

**HAMILTON UNIFIED SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA
Hamilton High School Library
620 Canal Street, Hamilton City, CA 95951
Wednesday, August 26, 2026**

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 at 6:30 p.m.

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

1.0 OPENING BUSINESS:

- a. Call to order and roll call

_____ Hubert "Wendell" Lower, President
_____ Vanessa Reyes Ortiz

_____ Rod Boone, Clerk
_____ Ray Odom

_____ Gabriel Leal

2.0 IDENTIFY CLOSED SESSION ITEMS:

3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS: 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.

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

- a. Government Code Section 54957, Personnel Issue. To consider public employee, evaluation, reassignment, resignation, release, dismissal, or discipline of a classified and/or certificated employee.
- b. Government Code Section 54957.6, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.
- c. Public Employee Performance Evaluation. Government Code section 54957, subdivision (b)(1). Superintendent.

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 – Isabella Lozano
 - ii. Hamilton Elementary School - Isaac Cuevas-Vera
- c. District Reports (written)
 - i. Technology Report by Frank James (p. 4)
 - ii. Nutrition Services Report by Erendida Moreno (p. 5)
 - iii. Operations Report by Alan Jokschi (p. 7)
 - 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. 11)
 - ii. Maria Reyes, District Dean of Students (Handout)

- iii. Cris Oseguera, Hamilton High School Principal (p. 13)
- iv. Silvia Robles, Adult School
- e. Chief Business Official Report by Kristen Hamman (written) (p. 14)
- f. Superintendent Report by Jeremy Powell (written) (p. 15)

8.0 PRESENTATIONS:

- a. HUSD Community Schools Implementation Plan 2026-27 (p. 16)

9.0 CORRESPONDENCE:

- a. Letter from Country Bible Church Re: Community BBQ (p. 77)

10.0 INFORMATION ITEMS:

- a. Bond Status: Fund 21 Update 2025-26 (p. 78)
- b. Bond Status: Fund 21 Update 2026-27 (p. 79)
- c. HUSD Staff Bios (p. 80)

11.0 DISCUSSION ITEMS:

- a. HUSD Policies review for first readings for discussion (p. 82)
- b. Researching the Feasibility of Trustee Areas

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

13.0 ACTION ITEMS:

- a. Approve Tentative Agreement between HTA and HUSD for the 2026-27 school year. (p. 88)
- b. Approve Certificated Salary Schedule, Certificated Extra Duty Salary Schedule (based off of Column III, Step I of the 2026-27 Certificated Salary Schedule), Classified Management/Confidential Salary Schedule, Certificated Management Salary Schedule, Chief Business Official Salary Schedule, and the Other Duty (Adult Ed I Teacher only) Salary Schedule containing a 3% COLA. (p. 109)
- c. Approve Superintendent 2026-27 Salary Schedule containing a 3% COLA. (p. 116)
- d. Approve purchase of 2022 Blue Bird AARE, 78 passenger School Bus. (p. 118)
- e. Approve Completion of HHS Announcer's Booth Repair and Improvement Project (p. 120)
- a. CSBA Policies review for second reading and adoption (p. 127)
 - i. Policy 0441 – Artificial Intelligence

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. Approve Professional Services Proposal with King Consulting for Fiscal Year 2026-27 (p. 128)
- b. Approve Butte-Glenn Community College and Career Access Pathways Partnership Agreement for Fiscal year 2026-27 (p. 136)
- c. Minutes from July 22, 2026 (p. 141)
- d. Warrants and Expenditures (p. 143)
- e. HES & HHS Teacher Consent Forms (p. 159)
- f. Interdistrict Transfers (new only; elementary students reapply annually).
 - i. Out
 - 1. Hamilton Elementary School
 - a. TK-5: 15
 - b. 6-8: 5
 - 2. Hamilton High School
 - a. 9-12: 4
 - ii. In
 - 1. Hamilton Elementary School
 - a. TK-5: 8

b. 6-8: 7

2. Hamilton High School

a. 9-12: 17

g. Personnel Actions as Presented:

New Hires:	Robert Shaw	Long Term Substitute Teacher	HES
	Lex Corniciuc	Cross Country Coach	HHS

Resignations/Retirement/Release/Position Change:

Bianca Ledezma	Paraeducator/Library Media Technician	HES
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15.0 ADJOURNMENT:

Technology Report

Board Meeting on August 26, 2026

Frank James, Director of Technology

Completed and in Progress Tasks

Technical Support & Repairs:

- Ongoing completion of technology support tickets and troubleshooting districtwide.
- Dell Optiplex 7040 computers – As we updated these computers to Windows 11, we ran into issues with the BIOS and TPM modules. I wrote a program to help us triage these devices. Most have already been fixed.

Server and Equipment Optimization:

- HHS Milestone (Xprotect) – The recording server and software have been updated to 2026R1. I have also expanded the storage to increase retention. I still need to install the Quadro GPU to improve playback performance.
- HES Milestone (XProtect) – The recording server and software have been updated to 2026R1. This physical server is being phased out. I am working on the new server now. The Quadro card has already been added to the new server. This should be completed by the end of August. Then I will increase the storage/retention like how I configured HHS.
- Network Switches – We installed new network switches in multiple locations: HHS-R9, R15, HES-R606, R607, R603. Still have a few more to install. These new switches operate at 10x speeds of the previous models.

E-Rate:

- We have our meeting planned for Sept 3rd with the consultants (Infinity Communications). We will begin reviewing both Category 1 and 2 funding, projects, and planning. I plan to use both Cat 1 and Cat 2 funding this year.

Nutrition Service Report

HUSD

Erendida Moreno

August 29, 2026

Meal Service Claims submitted for June and July for the Seamless Summer Feeding Option at our Hamilton Elementary Site.

There were 14 service days in June, and 20 in July.

Total reimbursable meals served in June:

- Breakfast: 1,213
- Lunch: 1,314
- Supper: 1,431 (19 days)
- Snack: 557 (19 days)

Total reimbursable meals served July:

- Breakfast: 1,155
- Lunch: 1,381
- Supper: 1,166
- Snack: 363

ADP in June:

- Breakfast: 87
- Lunch: 94
- Supper: 75 (19 days)
- Snack: 29 (19 days)

ADP in July:

- Breakfast: 58

- Lunch: 69
- Supper: 61
- Snack: 19

Net claim reimbursement total for June, and July in SSFO program (SNP) is \$25,137.11

Net claim reimbursement total for June only in CACFP (supper & snack) is \$7,720.88.

July is not claimed for reimbursement due to fiscal year ending June 30, 2026.

Claiming period for CACFP is August – June.

Summer feeding program began June 10 and ended July 29, 2026.

On August 4th the Braves Farmer Truck was used for freshman orientation lunch.

August 6th Elementary Nutrition staff also provided lunch to 6th grade invitational.

We are off to the start of the new school year and excited to provide our students with nutritious meals at no cost to every single student. Our CEP cycle has been approved and begins this school year and is good for the next 4 years.

MOT - August 2026

Maintenance:

We had a very productive and quick summer break. This is a compilation of the larger items that were addressed by the Maintenance team.

District:

- All rooms were cleaned, carpets shampooed and hard flooring mopped and waxed as needed.
- Buildings were cobwebbed and washed as we could.
- Bushes and trees were trimmed and cleaned up as needed.
- Grounds were weeded and cleaned up where applicable.
- HVAC filters were replaced, units repaired as needed.
- Mowing and watering were done as usual on a weekly basis.
- Vehicles were taken in for servicing and repairs.

HES:

- Watering systems in front planter boxes were repaired.
- Office reception counter tops were replaced with Formica.
- Rock was added at former garden area.
- Connex boxes were dropped onto pads between 606 and 607.
- The front (South) of the 400 building was painted as needed.
- Siding was repaired on rooms 607, 608 and 609.
- 609 had the roof replaced.
- The new grass field was fertilized and treated for fungus,

HHS:

- The Pergola was fixed up and stained.
- The Library skylight drywall was repaired and painted.
- The library lights were cleaned of bugs and debris.
- A light was added in the gym parking lot for event and bus safety.
- The siding was repaired and painted on rooms 18, 20 and the crows' nest.
- A new kiln and larger sink were installed in the Art room.
- The football goals were washed and repainted.
- All outside lockers were washed.
- Sports camps were all set up or prepped for.

Ella Barkley:

- The pergola was stained.
- The rose garden was landscaped with rock and bark, including a pebble pathway.
- Irrigation and flowers were added along the preschool sidewalk.

Community Schools Board Update & Report August 2026

Rachel Sanchez

Key priorities for this quarter include full implementation of the California Youth Behavioral Health Initiative (CYBHI) billing infrastructure, expanding family and student participation in Community Schools Advisory, Focusing on collecting data to tell our story, and expanding workforce development through staff Wellness Coach apprenticeships.

1. Integrated Student Supports

- Insurance Data Collection: Successfully launched the collection of student health insurance information during student registration/data confirmation for SY 2026–2027.
- EHR & Billing Systems: Working with HUSD IT, GCOE, and TCCAP on backside technical billing integration. Coordinating with GCOE to deliver Electronic Health Record (EHR) staff training.
- LEABOP Revenue Streams: Attended the DHCS LEABOP quarterly meeting and met with Coreen D. (GCOE) regarding behavioral health billing mechanics to secure sustainable funding.
- Targeted Mental Health Programming: Coordinated with Alyssa S. (GCOE) to host the "Gone Guys" film presentation at HHS, focusing on male suicide prevention.
- Workforce Development Partnerships: Partnered with Catalyst Apprenticeship Programs, enrolling three HUSD employees into Wellness Coach apprenticeships for the 2026–2027 school year to support long-term wellness team sustainability

2. Family and Community Engagement

- Newsletter: Currently finalizing the first monthly Community Schools newsletter for SY 2026–2027, highlighting district resources, student wellness supports, and community events for families across Hamilton City and Glenn County.
- Triple P (Positive Parenting Program): Partnered with First 5 Glenn County to recruit families for an 8-week Triple P course hosted at Hamilton Elementary School starting September 2026 (featuring 5 in-person sessions).
- Community Awareness Events: Preparing to table at the countywide Suicide Prevention event hosted by Behavioral Health on September 1 at the Hamilton City Library.

3. Collaborative Leadership and Practices

- Check-ins with Superintendent Powell and met with site principals to finalize the 2026–2027 Community Schools Implementation Plans. Participated in District Services meetings and district-wide Back-to-School / FROSH orientation events.
- Community Engagement Initiative (CEI) Cohort VII: Hamilton High School was officially accepted into the CEI network. Attended the Team Leader meeting to

assemble our local team for participation in statewide peer learning and leadership.

- Interagency & County Representation: Represented HUSD at meetings with county leadership and community boards, including the Glenn County Behavioral Health Advisory Board (BHAB), the Suicide Prevention Event Planning Committee, and the Hispanic Resource Council.
- Professional Learning Networks: Attended district-wide in-service training; scheduled to attend the statewide EMPOWER Summit in September 2026 and regional Community Schools leads meeting in Orland.
- CCSPP Annual Expenditure Report: Finalizing annual financial reporting due in September 2026.
- Community Schools Advisory Council: First formal advisory meeting of SY 2026–2027 scheduled for Monday, Sept 28, 2026 at 5:30 PM in the HES Conference Room.
- Site Council Alignment: Presenting 2026–2027 Implementation Plans to School Site Councils and Advisory Committee in Fall 2026.

