1000-4300-100-000-00000 OPEN PO FOR METAL VENDOR		199.55
40382412	04/22/2026	EMPLOYMENT DEVELOPMENT DEPT	01-0000-0-0000-8100-5630-000-000-00000 HAYDEN FIRE PROTECTION 1687403008		1,687.59
40382413	04/22/2026	FASTRAK	01-0000-0-1110-3600-5200-100-000-00000 TOLLS FOR DIST TRAVEL		17.00
40382414	04/22/2026	FLORA FRESH	01-0350-0-3800-1000-4300-100-052-00000 0350-052 & 6387-4300-100 FLORAL CLASS OPEN		901.72
40382415	04/22/2026	GLENN COUNTY OFFICE OF ED BUSINESS	01-0000-0-0000-2700-5825-000-000-00000 OPEN PO FOR GCOE FINGERPRINTING OF NEW EMPLOYEES		274.00
40382416	04/22/2026	GLENN COUNTY ROAD SHOP	01-0000-0-0000-3600-5630-000-000-00000 3600-5630 BUS REPAIRS		992.90
40382417	04/22/2026	HERFF JONES LLC	01-0000-0-1110-1000-4300-100-000-00000 4300-100 Rios, graduation diplomas, covers, metals		38.63
40382418	04/22/2026	HILLYARD INC	01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT DEPT SUPPLIES		1,020.42
40382419	04/22/2026	OFFICE DEPOT INC	01-1100-0-1110-1000-4300-100-016-00000 Bocast: Math department		944.10
40382420	04/22/2026	PGE	01-0000-0-0000-8100-5590-000-000-00000 8100-5590 MONTHLY POWER/GAS	3,535.73	
			01-0000-0-0000-8100-5590-100-000-00000 8100-5590 MONTHLY POWER/GAS	5,303.58	8,839.31

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Checks Dated 04/14/2026 through 05/18/2026

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40382421	04/22/2026	QUILL CORPORATION		01-0000-0-1110-1000-4300-000-000-00000 4300 DIST OPEN FOR HS/DIST PAPER & SUPPLIES	61.76	
				01-0000-0-1110-1000-4300-100-000-00000 4300 DIST OPEN FOR HS/DIST PAPER & SUPPLIES	92.65	154.41
40382422	04/22/2026	TCG ADMINISTRATORS CALSTRS JEM		01-0000-0-0000-2700-5890-000-000-00000 2700-5890 JEM QUARTERLY FEES		168.00
40382423	04/22/2026	WELLS FARGO VENDOR FINANCIAL SERVICES		01-0000-0-1110-1000-5620-000-000-00000 5620 COPIER LEASES	139.77	
				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	747.87	
				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	120.89	2,009.70
40382573	04/29/2026	ACCURATE PLUMBING		13-5310-0-0000-3700-5630-000-000-00000 8100-5630 MAINT OPEN PLUMBING REPAIRS		1,139.00
40382574	04/29/2026	AT&T		01-0000-0-0000-8100-5590-000-000-00000 8100-5590 MONTHLY PHONE SERVICE	63.40	
				01-0000-0-0000-8100-5590-100-000-00000 8100-5590 MONTHLY PHONE SERVICE	95.11	
				01-0000-0-0000-8100-5590-800-000-00000 8100-5590 MONTHLY PHONE SERVICE	131.13	289.64
40382575	04/29/2026	CASCO INC		01-2600-0-0000-8500-6170-000-000-00000 2600 ELOP/FD 14 ZONE 1 AND 2 AT ELEM	23,998.00	
				14-0000-0-0000-8500-6170-000-000-00000 2600 ELOP/FD 14 ZONE 1 AND 2 AT ELEM	9,802.00	33,800.00
40382576	04/29/2026	CHRISTY WHITE ASSOCIATES		01-0000-0-0000-7191-5810-000-000-00000 7191-5810 AUDITORS FEES		10,867.50
40382577	04/29/2026	GERLINGER STEEL & SUPPLY CO		01-6387-0-3800-1000-4300-100-000-00000 6387 & 0350-4300-053 ANDY MARTIN		272.42