4. Extended Learning Time and Opportunities

- Meeting with Boys and Girls Clubs of NV to discuss collaboration opportunities for this SY

Human Resources Board Report

August 26, 2026

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

Personnel/State & Federal Programs

- Coordinating employee health and supplemental insurance open enrollments with CVT, Horace Mann, AFLAC, and American Fidelity.
- Credentialing: Verifying and managing credential requirements for all newly hired certificated staff; including permits and waivers.
- Coordinating needs of new student teachers and BSW interns at HUSD this fall with IT and the county office - 6 student teachers and 3 interns.
- Safety Updates - all campuses are aligning their emergency procedures, classroom documentation, communication codes, and drills with the Standard Response Protocol (SRP) to ensure a consistent district response.
- Leaves:
 - One employee may be soon out on medical - there is a plan for coverage if a leave is needed
 - One employee is on a medical leave – working through a plan to continue program needs.
 - Two employees are currently on maternity leave.
- Provided support to employees with various requests and inquiries.
- Working with supervisors on ongoing evaluation timelines (probationary and permanent).

Labor Relations

- The HTA unit ratified the Tentative Agreement (TA) for the 2026–27 school year. The TA and updated salary schedule (retroactive to 7/1/2026) are presented for Board approval at tonight's meeting.
- With the HTA agreement settled, updated salary schedules for unrepresented employee groups are also coming to the Board for approval at tonight's meeting.
- The District continues negotiations with CSEA for the 2026–27 school year. Following a postponed June session, the next negotiation meeting is scheduled for August 21st.
- Continuing monthly check-ins with labor partners (CSEA & HTA).

Hiring & Recruitment

- Hired & Onboarded:
 - Long Term Substitute Teacher, HES
 - Cross Country Coach, HHS
- In Progress:
 - One Classified position posted internally through 8/20. If not filled internally, it will be posted for external applicants.
 - Classified Substitute
 - Waiting to hear back from applicant to schedule shadow dates at school sites.
- Open/Posted Positions:
 - Classified Substitute – on going (clerical, food service, preschool, paraeducator, and custodial)

HAMILTON ELEMENTARY SCHOOL

August 26, 2026

Submitted by

Ulises Tellechea, Principal

Grade	Enrollment	Grade	Enrollment
TK	34	5	45
K	33	6	49
1	38	7	48
2	26	8	48
3	30	Total Enrollment: 385 Updated 8/19/2026	
4	34		

We had an awesome start to the 2026–27 school year! We have lots of happy students back on campus and teachers welcoming them with open arms, ready for classroom instruction. In the first week, there was a big focus on teaching routines and expectations driven by our Positive Behavior Interventions and Supports (PBIS) and Capturing Kids' Hearts (CKH) programs. This year we have five school goals which we are excited to implement:

1.  **Goal 1: Academic Growth:** HES will increase academic achievement for all students by delivering rigorous, standards-aligned instruction, using data to inform teaching practices, and providing targeted interventions to meet the diverse learning needs of all students.
2.  **Goal 2: Student Well-Being:** HES will foster a safe, inclusive, and supportive school environment that promotes students' social-emotional well-being, strengthens relationships for all students. HES will ensure access to responsive support for students impacted by trauma and mental health and social emotional needs.
3.  **Goal 3: Family Partnerships:** HES will strengthen partnerships with families and the community by creating meaningful opportunities for engagement, building capacity for families to support student learning, and promoting consistent, two-way communication.
4.  **Goal 4: Culture and Diversity:** HES will create a climate and culture that is assets-oriented and embraces the languages and cultures of students.
5.  **Goal 5: Language & ELD Support:** HES will provide high-quality, accessible teaching for English learners during integrated ELD.

Lobo Learning- The classroom experience :

- **Smooth Transition:** Teachers used the initial weeks to set students up for success by establishing social contracts, reviewing school-wide expectations, teaching classroom routines and procedures, and introducing new grade-level content.
- **ELD Instruction:** English Language Development (ELD) schedules and instruction are fully operational.
- **Assessment & Interventions:** STAR Screening to set up classes is underway, and K–5 academic intervention will commence on August 24th.

Lobo Life- Campus News:

Facility Upgrades:

- **Door & Window Wraps:** Phase 1 of the new door and window wraps looks fantastic and has received lots of praise. Phases 2 and 3 will follow over the next couple of years.
- **Track & Field:** The track and field is in outstanding condition, a huge thanks to Austin for maintaining it so well!
- The AC in Room 102 is now working! Hopefully the office AC is up next.

PBIS (Positive Behavioral Interventions and Supports):

- **Expectations Reviewed:** School-wide routines and expectations have been reviewed across all campus areas (cafeteria, playground, restrooms, hallways, and classrooms).
- **Incentives:** Students continue to earn "Wolf Bucks" for positive behavior, which they can redeem for Otter Pops or enter into reward drawings.

Athletics:

- **Volleyball:** Tryouts have concluded and the team is finalized. Competition kicks off on August 22nd- best of luck to all players and Coach Nall!
- **Flag Football:** Tryouts are complete and the roster is set. Their first game is scheduled for August 31st. Go Wolves, and thank you to Coach Nall for coaching!

Family Engagement:

- **TK–K Meet & Greet:** High turnout for the TK–K event, giving our youngest learners a chance to tour campus and meet their teachers before day one.
- **Parent Sports Meeting:** Great attendance at the sports meeting; special thanks to Mr. Nall for organizing and to the HES coaches for attending.
- **Communication Platforms:** Families have adapted smoothly to using Parent Portal and ParentSquare for ongoing school communication.
- **Back to School Nights:** Scheduled for August 19th for TK–5th grade and August 20th for 6th–8th grade

Hamilton High School
August 26, 2026
Board Report

1. Enrollment- HHS 9=71; 10=76; 11=84; 12=65 Total=296. Ella=13 total. Total 9-12=309.
 - a. Total HUSD enrollment= 694/309=45% at 9-12.
2. Start of School Year- excellent start to 2026-27 school year with students and staff acclimating well. Counselors performed quick work of legitimate class change requests as well as leveling as needed through different periods of the day. Our Frosh seem to be a good and positive group. Teachers enjoyed the inservices as well as the additional time allocated for classroom preparation. Each staff was physically and mentally ready for our students return. Office staff did well to upfront teacher, student, and parent needs ahead of Day 1. They were also crucial to our chromebook rollout which occurred on Tuesday August 18 with nearly 300 chromebooks efficiently distributed within 1 hour.
3. School Athletics- our Fall athletic teams (football, volleyball, cross country, cheer) are all well underway as of now. Volleyball has played in a tournament and will have hosted 2 matches by time of this meeting. Football traveled to a scrimmage in North Tahoe on August 15, with first game of season on Friday August 28 at home. Cross Country coach was recently hired and will look to build a competitive squad while cheer has been training since summer and performed at the Welcome Back Assembly on Day 1.
4. Teachers will be participating in numerous professional development opportunities and some have already this summer. Looking forward to great discussion on literacy as three (3) HHS teachers and admin will work with GCOE and other district teachers over the next two years on the Lead to Literacy initiative already in motion. A number of us, including myself, will also be part of the CEI initiative led by Rachel Sanchez over the course of this school year. All this information will be shared with teacher staff as well as offer opportunities for teacher collaboration in the classroom.

Submitted:



Cris Oseguera co20

Principal

Hamilton High School

Hamilton Unified School District
General Fund - Unrestricted and Restricted
August 26, 2026 Board Report

	2026-27 Approved Budget	2026-27 Year To Date As of 8/14/26	2025-26 Approved Budget	2025-26 Year To Date As of 8/14/25
Revenues				
LCFF Sources	\$ 12,003,482	\$ 370,049	\$ 11,186,895	
All Other Federal Revenue	\$ 326,853	\$ -	\$ 296,088	
Other State Revenue	\$ 2,307,208	\$ 49,132	\$ 1,552,909	
Other Local Revenue	\$ 389,076	\$ 3,000	\$ 251,076	\$ 11,392
Other Financing Sources	\$ -			
Total Revenues	\$ 15,026,619	\$ 422,181	\$ 13,286,968	\$ 11,392
Expenditures				
Certificated Personnel Salaries	\$ 5,003,721	\$ 54,635	\$ 4,469,388	\$ 60,311
Classified Personnel Salaries	\$ 2,219,538	\$ 129,989	\$ 1,906,154	\$ 123,194
Employee Benefits	\$ 3,099,728	\$ 108,612	\$ 2,706,367	\$ 107,407
Books and Supplies	\$ 811,943	\$ 124,396	\$ 594,655	\$ 33,711
Travel and Conferences	\$ 167,050	\$ 14,492	\$ 90,983	\$ 27,999
Dues and Memberships	\$ 30,086	\$ 23,298	\$ 24,836	\$ 20,677
Other Insurance	\$ 245,000	\$ 235,608	\$ 206,467	\$ 196,789
All Other Utilities	\$ 345,000	\$ 22,678	\$ 345,000	\$ 22,440
Rents/Leases/Repairs	\$ 65,175	\$ 4,721	\$ 61,975	\$ 1,658
Other Operating Expenditures	\$ 948,476	\$ 134,112	\$ 800,763	\$ 90,502
Capital Outlay	\$ 209,710	\$ 49,954	\$ 443,960	\$ 221,320
Other Outgo	\$ 2,354,640	\$ 8,325	\$ 1,884,374	\$ -
Interfund Transfers Out	\$ 525,000		\$ 525,000	
Total Expenditures	\$ 16,025,067	\$ 910,820	\$ 14,059,922	\$ 906,008
Net Increase (Decrease) in Fund	\$ (998,448)	\$ (488,639)	\$ (772,954)	\$ (894,616)
Beginning Fund Balance 7/1/26 (from 25-26 Estimated Actuals)	\$ 4,437,571			
Projected Ending Fund Balance 6/30/27	\$ 3,439,123			

HUSD COMMUNITY SCHOOLS IMPLEMENTATION PLAN 2026-2027

Overview

Hamilton Unified School District (HUSD) is proud to present our 2026-2027 District-Wide Community Schools Implementation Plans. Guided by the California Community Schools Framework, these plans unite Hamilton Elementary, Hamilton High, and Ella Barkley High School under a shared vision to advance equity, access, and holistic student development.

Strategic Priorities

Our implementation plan is built upon five core Community Schools strategies designed to transform our district into a thriving hub of community-based support and learning:

1. **Shared Commitment, Understanding, and Priorities:** We are dedicated to creating relationship-centered spaces and ensuring shared power in decision-making. We will leverage comprehensive needs and assets assessments, multilingual surveys, conversations with parents, students, staff, and community stakeholders. We will work in collaborative forums like the Community Schools Advisory, School Site Councils, POD Leadership, and DELAC/ELAC to continuously refine our district goals.
2. **Centering Community-Based Learning:** HUSD has a rich history of strong community-classroom connections. We'll work this year to bring more experiential connections to classrooms through opportunities for student leadership like CEI (Community Engagement Initiative), inviting community partners to work with our campuses on meaningful projects (like our community gardens), and increase career exploration opportunities through expanded CTE. While strengthening existing and creating new community partnerships, we will work to bring real world community contexts to campuses.
3. **Collaborative Leadership:** We are focused on promoting collaborative leadership practice through our District-Level Community Schools Advisory. This advisory will include diverse representation from students, families, staff, and community partners, and their work will be fully integrated into existing governance structures like the School Site Councils (SSC), ELAC, and DELAC to ensure aligned, transparent decision-making. We will focus on more parent and student engagement in our advisory.
4. **Sustaining Staff and Resources:** To guarantee the long-term success of our community schools model, HUSD is working proactively to braid existing funding streams by leveraging Medi-Cal LEABOP and the California Youth Behavioral Health Initiative (CYBHI) fee schedules. We are upskilling existing staff as certified wellness coaches to deliver billable mental health and wellness services, ensuring sustainable, in-house support.
5. **Strategic Community Partnerships:** We continue to expand our network of partners to provide integrated student supports and enriched learning opportunities. Key collaborations with organizations such as the Glenn County Office of Education (GCOE), Northern Valley Indian Health, CSU Chico, Reading Pals, and the Boys & Girls Club are just a few that work with HUSD to address unmet academic, social-emotional, and physical health needs across the district. Hamilton High School was selected to participate in CEI (Community Engagement Initiative), a statewide effort to community, family, and student voice through community decision making. A community schools goal this school year is to expand the number of community partnerships to make sure our students and their families have everything they need to thrive.



Hamilton Unified School District: One Vision for Community Schools

Unifying Voices Through Shared Governance

This year, we'll work on growing our district Community Schools Advisory and alignment with SSC, ELAC, and DELAC to ensure students, families, and staff share decision-making power.



Closing Gaps with Data-Driven Equity

We will strategically collect data using LCAP, California Healthy Kids, climate surveys and gather feedback from students, families, and community partners to ensure equity and enhance academic performance.

Connecting Classrooms to the Community

We will expand partnerships with local organizations to embed real-world relevance and cultural wealth into daily instruction. We will connect families with the resources and supports they need to thrive.



Securing the future

We will work to ensure long-term sustainability by aligning grant goals with district budgets and leveraging multi-payer billing systems like CYBHI and LEABOP.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Hamilton Elementary School

277 Capay Avenue

Hamilton City, CA 95951

530-826-3474

Principal: Ulises Tellechea

utellechea@husdschools.org

Assistant Principal: Maggie Sawyer

msawyer@husdschools.org

Superintendent: Jeremy Powell, EdD

jpowell@husdschools.org

Director of Community Schools and Family Engagement: Rachel Sanchez

rfsanchez@husdschools.org

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces (Relationship Focus)
2. Shared power (Shared input)
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

Describe the developmental plans for ensuring these values are reflected in your community schools work:

● **Racially-just, Relationship-centered Spaces:** Hamilton Elementary serves a diverse student body, with 93.8% socioeconomically disadvantaged students and 44.7% English learners. The school emphasizes creating inclusive environments by integrating cultural sensitivity and equity-focused policies, as noted in its LCAP, SPSA, and parent engagement strategies. Programs like dual immersion and equity-driven interventions ensure all students feel valued and represented.

● **Shared Power:** Collaboration with families and community members is integral to decisionmaking. Input from surveys, site councils, Community Schools Advisory, POD Leadership, and ELAC/DELAC meetings informs initiatives. These collaborative efforts ensure that policies and practices reflect the needs and priorities of all stakeholders.

● **Classroom-Community Connections:** Through partnerships with organizations like Glenn County Office of Education, The Boys and Girls Club, Upward Bound|ETS through CSU-Chico, Chester Walker Public Library, and other community organizations, Hamilton Elementary bridges classroom learning with real-world community experiences.

● **Focus on Continuous Improvement and Possibility Thinking:** Hamilton Elementary utilizes data from the California Healthy Kids Survey, parent satisfaction surveys, and the California School Dashboard to identify and address performance gaps.

Developmental Plans to Reflect These Values:

- **Professional Development:** Teachers and staff will engage in training to promote cultural competence, equity in education, and relationship-centered practices.
- **Community Engagement Expansion:** We are actively recruiting parent and community partner participation in the Community Schools Advisory Council. Community partners are invited to participate in events on school campuses, and the Social Services Coordinator and Director of Community Schools actively engage in community coalitions and regular meetings and outreach to connect students and families with resources and supports.
- **Integrated Student Supports:** Programs addressing mental health, social-emotional well-being, and academic needs continue to be scaled up. In our first year of implementation, we have added support hours for Campus Supervisors and partnered with GCOE to provide a Wellness Coach on campus for four half-days per week. We have also added a School Nurse to our wellness

team. We are working with Catalyst and GCOE to upscale existing employees to Wellness Coach certification.

- **Data-driven Improvement:** Regular analysis of student and community feedback through surveys and assessments will guide the school's strategies for continuous improvement. In addition to climate surveys and tools such as the California Healthy Kids Survey, HUSD utilizes Parsec Reals to capture student, parent, staff, and community data.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Engaging the Entire Community

School Administrators: Administrators will take a leadership role in setting the tone for inclusive engagement. Through regular leadership team meetings, administrators will oversee the coordination of stakeholder engagement activities and ensure alignment with district goals and the CA Community Schools Framework.

Process:

- Conduct leadership team meetings to review feedback.
- Provide professional learning sessions to administrators on community engagement best practices.

Certificated and Classified Staff: Teachers and staff play a crucial role in identifying student needs and implementing community school priorities.

Process:

- Implement surveys to assess staff perceptions of current school assets and areas for improvement.
- Facilitate cross-departmental collaboration sessions to share perspectives.
- Staff participation on Community Schools Advisory

- Cross communication and collaboration with the school Wellness Team for the implementation and delivery of referral process for educational and social-emotional services

Students: Students will be central to the planning process as their experiences and voices reflect the school's mission.

Process:

- Student leadership opportunities in ASB (Associated Student Body)
- Utilize student surveys to assess academic, social, and emotional needs.

Family Members and Community Members: Families and local residents will help identify strengths and gaps in current resources and support.

Process:

- Distribute multilingual surveys to families, ensuring accessibility for English learners and other historically underrepresented groups.
- Host inclusive family forums and culturally relevant events to solicit feedback and ideas.
- Collaborate with parent organizations, such as the PTO, ELAC/ DELAC committees and site councils.

Community Partners: Partners such as the Boys and Girls Club of Northern California, Glenn County Office of Education, Glenn County Health & Human Services, Northern Valley Indian Health, Glenn County Behavioral Health, Growing Healthy Children, and California State University, Chico, Butte College, local businesses, social services, and others will provide insights into external assets and opportunities for collaboration.

Process:

- Hold quarterly meetings with key community partners
- Conduct one-on-one interviews to explore shared goals and potential contributions
- Build and maintain an asset map identifying resources available through community partnerships
- Invite community members to participate in Community Schools Advisory meetings
- Invite community members to participate in on-campus parent-facing events; including workshops and tabling opportunities
- Invite partners to share monthly resource and event flyers to be sent out to families via the Community Schools monthly newsletter

Engaging Historically Marginalized Groups

Hamilton Elementary will implement intentional strategies to ensure meaningful engagement with historically marginalized student and family groups, including socioeconomically disadvantaged families, English learners, and foster youth.

- **Cultural Competence in Outreach:** Develop materials in multiple languages and use trusted messengers from within these communities to build trust and encourage participation.
- **Community Liaison Role:** Appoint a dedicated community liaison (Social Services Coordinator) to serve as a bridge between the school and these groups, ensuring their voices are included in all processes.
- **Flexible Participation:** Provide multiple ways to engage, such as virtual meetings, evening sessions, and childcare during in-person forums, to accommodate different schedules and needs.

Processes for Engagement

The school will utilize the following processes to ensure a robust assessment of needs and assets:

- **Surveys:** Regular, multilingual surveys to capture broad input.
- **One-on-One Interviews:** Personal interactions with families, students, and staff to dive deeper into individual experiences and ideas.
- **Visioning Exercises:** Collaborative work via the School Site Council to define goals and aspirations for the school.
- **Communications:** Hamilton Elementary engages families and the community by sharing regular communications via Parent Square, newsletters, website, and social media.

By employing these processes and engaging all groups inclusively, Hamilton Elementary will build a shared vision and actionable priorities that reflect the community's needs, assets, and aspirations, paving the way for meaningful community school transformation.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Collective Priority	Outcome/Indicators you aim to improve
Priority 1: HES will strengthen partnerships with families and the community by creating meaningful opportunities for engagement, building capacity for families to support student learning, and promoting consistent, two-way communication.	• Family participation in school-sponsored learning and engagement events increases, as measured by sign-in data and family survey results. • Two-way communication between school staff and families is consistent and accessible, with families reporting they feel informed and heard. • Families demonstrate increased confidence in supporting student learning at home • Community partnerships result in expanded resources and learning opportunities available to students and families, tracked through partnership agreements and event participation.
Priority 2: By the end of the 2026-2027 school year, the Community School Leadership Team (site, district, and advisory level) will leverage findings from the 2025-2026 LCAP survey as a foundation for shared understanding, using the data to align stakeholder priorities and inform school-wide decisions. A refreshed needs and assets assessment will be conducted in May	• Present and discuss 2025-2026 LCAP survey findings with all stakeholder groups to build shared understanding of the school's needs and available assets. • Publish an updated asset map and report of findings from the LCAP survey analysis within the first semester of the 2026-2027 school year to serve as a

2027 to measure growth and identify emerging needs.	shared reference point for decision-making. • Administer a refreshed needs and assets assessment in May 2027, with a target of at least 75% family participation and 90% staff participation, to measure progress, capture shifts in community needs, and inform priorities for the following school year.
Priority 3: HES will foster a safe, inclusive, and supportive school environment that promotes students' social-emotional well-being, strengthens relationships for all students. HES will ensure access to responsive supports for students impacted by trauma and mental health and social emotional needs.	• Staff consistently implement trauma-informed practices and relationship-building strategies, as measured by observation data and staff survey results. • Tiered supports are in place and accessible for students across all levels of need, with utilization rates monitored through MTSS data.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps and Outcomes
Goal 1: By the end of the 2026-2027 school year, we will deepen and sustain the family and community partnerships established in Year 1 by expanding their impact on classroom learning and increasing shared ownership of student success.	• Facilitate at least 2 family and community engagement events that provide stakeholders with meaningful opportunities to participate in and support student learning beyond the classroom. • Track and report partnership impact data to the Community Schools Leadership Team and Community Schools Advisory, using findings to strengthen existing partnerships and identify opportunities for growth. • Develop a partnership sustainability plan that documents roles, commitments, and communication protocols for all community partners to ensure long-term consistency.
Goal 2: HES will increase academic achievement for all students by delivering rigorous, standards-aligned instruction, using data to inform teaching practices, and providing targeted interventions to meet the diverse learning needs of all students.	• Students demonstrate growth in literacy and math proficiency, as measured by assessment data, with instruction connected to community contexts and student experience. • Instruction reflects students' cultural assets and community connections, with families and community partners

	engaged as resources in the learning process.
Goal : HES will accelerate English Learner progress in both language acquisition and academic achievement by implementing designated and integrated ELD, monitoring student progress, and building staff capacity through ongoing professional learning.	● Provide professional development on culturally responsive teaching practices, funds of knowledge, and indigenous ways of knowing. ● Develop classroom activities that reflect students' cultural and linguistic backgrounds, drawing from community stories, traditions, and histories. ● 100% of teachers participate in professional development sessions on culturally responsive teaching.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps and Outcomes
Goal 1: By December 2026, expand site-level Community School Advisories to ensure representation from at least five stakeholder groups at each school and establish a District Community School Advisory with representatives from all site-level advisories to foster collaboration, align initiatives, and address district-wide needs.	Action Steps: • Identify gaps in current advisory representation and develop a targeted recruitment and messaging campaign to bring in missing voices. • Define clear roles, objectives, and frameworks for both site-level and district advisories and select representatives from each site. • Provide training and coaching to administrators and advisory members on shared leadership, collaboration, and aligned decision-making. Outcomes: • Community School Advisory includes representatives from at least five stakeholder groups by December 2026. • 100% of advisory members report feeling heard and valued in decision-making through end-of-year surveys.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Hamilton Elementary operates through a well-structured system of shared governance that emphasizes collaboration among stakeholders at both the district and site levels. This approach ensures that decision-making reflects the needs and perspectives of the entire school community while empowering site-level leadership to address specific campus priorities. Features Supporting Shared Governance and Leadership at Hamilton Elementary and Hamilton Unified School District:

- Collaboration and Communication: District and site leaders meet regularly (e.g., HUDLES, SSC, ELAC, POD Leadership) to ensure alignment and responsiveness to stakeholder needs. Tools such as parent surveys, principal coffees, and newsletters foster two-way communication.
- Support for Equity and Inclusion: Translation services and child care are provided during meetings to ensure equitable participation. Programs like the Student Leadership Team and Community School Advisory Committees reflect the district's commitment to meeting site-specific needs.
- Data-Informed Decision Making: Local and district-level assessments inform decisions at all levels, ensuring targeted support for academic and social-emotional needs.

Empowering Site-Level Leadership

- School Site Councils (SSCs): Comprised of students, staff, parents, and administrators at each site. Collaboratively develop the School Plan for Student Achievement (SPSA) to improve performance and achieve campus-specific goals.
- Site-Based English Learner Advisory Committees (ELACs): Focus on supporting English learners, with representatives participating in DELAC to bridge site-level and district-level initiatives.

- Grade Level Professional Learning Communities (PODS): Engages grade-level representatives to analyze student data and implement improvements through a shared decision-making model.
- Community School Advisory Committee: Meets on a quarterly basis, engaging diverse stakeholders, including students, parents, community members, and school site and district staff, to prioritize needs based on data from local assessments. Guides the creation of Community School Implementation Plans, fostering partnerships and collaboration.

Shared Governance: District-Level Leadership

- Community Schools Leadership HUDLE: Monthly meetings bring together district administration, certificated staff, and classified staff to discuss strategic planning, policies, and initiatives. Facilitates alignment between district goals and individual site needs.
- District English Learner Advisory Committee (DELAC): Includes representatives from sitebased ELAC groups (parents, administrators). Provides district-wide guidance on the needs of English learners, ensuring their voice in program planning and implementation.
- HUSD-Glenn County Safety Committee collaborates with law enforcement and community partners to address safety concerns across all sites.
- Stakeholder Input and Planning: District plans like the Local Control and Accountability Plan (LCAP) and ESSER III Expenditure Plan are informed by input from staff, parents, and the community through surveys, forums, and advisory groups. Regular updates are provided at board meetings to maintain transparency and foster collaborative decision-making. HUSD's and Hamilton Elementary School's system of shared governance and site-level leadership fosters collaboration across stakeholders and empowers school sites to address their unique needs. This dynamic ensures that every voice from district leaders to individual parents and students is heard and contributes to the district's overarching mission of academic success and community partnership.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Items and Outcomes
Goal 1: By June 2027, the Director of Community Schools and Family Engagement will be fully established in the role, leading a thriving Community School Advisory, expanding community partnerships, and building broad awareness of the community school model among all stakeholders.	Action Steps: • Deepen leadership capacity through ongoing professional development and partnerships with STAC, RTAC, COE, and LEA, including attendance at the annual STAC EMPOWER conference. • Conduct an annual needs assessment to identify service gaps and recruit new community partners to address students' and families' academic, social-emotional, and health needs. • Diversify and sustain Community School Advisory membership to ensure active participation in school planning and decision-making. • Establish a regular process for collecting and publicly sharing data on partnerships, community engagement, and student and family outcomes. Outcomes: • The Director completes at least 4 professional development opportunities annually via North Star RTAC and the CS Leadership Team attends the STAC EMPOWER conference each year. • Active community partners grow by at

	least 20% over the prior year with services documented and tied to identified needs. • The Community School Advisory meets consistently with diverse, representative membership and documented contributions to school planning. • At least 75% of surveyed families and staff report awareness and understanding of the community school model by year-end. • An annual impact report is produced and shared with the school community documenting partnerships, engagement activities, and outcomes. • The Community School Advisory meets consistently with diverse, representative membership and documented contributions to school planning. • At least 75% of surveyed families and staff report awareness and understanding of the community school model by year-end. • An annual impact report is produced and shared with the school community documenting partnerships, engagement activities, and outcomes.
Goal 2: By June 2028, identify and implement at least three strategies to braid funding from multiple sources, including grants, local partnerships, and district allocations, to ensure sustainable support for community school efforts.	Action Steps: • Partner with STAC, RTAC, COE, and LEA to identify and develop sustainable funding strategies. • Align LCAP and SPSA goals, actions, and metrics with the Community School Implementation Plan • Identify staffing opportunities and begin formal sustainability planning to support long-term community school implementation.

Outcomes:

- Staffing and funding strategies are assessed and adjusted annually to ensure successful implementation of the community school work plan.
- At least three braided funding strategies are documented and actively in use by June 2028.

Key Staff/Personnel

Site Administration	The administration at Hamilton Elementary will manage the implementation of the Community School Implementation Plan for their campus in collaboration with the Director of Community Schools and Family Engagement. Plans will be evaluated on an ongoing basis to develop a holistic strategy designed to address the diverse needs of students and their families.
Director of Community Schools and Family Engagement	The Director of Community Schools and Family Engagement at Hamilton Elementary will work with the site administrator and Community School Advisory to address the academic, physical, social, and emotional needs of students and families while implementing the Community School model.
Social Service Coordinator	Social Services Coordinator will connect students and families with vital resources to support their academic, social, and emotional well-being. This ensures they have access to the tools and services needed for success.
Wellness Counselor	The Hamilton Elementary Wellness Counselor will provide direct support to students through individual and group counseling while assisting the Social Services Coordinator in connecting students and families with needed resources. Working collaboratively with students, teachers, and the site leadership team, the Wellness Counselor will deliver tiered social-emotional and mental health support, facilitate referrals for mental health services, and help families access basic resources to support student well-being and success.

School Nurse	The Hamilton Elementary School Nurse will serve as a key member of the student wellness team, providing direct health services, conducting screenings, and managing the ongoing medical needs of students. The School Nurse will collaborate with the Wellness Counselor, Social Services Coordinator, and site leadership to ensure students' physical health needs are identified and addressed, and will support families in accessing community health resources and navigating health-related referrals.
Campus Supervisor	Through resources provided by the California Community Schools Partnership Program (CCSPP), Hamilton Elementary will expand campus supervisor hours to strengthen student safety, support, and connection throughout the school day. Campus Supervisor will serve as a trusted, visible adult on campus, fostering positive relationships with students, reinforcing behavioral expectations, and helping identify students in need of additional support. Expanded hours will allow for greater coverage during transitions, lunch, and before and after school periods, contributing to a safer and more welcoming school environment.

Describe the plans or steps you are considering to build sustainability beyond the life of your Implementation grant.

Hamilton Unified School District is taking proactive steps to ensure the sustainability of its Community Schools model beyond the life of the implementation grant through the following strategies:

Leveraging Billing and Reimbursement Systems: In collaboration with the Glenn County Office of Education, HUSD will establish a billing system aligned with the state's multi-payer fee schedule, making services such as wellness coaching and mental health support billable to Medi-Cal and private insurance (LEABOP). HUSD is also launching implementation of the California Youth Behavioral Health Initiative (CYBHI) fee schedule as an additional reimbursement pathway to sustain behavioral and mental health services for students and families. In the 2026-2027 school year, HUSD will partner with the Glenn County Office of Education and Catalyst to upskill three existing staff members (four at Hamilton Elementary) in student-facing positions as certified wellness coaches, expanding the district's capacity to deliver billable wellness services while building sustainable, in-house expertise.

Expanding In-House Mental Health Services: HUSD is exploring hiring in-house mental health clinicians to reduce reliance on outside partners and recover costs more effectively through direct insurance billing.

Aligning with District Priorities and Braiding Resources: Program goals will be aligned with the LCAP and SPSA to secure district-level funding, while the Director of Business Services will work to blend and braid existing funding streams, including the potential use of general funds for

grant-established positions.

Pursuing New Funding and Partnerships: The Director of Community Schools and Family Engagement will actively identify and pursue grants, partnerships, and community organization collaborations aligned with student and family needs.

Reassessing Staff Roles: As needed, HUSD will review existing job descriptions to reallocate duties and ensure critical services continue without requiring new positions or funding.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps and Outcomes
Goal 1: By June 2027, build and expand community collaborations by establishing at least two new partnerships at the school level, prioritizing partnerships that advance equitable opportunities and improve resource access for students and families.	Action Steps: • Conduct an annual review of current partnerships to identify service gaps and prioritize outreach to organizations that address unmet academic, social-emotional, and basic needs. • Develop a clear partnership recruitment process including outreach, vetting, and onboarding of new school-level and district-level partners. • Establish and maintain formal agreements with new partners that define roles, services, and alignment with school and district goals. Outcomes: • At least four new partnerships are established and active by June 2027. • All new partnerships have documented service agreements tied to identified student and family needs. • Partnership impact is reviewed annually and reported to the Community School Leadership Team.

Goal 2: By June 2027, strengthen and expand partnerships with community health and wellness organizations to deliver comprehensive, equitable support for student mental and physical well-being across all school campuses.

Action Steps:

- Recruit and maintain active health and wellness partnerships, including physical health, dental, mental health, and culturally responsive providers, to expand on-site and mobile services across all campuses with priority given to underserved students and families.
- Host at least two wellness awareness workshops annually for students, families, and staff.
- Build staff capacity through professional development on trauma-informed practices, mental health awareness, and culturally responsive approaches to student wellness.

Outcomes:

- At least 2 to 3 active health and wellness partnerships are in place with documented service agreements, and on-site or mobile services reflect a 20% increase in utilization over the prior year.
- At least three mental health awareness workshops are held annually with documented attendance.
- Leverage the California Youth Behavioral Health Initiative (CYBHI) fee schedule to sustain and expand mental health services through reimbursement for eligible student supports.

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Hamilton Unified School District has established and continues to expand partnerships aligned with its vision for integrated student supports, enriched learning, family engagement, and collaborative leadership.