40382578	04/29/2026	GOLD STAR FOODS		13-5310-0-0000-3700-4300-000-000-00000 13-5310-3700-4300/4700	134.20	
				13-5310-0-0000-3700-4700-000-000-00000 13-5310-3700-4300/4700	2,029.72	
				13-5320-0-0000-3700-4700-000-049-00000 13-5310-3700-4300/4700	218.90	2,382.82
40382579	04/29/2026	HELLAND, KATHRYN A		01-0000-0-0000-7300-5200-000-000-00000 MILES FROM HUSD TO GOE FOR 4/22 MEETING		38.79

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40382580	04/29/2026	HERFF JONES LLC		01-0000-0-3200-1000-4300-300-000-00000 4300-100 Rios, GRAD DIPLOMAS, COVERS, MEDALS		56.01
40382581	04/29/2026	JCO ENGINEERING		01-0000-0-0000-8100-5630-000-000-00000 ELOP/DIST RECTIFY WATER DRAINAGE HES FIELD	2,101.05	
				01-2600-0-0000-8100-5630-000-000-00000 ELOP/DIST RECTIFY WATER DRAINAGE HES FIELD	5,143.95	7,245.00
40382582	04/29/2026	MISSION UNIFORM & LINEN		01-7816-0-3800-1000-5890-100-000-00000 7816-5890-100 OPEN FOR LINEN SERVICE	27.42	
				13-5310-0-0000-3700-5890-000-000-00000 13-5310-3700-5890 CAFE LINEN	212.86	240.28
40382583	04/29/2026	NAPA AUTO PARTS		01-6387-0-3800-1000-4300-100-000-00000 8100-4300 MAINT DEPT SUPPLIES OPEN		71.39
40382584	04/29/2026	OFFICE DEPOT INC		01-1100-0-1110-1000-4300-100-016-00000 100-016 BOCAST: MATH DEPT		63.05
40382585	04/29/2026	PGE		01-0000-0-0000-8100-5590-800-000-00000 8100-5590 MONTHLY POWER/GAS		6,483.77
40382586	04/29/2026	PROPACIFIC FRESH		13-5310-0-0000-3700-4700-000-000-00000 13-5310/5320-3700-4700	2,658.32	
				13-5320-0-0000-3700-4700-000-049-00000 13-5310/5320-3700-4700	317.21	2,975.53
40382587	04/29/2026	QUILL CORPORATION		01-0000-0-1110-1000-4300-000-000-00000 4300 DIST OPEN FOR HS/DIST PAPER & SUPPLIES	9.43	
				01-0000-0-1110-1000-4300-100-000-00000 4300 DIST OPEN FOR HS/DIST PAPER & SUPPLIES	14.15	23.58
40382588	04/29/2026	SYSCO SACRAMENTO INC		13-5310-0-0000-3700-4300-000-000-00000 13-4300/4700 CAFE OPEN	124.47	
				13-5310-0-0000-3700-4700-000-000-00000 13-4300/4700 CAFE OPEN	1,193.58	
				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	61.67	1,472.96
40382589	04/29/2026	VELAZQUEZ PRESS		01-9813-0-1110-1000-4300-800-000-00000 9813 Velazquez Press books - M. SAWYER		334.82
40382590	04/29/2026	WESTLAKE ACE HARDWARE		01-0000-0-0000-8100-4300-000-000-00000 8100-4300 OPEN FOR MAINT		158.69
40382591	04/29/2026	CALIFORNIA'S VALUED TRUST H/W		01- -- - -9571- - - 9572 STAFF H & W INSURANCE	31,144.51	
				01- -- - -9572- - - 9572 STAFF H & W INSURANCE	102,383.42	133,527.93

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40382592	04/29/2026	LESLIE ANDERSON-MILLS		01-0000-0-1110-1000-3701-000-000-00000 1110-1000-3701 L ANDERSON H&W PAYOUT		791.67
40382593	04/29/2026	STANDARD		01- -- - -9572- - - 9572- STANDARD EE INS		397.85
40382594	04/29/2026	OFFICE DEPOT INC		01-0000-0-0000-0000-8699-000-000-00000 REISSUE CHECK #40374805 STALE DATE		102.41
40382595	04/29/2026	U.S. BANK CORPORATE PAYMENT SYSTEM		01-0000-0-0000-0000-8699-000-000-00000 ACCIDENTAL CHARGE ON KRISTEN'S CC	82.37	
				01-0000-0-0000-2700-5200-000-000-00000 2700-5200 HOTEL EA Aeries Con	1,041.30	
				01-0000-0-0000-2700-5200-100-000-00000 Aeriescon Hotel Rooms NTE	636.12	
				01-0000-0-0000-2700-5200-800-000-00000 Aeriescon Hotel Rooms NTE	636.12	
				01-0000-0-0000-2700-5200-800-800-00000 CABE Hotel March 2026	2,880.80	
				01-0000-0-0000-7150-4300-000-000-00000 7150/7110/2700 SUPERINTENDENT OPEN PO FOR 25-26	119.04	
				01-0000-0-0000-7150-5200-000-000-00000 7150-5200 JP US BANK-HOTEL SSDA CONF HOTEL	569.74	
				01-0000-0-0000-7150-5890-000-000-00000 7150/7110/2700 SUPERINTENDENT OPEN PO FOR 25-26	36.99	
				01-0000-0-0000-7300-5890-000-000-00000 7300-5890 JOB POSTINGS ON INDEED	24.81	
				01-0000-0-0000-8100-4300-000-000-00000 8100-4300 DIST MAINT OPEN	542.18	
				01-0000-0-0000-8100-4392-000-000-00000 8100-4300 DIST MAINT OPEN	1,475.29	
				01-0000-0-1110-1000-4300-000-000-00000 7150/7110/2700 SUPERINTENDENT OPEN PO FOR 25-26	381.67	
				NTE PD Day CKH Drinks and Snacks	46.63	
				01-0000-0-1110-1000-4300-100-000-00000 4300-100 CRUZ-SUPPLIES AMAZON	41.33	
				4300-100 Oseguera Open	372.83	
				4300/100-Cruz, toner cartridges	45.89	
				Funderburk Open	91.61	
				01-0000-0-1110-1000-4300-800-000-00000 4300-800 Amazon - classroom supplies	73.71	
				Whittaker		
				4300-800 ELEM Open PO	631.59	
				4300-800-AMAZON-K. TIETZ	74.32	
				4300-800-VARI - R. RIVERA	445.30	
				4300/800-Amazon - L. Larson	254.86	
				4300/800-Amazon- L. Cox	147.20	

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40382595			4300/800-BEST BUY-PORTABLE SPEAKER U. TELLECHEA	234.88	
			Amazon - nurse supplies J Brunson	109.01	
			Amazon-A. Mercado	300.23	
		01-0000-0-1110-1000-5200-100-100-00000	BOYS SOCCER PLAYOFFS IN MARIN/BRANSON	494.28	
		01-0000-0-3200-1000-4300-300-000-00000	AGS Earth Science Books Mello-CREDIT ON SHIPPING	11.90-	
		01-0350-0-3800-1000-4300-100-054-00000	0350-4300-054 & 6387-4300 FOOD LAB SUPPLIES	36.93	
		01-0801-0-1110-1000-4300-000-505-00000	MAA FUNDS-A. CHARLON- SUPPLIES	80.05	
		01-1100-0-1110-1000-4300-100-016-00000	016-A. MARTIN-BAND SAW	315.67	
			4300-100-016-Davenport extra fund art supplies	372.88	
		01-1100-0-1110-1000-4300-800-016-00000	4300/800/016 Amazon - K. Tietz	188.86	
			4300/800/016-Amazon - classroom supplies K Hall	192.56	
			4300/800/016-Amazon-M. Almaraz	195.39	
			4300/800/016Amazon-A. Mercado	196.54	
			Amazon - classroom supplies Duenas	198.03	
		01-3010-0-1110-1000-4300-800-000-00000	3010-Duenas-Books:reading under stars	892.49	
		01-4203-0-1110-1000-4300-100-000-00000	4203 TRANSLATOR PEN FOR LEP STUDENT	57.90	
		01-6266-0-1110-1000-5200-100-000-00000	CCACA 2026 ADULT PASS APRIL 24th-25th-DAVENPORT	175.00	
			HOTEL ROOMS FOR CATE CONVENTION	1,388.07	
		01-6266-0-1110-1000-5200-800-000-00000	CABE CONFERENCE HOTEL	4,028.42	