Pillar 1: Integrated Student Supports

HUSD partners with the Glenn County Office of Education (GCOE), which provides student access to on-campus mental health clinicians and wellness coaching, with HUSD actively working toward leveraging the California Youth Behavioral Health Initiative (CYBHI) fee schedule to sustain these services. District-wide, we received two mini grants in the 2025-2026 school year to help support a student food pantry and hygiene kits for students from North Valley Community Foundation and Children's Interagency Coordinating Council. Boys and Girls Clubs of the North Valley provides after school and summer programming, including educational support, social-emotional support, leadership opportunities, and resources for families.

Pillar 2: Expanded and Enriched Learning

CSU-Chico partners with HUSD to provide services through Upward Bound and Educational Talent Search, providing academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. Tutoring, [academic advising, literacy support], work-study programs, education or counseling services designed to improve the financial and economic literacy of students. Boys and Girls Clubs of the North Valley provides after school and summer programming, including educational support, social-emotional support, leadership opportunities, and resources for families. GCOE Friday Night Live provides opportunities for student mentorship and prevention education. Reading Pals provides literacy support after school.

Pillar 3: Family and Community Engagement

HUSD collaborates with the Glenn County Office of Education, Glenn County Sheriff's and Probation Departments, Migrant Education, Glenn County Health and Human Services, and Friday Night Live to offer family engagement events including mentoring, career exploration, and safety education throughout the school year. The Glenn County Public Health Officer supports awareness campaigns on adverse childhood experiences (ACEs) and substance misuse. The Hamilton City Chester Walker Memorial Library provides summer reading programs, health services, and free books to students and families. Many community partners have participated in on-campus family events by providing resource tables, and have also hosted parent workshops on campus. We have engaged community partners like Butte College Glenn Center to participate on our Community Schools Advisory Committee. The Hamilton City Lions Club offers eye glasses for students in need.

Pillar 4: Collaborative Leadership

Hamilton Elementary School engages diverse stakeholders including parents, students, and community partners through the Community School Advisory, Associated Student Body (ASB) student clubs, student athletics, POD Leadership, student leaders participation in School Board Meetings, and parent participation in School Site Council, Community Schools Advisory, PTO, DELAC, and ELAC.

Future Focus

HUSD will continue to evaluate and expand partnerships based on community needs, including exploring partnerships with community based organizations for enrichment, and strengthening regional family engagement opportunities in collaboration with other community school partners.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Hamilton High School

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District contact: Jeremy Powell

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Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces

2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

Describe the developmental plans for ensuring these values are reflected in your community schools work:

Hamilton High School recognizes the importance of community schools in fostering a supportive and inclusive environment. By engaging students, families, and community partners, the school aims to promote equity, access, and holistic development through the California Community Schools Framework. Below is how the school's mission aligns with each of the framework's overarching values:

- **Racially-just, Relationship-centered Spaces:** Hamilton High School serves a diverse student body, with 72% Hispanic students, 82.5% socioeconomically disadvantaged students and 11.6% English learners. The school emphasizes creating inclusive environments by integrating cultural sensitivity and equity-focused policies, as noted in its LCAP and parent engagement strategies. Programs like dual immersion and equity-driven interventions ensure all students feel valued and represented.
- **Shared Power:** Collaboration with families and community members is integral to decision making. Input from surveys, site councils, Community Schools Advisory Council, and ELAC/ DELAC meetings informs initiatives. These collaborative efforts ensure that policies and practices reflect the needs and priorities of all stakeholders.
- **Classroom-Community Connections:** Through partnerships with organizations like the Hamilton City Lions Club, GCOE, CSU-Chico, Upward Bound, Butte College,, and many others, Hamilton High School bridges classroom learning with real-world community experiences. This year, Hamilton High School will participate in the statewide peer-leading and learning network, CEI (Community Engagement Initiative).
- **Focus on Continuous Improvement and Possibility Thinking:** Hamilton High School utilizes data from the California Healthy Kids Survey, parent satisfaction surveys, and the California School Dashboard to identify and address performance gaps. For instance, ongoing efforts to improve chronic absenteeism and academic achievement demonstrate a commitment to growth and innovation.

Developmental Plans to Reflect These Values:

- **Professional Development:** Teachers and staff will engage in training to promote cultural competence, equity in education, and relationship-centered practices.
- **Community Engagement Expansion:** The school plans to enhance parent and community involvement by expanding its outreach programs, improving communication channels, and hosting regular forums for feedback. We are actively recruiting parent and community partner participation in the Community Schools Advisory Council. Community partners are invited to attend events on school campuses. The Social Services Coordinator and Director of Community Schools actively engage in community coalitions and regular meetings and outreach to connect students and families with resources and support.

- **Integrated Student Supports:** Programs addressing mental health, social-emotional well-being, and academic needs continue to be scaled up. In our first year of implementation, we have added support hours for Campus Supervisors and partnered with GCOE to provide a Wellness Coach on campus for four half-days per week. We have also added a School Nurse to our wellness team. We are working with Catalyst and GCOE to upscale existing employees to Wellness Coach certification.

- **Data-driven Improvement:** Regular analysis of student and community feedback through surveys and assessments will guide the school's strategies for continuous improvement. In addition to climate surveys and tools such as the California Healthy Kids Survey, HUSD utilizes Parsec Reals to capture student, parent, staff, and community data.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Engaging the Entire Community

School Administrators: Administrators will take a leadership role in setting the tone for inclusive engagement. Through regular leadership team meetings, administrators will oversee the coordination of stakeholder engagement activities and ensure alignment with district goals and the CA Community Schools Framework.

Process:

- Conduct leadership team meetings to review feedback.
- Provide professional learning sessions to administrators on community engagement best practices.

Certificated and Classified Staff: Teachers and staff play a crucial role in identifying student needs and implementing community school priorities.

Process:

- Professional development sessions to gather insights on classroom-community connections.

- Implement surveys to assess staff perceptions of current school assets and areas for improvement.
- Facilitate cross-departmental collaboration sessions to share perspectives.
- Staff participation on Community Schools Advisory

Students: Students will be central to the planning process as their experiences and voices reflect the school's ultimate mission.

Process:

- Conduct grade-level forums and student-led discussions.
- Utilize peer surveys to assess academic, social, and emotional needs.

Family Members and Community Members: Families and local residents will help identify strengths and gaps in current resources and support.

Process:

- Distribute multilingual surveys to families, ensuring accessibility for English learners and other historically underrepresented groups.
- Host inclusive family forums and culturally relevant events to solicit feedback and ideas.
- Collaborate with parent organizations like the DELAC committee and site councils.

Community Partners: Partners such as the Hamilton City Lions Club, Glenn County Office of Education, Glenn County Health & Human Services, Northern Valley Indian Health, Glenn County Behavioral Health, California State University, Chico, Butte College, local businesses, and social services, among others, will provide insights into external assets and opportunities for collaboration.

Process:

- Hold quarterly meetings with key community partners
- Conduct one-on-one interviews to explore shared goals and potential contributions
- Build and maintain an asset map identifying resources available through community partnerships
- Invite community members to participate in Community Schools Advisory meetings
- Invite community members to participate in on-campus parent-facing events; including workshops and tabling opportunities
- Invite partners to share monthly resource and event flyers to be sent out to families via the Community Schools monthly newsletter

Engaging Historically Marginalized Groups

Hamilton High School will implement intentional strategies to ensure meaningful engagement with historically marginalized student and family groups, including socioeconomically disadvantaged families, English learners, and foster youth.

- **Cultural Competence in Outreach:** Develop materials in multiple languages and use trusted messengers from within these communities to build trust and encourage participation.
- **Community Liaison Role:** Appoint a dedicated community liaison (Social Services Coordinator) to serve as a bridge between the school and these groups, ensuring their voices are included in all processes.
- **Flexible Participation:** Provide multiple ways to engage, such as virtual meetings, evening sessions, and childcare during in-person forums, to accommodate different schedules and needs.

Processes for Engagement

The school will utilize the following processes to ensure a robust assessment of needs and assets:

- **Surveys:** Regular, multilingual surveys to capture broad input.
- **One-on-One Interviews:** Personal interactions with families, students, and staff to dive deeper into individual experiences and ideas.
- **Meetings/Forums:** Large-scale events to share findings and gather collective input.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Goal 1: By the end of the 2026-2027 school year, we will deepen and sustain the family and community partnerships established in Year 1 by expanding their impact on classroom learning and increasing shared ownership of student success.	● Facilitate at least 2 family and community engagement events that provide stakeholders with meaningful opportunities to participate in and support student learning beyond the classroom. ● Track and report partnership impact data to the Community Schools Leadership Team and Community Schools Advisory, using findings to strengthen existing partnerships and identify opportunities for growth. ● Develop a partnership sustainability plan that

	documents roles, commitments, and communication protocols for all community partners to ensure long-term consistency.
Priority 2: In the 2026-2027 school year, utilize data from all assessments and surveys to drive continuous improvement and deepen our understanding of the school's evolving needs and available resources.	• Administer and analyze all school-wide assessments and surveys, ensuring at least 75% participation from families and 90% participation from staff. • Conduct ongoing focus groups, including sessions specifically for marginalized groups, to contextualize data and ensure community voices inform decision-making. • Review and update the asset map and findings report annually, using current data to identify trends, gaps, and opportunities for growth. • Present data findings to the Community School Leadership Team and subcommittees each semester to align priorities and adjust strategies for continuous improvement.
Priority 3: By June 2027, enhance academic equity and integrated student support by continuing to close the achievement gap for all student groups, particularly English learners and socioeconomically disadvantaged students.	• Achieve a reduction in the performance gap for English Language Arts and Mathematics by 10 points on the California Dashboard, with measurable progress documented annually toward this two-year target. • Ensure 100% of teachers participate in professional development aligned to equity and integrated support, with feedback surveys indicating at least 85% satisfaction. • Implement individualized intervention plans for all identified at-risk students within the first 90 days of the academic year, with progress monitored and adjusted each semester.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students’ lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families and understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Goal 1: By the end of Year 2, we will deepen and expand strong partnerships with families and local community organizations to embed real-world relevance, cultural diversity, and community-driven learning across all classrooms.	• Strengthen the Community Advisory Council by increasing membership, diversifying representation, and engaging students, families, and community partners. • Deepen existing partnerships with community organizations while actively recruiting at least 2-3 new partners to co-create additional project-based learning opportunities tied to real-life community needs. • Expand quarterly events to include more student-led components and culturally responsive programming, with intentional outreach strategies to engage historically underrepresented families.