		01-6332-0-1110-1000-4300-000-000-00000	CCSPP 6332 OPEN PO 25-26 COMMUNITY EVENTS	36.00	
		01-6387-0-3800-1000-5200-100-000-00000	0350-4300-054 & 6387-4300 FOOD LAB SUPPLIES	506.70	
			6387 CTEIG - HOTEL E MELLO FOR CAL-HOSA CONF	1,442.69	
			6387 CTEIG E MELLO FLIGHTS FOR CAL-HOSA CONF	431.80	
			6387 CTEIG REG CAL-HOSA CONF E MELLO - ONTARIO	124.80	
			6387-5200 HOTEL MODESTO FIELD DAY MARCH 13TH-14TH	561.99	

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40382595				6387-5200-OPEN FOR AG FOR STUDENT FIELD DAYS	1,670.33	
			01-7010-0-3800-1000-4392-100-000-00000	7010 AIG & CTEIG FOR AG FUEL & CAR WASH	2,177.87	
			01-7010-0-3800-1000-5890-100-000-00000	7010 AIG & CTEIG FOR AG FUEL & CAR WASH	32.00	
			01-7816-0-3800-1000-4300-100-000-00000	7816-4300 OPEN FOR BRAVE FARMER	2,752.45	
			01-9150-0-0000-2420-4300-000-000-00000	9150-4300 TECH DEPT OPEN	100.00	
			11-6391-0-4110-1000-4300-000-017-00000	017,018,021 ADULT ED HEAVY EQUIP TRAINING UNI	44.17	
			11-6391-0-4110-1000-4300-000-018-00000	017,018,021 ADULT ED HEAVY EQUIP TRAINING UNI	44.16	
			11-6391-0-4110-1000-4300-000-019-00000	11-6391-019 MM ARTS SPRING SUPPLIES	1,735.39	
			11-6391-0-4110-1000-4300-000-021-00000	017,018,021 ADULT ED HEAVY EQUIP TRAINING UNI	44.17	
			12-6105-0-1110-1000-4300-000-000-00000	12-6105-4300 MISC CLASSROOM ITEMS	138.07	
			13-5310-0-0000-3700-4300-000-000-00000	13-5310-4300 CAFE OPEN	156.73	
			13-5310-0-0000-3700-4700-000-000-00000	13-5310-4300 CAFE OPEN	317.94	32,414.25
40382810	05/06/2026	ATDLE		01-3010-0-1110-1000-5200-800-000-00000		4,350.00
				ATDLE CONF- TELLECHEA, COX, MERCADO,DUENAS,LLAMAS, MENDOZA		
40382811	05/06/2026	BASIC EMERGENCY SAFETY TRAININ		12-7817-0-1110-1000-5890-000-000-00000		250.00
				12-7817 INFANT/CHILD AND ADULT CPR/AED/FIRST AID		
40382812	05/06/2026	CALIFORNIA AG TEACHERS ASSOCIATION		01-3550-0-3800-1000-5200-100-000-00000		350.00
				REGISTRATION 2026 CONFERENCE-SKILLS, LUNCHEON, BBQ-LOHSE		
				REGISTRATION 2026 CONFERENCE-SKILLS, LUNCHEON, BBQ-MARTIN	425.00	
				REGISTRATION 2026 CONFERENCE-SKILLS, LUNCHEON, BBQ-THORPE	425.00	1,200.00
40382813	05/06/2026	CHICO ELECTRIC		01-0000-0-0000-8100-5630-000-000-00000		142.50
				OPEN PO FOR EMERGENCY OR NEEDED ELECTRICAL WORK		

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40382813			01-0000-0-0000-8100-5890-000-000-000000	OPEN PO FOR EMERGENCY OR NEEDED ELECTRICAL WORK	142.50	
			01-6770-0-0000-8100-5890-100-000-000000	INSTALL A 240V CIRCUIT AND DISCONNECT FOR NEW KILN	3,370.00	3,655.00
40382814	05/06/2026	CHICO TURF PLUS LLC				
			01-0000-0-0000-8100-5590-000-000-000000	8100-5590 QUARTERY SERVICEON GRASS AREA AT ELEM		615.00
40382815	05/06/2026	CORNING FORD				
			01-0350-0-3800-1000-5630-100-051-000000	8100-5630 VEHICLE REPAIRS & SERVICE		736.55
40382816	05/06/2026	DOUBLE DIAMOND STEEL INC.				