Goal 2: By the end of year 2, we will have fostered a sense of student ownership by designing learning experiences connected to real-life issues and challenges within their community	Action Steps: • Train teachers in project-based learning and inquiry driven approaches that enable students to explore issues relevant to their lives and communities. • Develop student-led initiatives or projects that address community challenges (e.g., sustainability, local history). • Incorporate student voice through regular class discussions, surveys, and leadership opportunities in shaping their learning experiences. Outcomes: • Student participation on Community Schools Advisory and Community Engagement Initiative • Student participation on Community Engagement Initiative (CEI) team
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Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Goal 1: By December 2026, expand Community School Advisory to ensure representation from at least five stakeholder groups (e.g., parents, students, teachers, community partners, and administrators)	Action Steps: • Identify gaps in current advisory representation and develop a targeted recruitment and messaging campaign to bring in missing voices. • Define clear roles, objectives, and frameworks for both site-level and district advisories and select representatives from each site. • Provide training and coaching to administrators and advisory members on shared leadership, collaboration, and aligned decision-making. Outcomes: • Community Schools Advisory includes representatives from at least five stakeholder groups by December 2026. • 100% of advisory members report feeling heard and valued in decision-making through end-of-year surveys.
Goal 2: By June 2027, continue to integrate the Community School Advisory into existing governance structures at the school and district levels, including the School Site Council (SSC), DELAC, ELAC, Curriculum Committee, Wellness team, and Safety Committee. Achieve this by establishing collaborative communication channels, aligning priorities across committees, and implementing shared decision making processes.	• Conduct a cross-committee goal alignment review at the start of the year to identify shared priorities and ensure the Community School Advisory's work is reflected across all governance bodies. • Establish consistent communication structures and a unified meeting calendar to ensure transparent information flow and encourage active cross-committee participation.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Features Supporting Shared Governance and Leadership at Hamilton High and Hamilton Unified School District:

- Collaboration and Communication: District and site leaders meet regularly (e.g., HUDLE, SSC, ELAC) to ensure alignment and responsiveness to stakeholder needs. Tools such as parent surveys, phone calls, home visits, and newsletters foster two-way communication.
- Support for Equity and Inclusion: Translation services and child care are provided during meetings to ensure equitable participation.
- Data-Informed Decision Making: Local and district-level assessments inform decisions at all levels, ensuring targeted support for academic and social-emotional needs.

Empowering Site-Level Leadership

- School Site Councils (SSCs): Composed of students, staff, parents, and administrators
- Site-Based English Learner Advisory Committees (ELACs): Focus on supporting English learners, with representatives participating in DELAC to bridge site-level and district-level initiatives.
- Grade Level Professional Learning Communities: Engage grade-level representatives to analyze student data and implement improvements through a shared decision-making model.
- Community School Advisory Committee: Engages diverse stakeholders, including students, parents, community members, and district staff, to prioritize needs based on data from local assessments. Guide the creation of Community School Implementation Plans, fostering partnerships and collaboration.

Shared Governance: District-Level Leadership

- HUDLE: Monthly meetings bring together district administration, certificated staff, and classified staff to discuss strategic planning, policies, and initiatives. Facilitates alignment between district goals and individual site needs.
- District English Learner Advisory Committee (DELAC): Includes representatives from site based ELAC groups (parents, administrators). Provides district-wide guidance on the needs of English learners, ensuring their voice in program planning and implementation.
- Bond Oversight and Safety Committees: The Bond Oversight Committee ensures accountability for district bond expenditures.
- HUSD-Glenn County Safety Committee collaborates with law enforcement and community partners to address safety concerns across all sites.

- Stakeholder Input and Planning: District plans like the Local Control and Accountability Plan (LCAP) are informed by input from staff, parents, and the community through surveys, forums, and advisory groups. Regular updates are provided at board meetings to maintain transparency and foster collaborative decision-making.

HUSD's and Hamilton High School's system of shared governance and site-level leadership fosters collaboration across stakeholders and empowers school sites to address their unique needs. This dynamic ensures that every voice—from district leaders to individual parents and students—is heard and contributes to the district's overarching mission of academic success and community partnership.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Goal 1: By June 2027, the Director of Community Schools and Family Engagement will be fully established in the role, leading a thriving Community School Advisory, expanding community partnerships, and building broad awareness and understanding of the community school model among students, families, staff, and community members.	Action Steps: • Deepen leadership capacity through ongoing professional development and partnerships with STAC, RTAC, COE, and LEA, including attendance at the annual STAC EMPOWER conference. • Conduct an annual needs assessment to identify service gaps and recruit new community partners to address students' and families' academic, social-emotional, and health needs. • Diversify and sustain Community School Advisory membership to ensure active participation in school planning and decision-making. • Establish a regular process for collecting and publicly sharing data on partnerships, community engagement, and student and family outcomes. Outcomes: • The Director completes at least 4 professional development opportunities annually via North Star RTAC and the CS Leadership Team attends the STAC EMPOWER conference each year. • Active community partners grow by at least 20% over the prior year with services documented and tied to identified needs. • The Community School Advisory meets consistently with diverse, representative membership and documented contributions to school planning. • At least 75% of surveyed families and staff report awareness and understanding of the community

	school model by year-end. • An annual impact report is produced and shared with the school community documenting partnerships, engagement activities, and outcomes. • The Community School Advisory meets consistently with diverse, representative membership and documented contributions to school planning. • At least 75% of surveyed families and staff report awareness and understanding of the community school model by year-end. • An annual impact report is produced and shared with the school community documenting partnerships, engagement activities, and outcomes.
Goal 2: By June 2028, identify and implement at least three strategies to braid funding from multiple sources, including grants, local partnerships, and district allocations. Ensure these strategies provide sustainable funding for community school efforts and maximize resources to support students, families, and the broader school community.	Action Steps: • Partner with STAC, RTAC, COE, and LEA to identify and develop sustainable funding strategies. • Align LCAP and SPSA goals, actions, and metrics with the Community School Implementation Plan • Identify staffing opportunities and begin formal sustainability planning to support long-term community school implementation. Outcomes: • Staffing and funding strategies are assessed and adjusted annually to ensure successful implementation of the community school work plan. • At least three braided funding strategies are documented and actively in use by June 2028.

Key Staff/Personnel

Site Administration	The administration at Hamilton High School will lead and manage the implementation of the Community School Implementation Plan for their campus in collaboration with the Director of Community Schools and Family Engagement. Plans will be evaluated on an ongoing basis to develop a holistic strategy designed to address the diverse needs of students and their
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	families.
Director of Community Schools and Family Engagement	The Director of Community Schools and Family Engagement at Hamilton Unified will work with the site administrator and Community School Advisory to address the academic, physical, social, and emotional needs of students and families while implementing the Community School model. To ensure sustainability and access to additional resources, the district may cross-train this individual as a wellness coach or certified health worker, leveraging funding opportunities like CalAIM.
Social Service Coordinator	Connecting students and families with vital resources to support their academic, social, and emotional well-being. This ensures they have access to the tools and services needed for success.
Dean of Students	The Hamilton High Deans of Students will assist the Director of Community Schools and Family Engagement in connecting students and families with the resources they need. Through working with students, teachers, and the site leadership team, they will be the one to refer students for mental health services and will help facilitate referrals for basic resources.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Hamilton Unified School District is taking proactive steps to ensure the sustainability of its Community Schools model beyond the life of the implementation grant through the following strategies:

Leveraging Billing and Reimbursement Systems: In collaboration with the Glenn County Office of Education, HUSD will establish a billing system aligned with the state's multi-payer fee schedule, making services such as wellness coaching and mental health support billable to Medi-Cal and private insurance (LEABOP). HUSD is also launching implementation of the California Youth Behavioral Health Initiative (CYBHI) fee schedule as an additional reimbursement pathway to sustain behavioral and mental health services for students and families. In the 2026-2027 school year, HUSD will partner with the Glenn County Office of Education and Catalyst to upskill three existing staff members in student-facing positions as certified wellness coaches, expanding the district's capacity to deliver billable wellness services while building sustainable, in-house expertise.

Expanding In-House Mental Health Services: HUSD is exploring hiring in-house mental health clinicians to reduce reliance on outside partners and recover costs more effectively through direct insurance billing.

Aligning with District Priorities and Braiding Resources: Program goals will be aligned with the LCAP to secure district-level funding, while the Director of Business Services will work to blend and braid existing funding streams, including the potential use of general funds for grant-established positions.

Pursuing New Funding and Partnerships: The Director of Community Schools and Family Engagement will actively identify and pursue grants, partnerships, and community organization collaborations aligned with student and family needs.

Reassessing Staff Roles: As needed, HUSD will review existing job descriptions to reallocate duties and ensure critical services continue without requiring new positions or funding.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress:

Goals	Action Steps
Goal 1: By June 2027, build and expand community collaborations by establishing at least two new partnerships at the school level, prioritizing partnerships that promote equitable opportunities and improve resource access for students and families.	Action Steps: • Conduct an annual review of current partnerships to identify service gaps and prioritize outreach to organizations that address unmet academic, social-emotional, and basic needs. • Develop a clear partnership recruitment process including outreach, vetting, and onboarding of new school-level and district-level partners. • Establish and maintain formal agreements with new partners that define roles, services, and alignment with school and district goals. Outcomes: • At least two new partnerships are established and active by June 2027. • All new partnerships have documented service agreements tied to identified student and family needs. • Partnership impact is reviewed annually and reported to the Community School Leadership Team.

Goal 2: By June 2027, strengthen and sustain the communication strategy established in 2025-2026 by deepening community engagement, improving feedback mechanisms, and ensuring messaging is consistently reaching and resonating with all stakeholder groups.	Action Steps: • Evaluate the effectiveness of current communication channels through stakeholder surveys and engagement data, and refine the strategy based on findings. • Expand two-way communication by creating structured opportunities for families, students, and community members to provide ongoing input and feedback. • Ensure all communications remain culturally responsive, multilingual, and accessible across all platforms and channels. • Continue developing engaging, timely content that highlights school successes, partnership opportunities, and community resources across all communication channels. Outcomes/Indicators: • At least 75% of surveyed families and community members report feeling informed and aware of school initiatives, opportunities, and resources. • Documented evidence of stakeholder feedback being collected and used to adjust or improve communications at least twice throughout the year. • All major communications are consistently translated and distributed across multiple channels, with measurable growth in reach and engagement over the prior year.
Goal 3: By year 3, collaborate with at least three local organizations to share facilities, expertise, and resources to create mutually beneficial programs.	Action Steps: • Identify community partners • Initiate partnerships • Develop programs together • Provide training and support • Promote programs to the community • Evaluate program effectiveness • Sustain and grow the partnerships Outcomes: • Enhanced program offerings and availability • Increased equity in access. • Strengthened relationships and partnerships

Describe the partnerships you have established or plan to establish, and how your school’s partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Pillar 1: Integrated Student Supports

HUSD partners with the Glenn County Office of Education (GCOE), which provides student access to on-campus mental health clinicians and wellness coaching, with HUSD actively working toward leveraging the California Youth Behavioral Health Initiative (CYBHI) fee schedule to sustain these services. District-wide, we received two mini grants in the 2025-2026 school year to help support a student food pantry and hygiene kits for students from North Valley Community Foundation and Children’s Interagency Coordinating Council.

Pillar 2: Expanded and Enriched Learning

CSU-Chico partners with HUSD to provide services through Upward Bound, providing academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. Tutoring, [academic advising, literacy support], work-study programs, education or counseling services designed to improve the financial and economic literacy of students. Healthy Rural California sponsors a Med-Ed Club on campus at Hamilton High School, providing career exploration activities for Hamilton High and Ella Barkley students interested in pursuing careers in healthcare.