			01-6387-0-3800-1000-4300-100-000-000000	OPEN PO FOR METAL VENDOR		215.00
40382817	05/06/2026	FLORA FRESH				
			01-6387-0-3800-1000-4300-100-000-000000	0350-052 & 6387-4300-100 FLORAL CLASS OPEN		1,115.52
40382818	05/06/2026	GOLD STAR FOODS				
			13-5310-0-0000-3700-4300-000-000-000000	13-5310-3700-4300/4700	141.34	
			13-5310-0-0000-3700-4700-000-000-000000	13-5310-3700-4300/4700	3,972.87	
			13-5320-0-0000-3700-4300-000-049-000000	13-5310-3700-4300/4700	17.24	
			13-5320-0-0000-3700-4700-000-049-000000	13-5310-3700-4300/4700	222.20	4,353.65
40382819	05/06/2026	GRAINGER				
			01-0000-0-0000-8100-4300-000-000-000000	8100-4300 MAINT SUPPLIES OPEN		103.47
40382820	05/06/2026	HILLYARD INC				
			01-0000-0-0000-8100-4300-000-000-000000	8100-4300 MAINT DEPT SUPPLIES		1,099.72
40382821	05/06/2026	LANGAN, KELLY J				
			01-0000-0-1110-3110-5200-100-000-000000	JOB-A-LIKE AT GCOE		38.79
40382822	05/06/2026	MCHUTCHISON				
			01-6387-0-3800-1000-4300-100-000-000000	6387 CTEIG OPEN PO FOR PLANT PLUGS AND SUP		279.34
40382823	05/06/2026	MJB WELDING SUPPLY				
			01-6387-0-3800-1000-5890-100-000-000000	0350-4300-053 & 6387-4300-100 AG-WELDING		13.20
40382824	05/06/2026	OSCAR'S SIGNS & SPORTSWEAR				
			01-2600-0-1110-1000-4300-800-000-000000	2600 Oscars shirts/uniforms-D. Nall	757.75	
				2600 Oscars Sports/uniforms - D. Nall	221.91	
				2600-4300-800 OSCAR'S TRACK SHORTS-D. NALL	500.66	1,480.32

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40382825	05/06/2026	PHILADELPHIA SECURITY PRODUCTS 10K SUPPLY LLC	01-1100-0-1110-1000-4300-100-016-00000 1100-100-016 MASTER LOCKS FOR LOCKERS		832.39
40382826	05/06/2026	PROPACIFIC FRESH	13-5310-0-0000-3700-4300-000-000-000000 13-5310/5320-3700-4700 13-5310-0-0000-3700-4700-000-000-000000 13-5310/5320-3700-4700 13-5320-0-0000-3700-4700-000-049-000000 13-5310/5320-3700-4700	173.53 2,805.86 155.50	3,134.89
40382827	05/06/2026	QUILL CORPORATION	01-0000-0-1110-1000-4300-800-000-000000 4300/800 PAPER PALLET-CHARGED TO ELEM THIS TIME APRIL 2026		1,918.90
40382828	05/06/2026	RAINBOW WALKER	01-3010-0-1110-1000-5890-800-000-000000 3010-5890-800 PBI Consult		1,500.00
40382829	05/06/2026	SHERWIN WILLIAMS COMPANY	01-8150-0-0000-8100-4300-000-000-000000 OPEN PO FOR PAINT AND PROJECTS		365.51
40382830	05/06/2026	SYSCO SACRAMENTO INC	13-5310-0-0000-3700-4300-000-000-000000 13-4300/4700 CAFE OPEN 13-5310-0-0000-3700-4700-000-000-000000 13-4300/4700 CAFE OPEN 13-5320-0-0000-3700-4300-000-049-000000 13-4300/4700 CAFE OPEN 13-5320-0-0000-3700-4700-000-049-000000 13-4300/4700 CAFE OPEN	181.74 747.85 93.24 91.99	1,114.82
40382831	05/06/2026	T MOBILE	01-0000-0-1110-1000-5890-000-000-000000 5890 75 STUDENT HOT SPOTS 25-26		180.00
40382832	05/06/2026	TRAFERA HOLDINGS LLC	01-0000-0-1110-1000-5630-800-000-000000 5630/4300 000/100/800 OPEN PO - REPAIRS CHROME B 01-1100-0-1110-1000-4400-100-000-000000 RS 1100 HHS 330 CHROMEBOOKS	80.00 172,973.63	173,053.63
40383205	05/13/2026	ADVANCED INTEGRATED PEST MANAGEMENT	01-0000-0-0000-8100-5590-000-000-000000 8100-5590 MONTHLY PEST CONTROL SERVICE		450.00
40383206	05/13/2026	AT&T	01-0000-0-0000-8100-5590-000-000-000000 8100-5590 MONTHLY PHONE SERVICE		42.37
40383207	05/13/2026	BOYS & GIRLS CLUB OF THE NORTH VALLEY	01-2600-0-1110-1000-5890-800-000-000000 2600 ELOP 25/26 AFTER SCHOOL PROGRAM- B&GC		27,650.00

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40383208	05/13/2026	CALIFORNIA WATER SERVICE CO	01-0000-0-0000-8100-5590-000-000-00000	8100-5590-000/100/300/800 MONTHLY WATER BY SITE	449.75	
			01-0000-0-0000-8100-5590-100-000-00000	8100-5590-000/100/300/800 MONTHLY WATER BY SITE	635.39	
			01-0000-0-0000-8100-5590-800-000-00000	8100-5590-000/100/300/800 MONTHLY WATER BY SITE	1,334.64	2,419.78
40383209	05/13/2026	COMANCHE CREEK FARMS	01-7816-0-3800-1000-4300-100-000-00000	7816-4300-100 BRAVE FARMER PRODUCE		138.00
40383210	05/13/2026	DANNIS WOLIVER KELLEY	01-0000-0-0000-7110-5815-000-000-00000	7110-5815 & FD 21 LEGAL FEES-CLASSIFIED NEGOTIATIONS	1,020.00	
				7110-5815 & FD 21 LEGAL FEES-STUDENT ISSUES	2,561.00	3,581.00
40383211	05/13/2026	DELL MARKETING	01-0000-0-1110-1000-4300-100-000-00000	4300-100 HHS-ADAM LEVINE NEW LAPTOP		971.96
40383212	05/13/2026	FLORA FRESH	01-0350-0-3800-1000-4300-100-052-00000	0350-052 & 6387-4300-100 FLORAL CLASS OPEN		620.54
40383213	05/13/2026	FP MAILING SOLUTIONS	01-0000-0-0000-2700-5990-000-000-00000	2700-5990 RESERVE ACCT#600109731-\$2500	500.00	
			01-0000-0-0000-2700-5990-100-000-00000	2700-5990 RESERVE ACCT#600109731-\$2500	750.00	
			01-0000-0-0000-2700-5990-800-000-00000	2700-5990 RESERVE ACCT#600109731-\$2500	1,250.00	
			01-0000-0-1110-1000-5620-000-000-00000	APRIL-JULY 2026 HS/DIST	82.31	
			01-0000-0-1110-1000-5620-100-000-00000	APRIL-JULY 2026 HS/DIST	123.47	2,705.78
40383214	05/13/2026	GLENN CO ENVIRONMENTAL HEALTH	13-5310-0-0000-3700-5890-000-000-00000	1600 FOOD SANITATION FEES FA0000158 FOOD SANITATION FEES	275.87	
					275.87	551.74
40383215	05/13/2026	GLENN COUNTY AIR POLLUTION CONTROL DISTRICT	01-0350-0-3800-1000-5890-100-051-00000	BURN PERMIT #1101254		15.00
40383216	05/13/2026	GLOBAL OFFICE INC	01-0000-0-1110-1000-4300-000-000-00000	1110-1000-4300/5620 COPIER USEAGE	509.30	
			01-0000-0-1110-1000-4300-100-000-00000	1110-1000-4300/5620 COPIER USEAGE	1,132.91	

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40383216				01-0000-0-1110-1000-4300-800-000-00000 1110-1000-4300/5620 COPIER USAGE	1,106.38	
				01-0000-0-3200-1000-4300-300-000-00000 1110-1000-4300/5620 COPIER USAGE	60.17	
				11-6391-0-4110-1000-4300-000-000-00000 1110-1000-4300/5620 COPIER USAGE	86.86	
				12-6105-0-1110-1000-4300-000-000-00000 1110-1000-4300/5620 COPIER USAGE	60.17	2,955.79
40383217	05/13/2026	GRAINGER		01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT SUPPLIES OPEN		208.48
40383218	05/13/2026	HUNT & SONS LLC		01-0000-0-0000-3600-4392-000-000-00000 3600.4392 DIESEL FUEL		9,178.14
40383219	05/13/2026	KING CONSULTING		40-0000-0-0000-8500-5890-000-000-00000 40-8500-5890 Prof Services Addendum		922.50
40383220	05/13/2026	MELLO BUTTITTA, ELLESE I		01-6266-0-1110-1000-5200-100-000-00000 PARKING @SMF/UBER TO HOTEL AND AIRPORT ANAHIEM		144.89
40383221	05/13/2026	MISSION UNIFORM & LINEN		01-7816-0-3800-1000-5890-100-000-00000 7816-5890-100 OPEN FOR LINEN SERVICE	27.42	
				13-5310-0-0000-3700-5890-000-000-00000 13-5310-3700-5890 CAFE LINEN	236.66	264.08
40383222	05/13/2026	MJB WELDING SUPPLY		01-0350-0-3800-1000-4300-100-053-00000 0350-4300-053 & 6387-4300-100 AG-WELDING		123.03
40383223	05/13/2026	NUSO LLC		01-0000-0-0000-2700-5990-000-000-00000 2700-5990-000/100/800 NUSO PHONE SERVICES	83.55	
				01-0000-0-0000-2700-5990-100-100-00000 2700-5990-000/100/800 NUSO PHONE SERVICES	125.34	
				01-0000-0-0000-2700-5990-800-800-00000 2700-5990-000/100/800 NUSO PHONE SERVICES	208.10	416.99
40383224	05/13/2026	ORLAND HARDWARE		01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT DEPT SUPPLIES OPEN	501.83	
				01-6387-0-3800-1000-4300-100-000-00000 6387-4300-100 & 0350-4300-053 ANDY MARTIN	700.67	
				6387-4300-100 & 0350-4300-054 ASHLEY H SUPPLIES	45.05	1,247.55
40383225	05/13/2026	URBAN FUTURES INC ISOM ADVISORS		01-0000-0-0000-7200-5890-000-000-00000 7200-5890 ANNUAL REPORTS FOR DEBT		5,075.00
40383226	05/13/2026	WASTE MANAGEMENT		01-0000-0-0000-8100-5590-000-000-00000 8100-5590-000/100/300/800 GARBAGE SERVICE	638.68	

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Checks Dated 04/14/2026 through 05/18/2026

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40383226			01-0000-0-0000-8100-5590-100-000-00000	8100-5590-000/100/300/800 GARBAGE SERVICE	958.04	
			01-0000-0-0000-8100-5590-300-000-00000	8100-5590-000/100/300/800 GARBAGE SERVICE	344.83	
			01-0000-0-0000-8100-5590-800-000-00000	8100-5590-000/100/300/800 GARBAGE SERVICE	1,287.84	3,229.39
40383227	05/13/2026	U.S. BANK CORPORATE PAYMENT SYSTEM				
			01-0000-0-0000-2700-5890-000-000-00000	ACSA Charter Dinner - CERTIFICATED ACSA DINNER TICKETS - CLASSIFIED	309.27	
			01-0000-0-0000-3600-5200-000-000-00000	8100-4300 DIST MAINT OPEN	11.81	
			01-0000-0-0000-3600-5890-000-000-00000	8100-4300 DIST MAINT OPEN	33.09	
			01-0000-0-0000-7150-5200-000-000-00000	7150/7110/2700 SUPERINTENDENT OPEN PO FOR 25-26	24.98	
			01-0000-0-0000-7150-5890-000-000-00000	7150/7110/2700 SUPERINTENDENT OPEN PO FOR 25-26	36.99	
			01-0000-0-0000-7300-5890-000-000-00000	7300-5890 JOB POSTINGS ON INDEED	150.00	
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300 DIST MAINT OPEN	119.90	
			01-0000-0-0000-8100-4392-000-000-00000	8100-4300 DIST MAINT OPEN	1,743.68	
			01-0000-0-1110-1000-4300-000-000-00000	7150/7110/2700 SUPERINTENDENT OPEN PO FOR 25-26	525.85	
				8100-4300 DIST MAINT OPEN	35.01	
			01-0000-0-1110-1000-4300-100-000-00000	1000-4300 LANGAN SUPPLIES	112.76	
				1000-4300-100 CHAIR COVERS FOR COUSELING RM CHAIRS	214.44	
				1000-4300-100 OPEN HOUSE FOOD/DRINKS/SUPPLIES	165.27	
			01-0000-0-1110-1000-4300-800-000-00000	4300-800 ELEM Open PO	319.65	
				Amazon- M. Alvarez	293.43	
				Amazon- S. Whittaker	40.51	
			01-0000-0-1110-1000-4300-800-003-00000	003 AMAZON-S. TAYLOR	77.20	
				4300-800-003 STAFF VESTS-AMAZON	1,064.44	
			01-0000-0-3200-1000-4300-300-000-00000	Jaeger - PE Supllies for Garcia	77.39	
			01-0350-0-3800-1000-4300-100-054-00000	0350-4300-054 & 6387-4300 FOOD LAB SUPPLIES	908.60	
			01-0801-0-1110-1000-4300-000-522-00000	MAA FUNDS-SHARK NAVIGATOR VACUUM	219.84	
			01-1100-0-1110-1000-4300-100-016-00000	1100-4300-016 BLADORN CLASSROOM SUPPLIES	374.96	
				4300--016 M. STEELE WWII MODEL KITS	313.40	

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40383227			4300-100-016 C. CRUZ BOOKS-PAPACITO	257.40	
		01-1100-0-1110-1000-4300-800-016-00000	016 AMAZON- G. Quiroz	87.85	
			016 AMAZON-LYNN LARSON ORDER	192.48	
			016 AMAZON-M. Alvarez	188.89	
			Amazon- A. Curiel	203.04	
		01-3010-0-0000-2700-5200-800-000-00000	HOTEL FOR CA ALL TITLES	462.46	
			CONF/SHERATON GATEWAY		
		01-3010-0-1110-1000-4300-800-000-00000	3010 Schoolastic-Duenas-Books:reading under stars	479.05	
		01-4124-0-1110-1000-4300-800-000-00000	4124 Amazon-U. Tellechea materials for Folklorico	438.01	
			4124-4300-800 ETSY FOLKLORICO OUTFITS	1,482.88	
		01-4203-0-1110-1000-4300-100-000-00000	4203-4300-100 EDGE 2014 GRAMMAR WRITING BOOKLET	222.88	
		01-4203-0-1110-1000-4300-800-000-00000	9813/4203 Amazon Biliteracy books -M. Sawyer	130.24	
		01-6266-0-1110-1000-5200-100-000-00000	HOTEL ROOMS FOR NSTA CONFERENCE 4/15-4/18	2,147.58	
		01-6266-0-1110-1000-5200-800-000-00000	HOTEL ROOMS FOR NSTA CONFERENCE 4/15-4/18	1,073.79	
		01-6332-0-0000-2700-4300-100-000-00000	6332-2700-4300 NURSING SUPPLIES	373.35	
		01-6332-0-0000-2700-4300-800-000-00000	6332 CCSPP Open PO nursing supplies - J. Brunson	108.67	
		01-6332-0-1110-1000-4300-000-000-00000	CCSPP 6332 OPEN PO 25-26 COMMUNITY EVENTS	121.79	
		01-6387-0-3800-1000-4300-100-000-00000	6387-4300 FLORAL CLASS ARCH SUPPLIES	100.26	
		01-6387-0-3800-1000-5200-100-000-00000	0350-4300-054 & 6387-4300 FOOD LAB SUPPLIES	155.61	
			6387-5200-OPEN FOR AG FOR STUDENT FIELD DAYS	3,364.09	
			6387-SPRINGHILL SUITES HOTEL ROOMS FOR FRESNO STATE FINALS	3,985.98	
		01-6770-0-1110-1000-4300-100-000-00000	6770-GLARRY MUSIC- ETHAN SWETT	2,412.00	
		01-7010-0-3800-1000-4392-100-000-00000	7010 AIG & CTEIG FOR AG FUEL & CAR WASH	482.59	
		01-7816-0-3800-1000-4300-100-000-00000	7816-4300 OPEN FOR BRAVE FARMER	1,701.19	
				6,081.56	

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