Pillar 3: Family and Community Engagement

HUSD collaborates with the Glenn County Office of Education, Glenn County Sheriff's and Probation Departments, Migrant Education, Glenn County Health and Human Services, and Friday Night Live to offer family engagement events including mentoring, career exploration, and safety education throughout the school year. The Glenn County Public Health Officer supports awareness campaigns on adverse childhood experiences (ACEs) and substance misuse. The Hamilton City Chester Walker Memorial Library provides summer reading programs, health services, and free books to students and families. Many community partners have participated in on-campus family events by providing resource tables, and have also hosted parent workshops on campus. We have engaged community partners like Butte College Glenn Center to participate on our Community Schools Advisory Committee. The Hamilton City Lions Club offers scholarships, student speaker contests and leadership opportunities and hosting community events throughout the year.

Pillar 4: Collaborative Leadership

Hamilton High School engages diverse stakeholders including parents, students, and community partners through the Community School Advisory, Associated Student Body (ASB) student clubs, student leaders participation in School Board Meetings, and parent participation in PTO, DELAC, and ELAC.

Future Focus

HUSD will continue to evaluate and expand partnerships based on community needs, including exploring partnerships with community based organizations for enrichment, and strengthening regional family engagement opportunities in collaboration with other community school partners.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Ella Barkley High School

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Hamilton City, CA 95951

530-826-3331

Principal: Jeremy Powell

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District Superintendent contact: Jeremy Powell

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Director of Community Schools & Family Engagement: Rachel Sanchez

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Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

Describe the developmental plans for ensuring these values are reflected in your community

Ella Barkley High School recognizes the significance of community schools in fostering a supportive and inclusive environment. By engaging students, families, and community partners, the school aims to advance equity, access, and holistic development through the California Community Schools Framework. Below is how the school's mission aligns with each of the framework's overarching values:

- **Racially-just, Relationship-centered Spaces:** Ella Barkley High School serves a diverse student body, with 100% socioeconomically disadvantaged students and 35% English learners. The school emphasizes creating inclusive environments by integrating cultural sensitivity and equity-focused policies, as noted in its LCAP and parent engagement strategies. Programs like dual immersion and equity-driven interventions ensure all students feel valued and represented.
- **Shared Power:** Collaboration with families and community members is integral to decision making. Input from surveys, site councils, and ELAC/DELAC meetings informs initiatives. These collaborative efforts ensure that policies and practices reflect the needs and priorities of all stakeholders.
- **Classroom-Community Connections:** Through partnerships with local organizations, Ella Barkley School bridges classroom learning with real-world community experiences. Initiatives such as the Expanded Learning Opportunities Grant highlight the school's focus on extended learning that integrates academic and social-emotional support. Organizations include GCOE, CSU-Chico, Upward Bound, Butte College, Hamilton City Lions Club, and many others.
- **Focus on Continuous Improvement and Possibility Thinking:** Ella Barkley High School utilizes data from the California Healthy Kids Survey, parent satisfaction surveys, and the California School Dashboard to identify and address performance gaps. For instance, ongoing efforts to improve chronic absenteeism and academic achievement demonstrate a commitment to growth and innovation.

Developmental Plans to Reflect These Values:

- **Professional Development:** Teachers and staff will engage in training to promote cultural competence, equity in education, and relationship-centered practices.
- **Community Engagement Expansion:** The school plans to enhance parent and community involvement by expanding its outreach programs, improving communication channels, and hosting regular forums for feedback. We are actively recruiting parent and community partner participation in the Community Schools Advisory Council. Community partners are invited to participate in events on school campuses, and Social Services Coordinator and Director of Community Schools actively engage in community coalitions and regular meetings and outreach to connect students and families with resources and supports.
- **Integrated Student Supports:** Programs addressing mental health, social-emotional well-being, and academic needs continue to be scaled up. In our first year of implementation, we have added support hours for Campus

Supervisors and partnered with GCOE to provide a Wellness Coach on campus for four half-days per week. We have also added a School Nurse to our wellness team. We are working with Catalyst and GCOE to upscale existing employees to Wellness Coach certification.

- **Data-driven Improvement:** Regular analysis of student and community feedback through surveys and assessments will guide the school's strategies for continuous improvement. In addition to climate surveys and tools such as the California Healthy Kids Survey, HUSD utilizes Parsec Reals to capture student, parent, staff, and community data.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

Engaging the Entire Community

School Administrators: Administrators will take a leadership role in setting the tone for inclusive engagement. Through regular leadership team meetings, administrators will oversee the coordination of stakeholder engagement activities and ensure alignment with district goals and the CA Community Schools Framework.

Process:

- Conduct leadership team meetings to review feedback.
- Provide professional learning sessions to administrators on community engagement best practices.

Certificated and Classified Staff: Teachers and staff play a crucial role in identifying student needs and implementing community school priorities.

Process:

- Use focus groups and visioning exercises during professional development sessions to gather insights on classroom-community connections.
- Implement surveys to assess staff perceptions of current school assets and areas for improvement.
- Facilitate cross-departmental collaboration sessions to share perspectives.
- Staff participation on Community Schools Advisory

Students: Students will be central to the planning process as their experiences and voices reflect the school's ultimate mission.

○ **Process:**

- Conduct grade-level forums and student-led discussions.
- Employ interactive visioning exercises to gather input on school culture, safety, and support.
- Utilize peer surveys to assess academic, social, and emotional needs.

Family Members and Community Members: Families and local residents will help identify strengths and gaps in current resources and support.

Process:

- Distribute multilingual surveys to families, ensuring accessibility for English learners and other historically underrepresented groups.
- Host inclusive family forums and culturally relevant events to solicit feedback and ideas.
- Collaborate with parent organizations, such as the DELAC committee and site councils.

Community Partners: Partners such as the Boys and Girls Club of Northern California, Glenn County Office of Education, Glenn County Health & Human Services, Northern Valley Indian Health, Glenn County Behavioral Health, Growing Healthy Children, and California State University, Chico, Butte College, local businesses, and social services will provide insights into external assets and opportunities for collaboration.

Process:

- Hold quarterly meetings with key community partners
- Conduct one-on-one interviews to explore shared goals and potential contributions
- Build and maintain an asset map identifying resources available through community partnerships
- Invite community members to participate in Community Schools Advisory meetings
- Invite community members to participate in on-campus parent-facing events; including workshops and tabling opportunities
- Invite partners to share monthly resource and event flyers to be sent out to families via the Community Schools monthly newsletter

Engaging Historically Marginalized Groups

Process: Ella Barkley will implement intentional strategies to ensure meaningful engagement with historically marginalized student and family groups, including socioeconomically disadvantaged families, English learners, and foster youth.

- Cultural Competence in Outreach: Develop materials in multiple languages and use trusted messengers from within these communities to build trust and encourage participation.
- Community Liaison Role: Appoint a dedicated community liaison (Social Services Coordinator) to serve as a bridge between the school and these groups, ensuring their voices are included in all processes.
- Focused Forums: Host forums specifically tailored to the unique experiences of marginalized groups to ensure their feedback is not overshadowed.
- Flexible Participation: Provide multiple ways to engage, such as virtual meetings, evening sessions, and childcare during in-person forums, to accommodate different schedules and needs.

Processes for Engagement

The school will utilize the following processes to ensure a robust assessment of needs and assets:

- Surveys: Regular, multilingual surveys to capture broad input.
- One-on-One Interviews: Personal interactions with families, students, and staff to dive deeper into individual experiences and ideas.
- Focus Groups: Small, diverse groups to explore specific issues in depth.

- **Visioning Exercises:** Community workshops to collaboratively define goals and aspirations for the school.
- **Meetings/Forums:** Large-scale events to share findings and gather collective input.

By employing these processes and engaging all groups inclusively, Ella Barkley will build a shared vision and actionable priorities that reflect the community's needs, assets, and aspirations, paving the way for meaningful community school transformation.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the Whole Child and Family Supports Inventory (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Priority 1: By the end of the 2026-2027 school year, sustain and strengthen the Community School Advisory by deepening the engagement of diverse representatives from administrators, certificated and classified staff, students, family members, and community partners.	● Maintain inclusive team membership by annually reviewing and refreshing representation to reflect the full diversity of our school community. ● Continue monthly site-level and quarterly district-level meetings with a focus on data-informed decision making, reviewing progress toward school goals, and refining priorities based on community input. ● Strengthen subcommittee structures in the areas of academics, equity, and social-emotional learning by setting measurable goals, tracking outcomes, and reporting findings back to the full team.
Priority 2: In the 2026-2027 school year, utilize data from all assessments and surveys to drive continuous improvement and deepen our understanding of the school's evolving needs and available resources.	● Administer and analyze all school-wide assessments and surveys, ensuring at least 75% participation from families and 90% participation from staff. ● Conduct ongoing focus groups, including sessions specifically for marginalized groups, to contextualize data and ensure community voices inform decision-making.

	● Review and update the asset map and findings report annually, using current data to identify trends, gaps, and opportunities for growth. ● Present data findings to the Community School Leadership Team and subcommittees each semester to align priorities and adjust strategies for continuous improvement.
Priority 3: By June 2027, enhance academic equity and integrated student supports by continuing to close the achievement gap for all student groups, particularly English learners and socioeconomically disadvantaged students.	● Achieve a reduction in the performance gap for English Language Arts and Mathematics by 10 points on the California Dashboard, with measurable progress documented annually toward this two-year target. ● Ensure 100% of teachers participate in professional development aligned to equity and integrated supports, with feedback surveys indicating at least 85% satisfaction. ● Implement individualized intervention plans for all identified at-risk students within the first 90 days of the academic year, with progress monitored and adjusted each semester.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing.

Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students’ lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Goal 1: By the end of the 2026-2027 school year, we will deepen and sustain the family and community partnerships established in Year 1 by expanding their impact on classroom learning and increasing shared ownership of student success.	• Facilitate at least 2 family and community engagement events that provide stakeholders with meaningful opportunities to participate in and support student learning beyond the classroom. • Track and report partnership impact data to the Community Schools Leadership Team and Community Schools Advisory, using findings to strengthen existing partnerships and identify opportunities for growth. • Develop a partnership sustainability plan that documents roles, commitments, and communication protocols for all community partners to ensure long-term consistency.

Goal 2: By the end of year 2, we will have fostered a sense of student ownership by designing learning experiences connected to real-life issues and challenges within their community

Action Steps:

- Train teachers in project-based learning and inquiry driven approaches that allow students to explore issues relevant to their lives and communities.
- Develop student-led initiatives or projects that address community challenges (developing a community garden or improvement project)
- Incorporate student voice through regular class discussions, surveys, and leadership opportunities in shaping their learning experiences.

Outcomes:

- Student participation on Community Schools Advisory and Community Engagement Initiative
- At least one new event or student leadership opportunity per semester related to community engagement
- 90% of students report a greater sense of ownership and relevance in learning, as measured by end-of year surveys.

Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Goal 1: By December 2026, expand site-level Community School Advisories to ensure representation from at least five stakeholder groups at each school and establish a District Community School Advisory with representatives from all site-level advisories to foster collaboration, align initiatives, and address district-wide needs.	Action Steps: • Identify gaps in current advisory representation and develop a targeted recruitment and messaging campaign to bring in missing voices. • Define clear roles, objectives, and frameworks for both site-level and district advisories and select representatives from each site. • Provide training and coaching to administrators and advisory members on shared leadership, collaboration, and aligned decision-making. Outcomes: • Community Schools Advisory includes representatives from at least five stakeholder groups by December 2026. • 100% of advisory members report feeling heard and valued in decision-making through end-of-year surveys.
Goal 2: By June 2027, fully integrate the Community School Advisory into existing governance structures at the school and district levels, including the School Site Council, DELAC, ELAC, through aligned priorities, shared communication, and collaborative decision-making.	• Conduct a cross-committee goal alignment review at the start of the year to identify shared priorities and ensure the Community School Advisory's work is reflected across all governance bodies. • Establish consistent communication structures and a unified meeting calendar to ensure transparent information flow and encourage active cross-committee participation.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):

Ella Barkley operates through a well-structured system of shared governance that emphasizes collaboration among stakeholders at both the district and site levels. This approach ensures that decision-making reflects the needs and perspectives of the entire school community while empowering site-level leadership to address specific campus priorities. Features Supporting Shared Governance and Leadership at Hamilton High/Ella Barkley and Hamilton Unified School District:

- **Collaboration and Communication:** District and site leaders meet regularly (e.g., HUDLES, SSC, ELAC) to ensure alignment and responsiveness to stakeholder needs. Tools such as parent surveys, principal coffees, and newsletters foster two-way communication.
- **Support for Equity and Inclusion:** Translation services and child care are provided during meetings to ensure equitable participation. Programs like the ASB and Community School Advisory Committees reflect the district's commitment to meeting site-specific needs.
- **Data-Informed Decision Making:** Local and district-level assessments inform decisions at all levels, ensuring targeted support for academic and social-emotional needs.

Empowering Site-Level Leadership

- **School Site Councils (SSCs):** Comprised of students, staff, parents, and administrators at each site (Ella Barkley included in HHS SSC) collaboratively develop the School Plan for Student Achievement (SPSA) to improve performance and achieve campus-specific goals.
- **Site-Based English Learner Advisory Committees (Ella Barkley included with HHS) (ELACs):** Focus on supporting English learners, with representatives participating in DELAC to bridge site-level and district-level initiatives.
- **Grade Level Professional Learning Communities:** Engages grade-level representatives to analyze student data and implement improvements through a shared decision-making model.
- **Community School Advisory Committee:** Meets on a quarterly basis, engaging diverse stakeholders, including students, parents, community members, and school site and district staff, to prioritize needs based on data from local assessments. Guides the creation Community School Implementation Plans, fostering partnerships and collaboration.

Shared Governance: District-Level Leadership

- **Community Schools Leadership HUDLE:** Monthly meetings bring together district administration, certificated staff, and classified staff to discuss strategic planning, policies, and initiatives. Facilitates alignment between district goals and individual site needs.
- **District English Learner Advisory Committee (Ella B included with HHS) (DELAC):** Includes representatives from site based ELAC groups (parents, administrators)

Provides district-wide guidance on the needs of English learners, ensuring their voice in program planning and implementation.

- HUSD-Glenn County Safety Committee collaborates with law enforcement and community partners to address safety concerns across all sites.
- Stakeholder Input and Planning: District plans like the Local Control and Accountability Plan (LCAP) are informed by input from staff, parents, and the community through surveys, forums, and advisory groups. Regular updates are provided at board meetings to maintain transparency and foster collaborative decision-making. HUSD's and Ella Barkley's system of shared governance and site-level leadership fosters collaboration across stakeholders and empowers school sites to address their unique needs. This dynamic ensures that every voice from district leaders to individual parents and students is heard and contributes to the district's overarching mission of academic success and community partnership.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Goal 1: By August 2026, the Director of Community Schools and Family Engagement will be fully established in the role, leading a thriving Community School Advisory, expanding community partnerships, and building broad awareness of the community school model among all stakeholders.	Action Steps: • Deepen leadership capacity through ongoing professional development and partnerships with STAC, RTAC, COE, and LEA, including attendance at the annual STAC EMPOWER conference. • Conduct an annual needs assessment to identify service gaps and recruit new community partners to address students' and families' academic, social-emotional, and health needs. • Diversify and sustain Community School Advisory membership to ensure active participation in school planning and decision-making. • Establish a regular process for collecting and publicly sharing data on partnerships, community engagement, and student and family outcomes. Outcomes: • The Director completes at least 4 professional development opportunities annually via North Star RTAC and the CS Leadership Team attends the STAC EMPOWER conference each year. • Active community partners grow by at least 20% over the prior year with services documented and tied to identified needs. • The Community School Advisory meets consistently with diverse, representative membership and documented contributions to school planning. • At least 75% of surveyed families and staff report awareness and understanding of the community school model by year-end. • An annual impact report is produced and shared

	with the school community documenting partnerships, engagement activities, and outcomes.
Goal 2: By June 2028, identify and implement at least three strategies to braid funding from multiple sources, including grants, local partnerships, and district allocations, to ensure sustainable support for community school efforts.	Action Steps: • Partner with STAC, RTAC, COE, and LEA to identify and develop sustainable funding strategies. • Align LCAP goals, actions, and metrics with the Community School Implementation Plan • Identify staffing opportunities and begin formal sustainability planning to support long-term community school implementation. Outcomes: • A braided funding tool is developed or identified to guide sustainability planning by June 2028. • Staffing and funding strategies are assessed and adjusted annually to ensure successful implementation of the community school work plan. • At least three braided funding strategies are documented and actively in use by June 2028.

Key Staff/Personnel

Site Administration	The administration at Ella Barkley will lead and manage the implementation of the Community School Implementation Plan for their campus in collaboration with the Director of Community Schools and Family Engagement. Plans will be evaluated on an ongoing basis to develop a holistic strategy designed to address the diverse needs of students and their families.
Director of Community Schools and Family Engagement	The Director of Community Schools and Family Engagement at Hamilton Elementary will work with the site administrator and Community School Advisory to address the academic, physical, social, and emotional needs of students and families while implementing the Community School model.

Dean of Students	The Hamilton High Deans of Students will assist the Director of Community Schools and Family Engagement in connecting students and families with the resources they need. Through working with students, teachers, and the site leadership team, they will be the one to refer students for mental health services and will help facilitate referrals for basic resources.
School Nurse	The Hamilton High/Ella Barkley School Nurse will serve as a key member of the student wellness team, providing direct health services, conducting screenings, and managing the ongoing medical needs of students. The School Nurse will collaborate with the Wellness Counselor, Community School Coordinator, and site leadership to ensure students' physical health needs are identified and addressed, and will support families in accessing community health resources and navigating health-related referrals.
Campus Supervisor	Through resources provided by the California Community Schools Partnership Program (CCSPP), Hamilton Elementary will expand campus supervisor hours to strengthen student safety, support, and connection throughout the school day. Campus Supervisor will serve as a trusted, visible adult on campus, fostering positive relationships with students, reinforcing behavioral expectations, and helping identify students in need of additional support. Expanded hours will allow for greater coverage during transitions, lunch, and before and after school periods, contributing to a safer and more welcoming school environment.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

Hamilton Unified School District is taking proactive steps to ensure the sustainability of its Community Schools model beyond the life of the implementation grant through the following strategies:

Leveraging Billing and Reimbursement Systems: In collaboration with the Glenn County Office of Education, HUSD will establish a billing system aligned with the state's multi-payer fee schedule, making services such as wellness coaching and mental health support billable to Medi-Cal and private insurance (LEABOP). HUSD is also launching implementation of the California Youth Behavioral Health Initiative (CYBHI) fee schedule as an additional reimbursement pathway to sustain behavioral and mental health services for students and families. In the 2026-2027 school year, HUSD will partner with the Glenn County Office of Education and Catalyst to upskill five existing staff members (four at Hamilton Elementary) in student-facing positions as certified wellness coaches, expanding the district's capacity to deliver billable wellness services while building sustainable, in-house expertise.

Expanding In-House Mental Health Services: HUSD is exploring hiring in-house mental health clinicians to reduce reliance on outside partners and recover costs more effectively through direct insurance billing.

Aligning with District Priorities and Braiding Resources: Program goals will be aligned with the LCAP to secure district-level funding, while the Director of Business Services will work to blend and braid existing funding streams, including the potential use of general funds for grant-established positions.

Pursuing New Funding and Partnerships: The Director of Community Schools and Family Engagement will actively identify and pursue grants, partnerships, and community organization collaborations aligned with student and family needs.

Reassessing Staff Roles: As needed, HUSD will review existing job descriptions to reallocate duties and ensure critical services continue without requiring new positions or funding.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
Goal 1: By June 2027, build and expand community collaborations by establishing at least four new partnerships at the school level (HHS and Ella Barkley), prioritizing partnerships that advance equitable opportunities and improve resource access for students and families.	Action Steps: • Conduct an annual review of current partnerships to identify service gaps and prioritize outreach to organizations that address unmet academic, social-emotional, and basic needs. • Develop a clear partnership recruitment process including outreach, vetting, and onboarding of new school-level and district-level partners. • Establish and maintain formal agreements with new partners that define roles, services, and alignment with school and district goals. Outcomes: • At least four new school-level • partnerships are established and active by June 2027. • All new partnerships have documented service agreements tied to identified student and family needs. • Partnership impact is reviewed annually and reported to the Community School Leadership Team.

Goal 2: By June 2027, strengthen and sustain the communication strategy established in 2025-2026 by deepening community engagement, improving feedback mechanisms, and ensuring messaging is consistently reaching and resonating with all stakeholder groups.	Action Steps: ● Evaluate the effectiveness of current communication channels through stakeholder surveys and engagement data, and refine the strategy based on findings. ● Expand two-way communication by creating structured opportunities for families, students, and community members to provide ongoing input and feedback. ● Ensure all communications remain culturally responsive, multilingual, and accessible across all platforms and channels. ● Continue developing engaging, timely content that highlights school successes, partnership opportunities, and community resources across all communication channels. Outcomes/Indicators: ● At least 75% of surveyed families and community members report feeling informed and aware of school initiatives, opportunities, and resources. ● Documented evidence of stakeholder feedback being collected and used to adjust or improve communications at least twice throughout the year. ● All major communications are consistently translated and distributed across multiple channels, with measurable growth in reach and engagement over the prior year.
Goal 3: By year 3, collaborate with at least three local organizations to share facilities, expertise, and resources to create mutually beneficial programs.	Action Steps: ● Identify community partners ● Initiate partnerships ● Develop programs together ● Provide training and support ● Promote programs to the community ● Evaluate program effectiveness ● Sustain and grow the partnerships Outcomes: ● Enhanced program offerings and availability ● Increased equity in access. ● Strengthened relationships and partnerships

Describe the partnerships you have established or plan to establish, and how your school's partnerships will be responsive to the vision and priorities of students, staff, families and community members:

Hamilton Unified School District has established and continues to expand partnerships aligned with its vision for integrated student supports, enriched learning, family engagement, and collaborative leadership.

Pillar 1: Integrated Student Supports

HUSD partners with the Glenn County Office of Education (GCOE), which provides student access to on-campus mental health clinicians and wellness coaching, with HUSD actively working toward leveraging the California Youth Behavioral Health Initiative (CYBHI) fee schedule to sustain these services. District-wide, we received two mini grants in the 2025-2026 school year to help support a student food pantry and hygiene kits for students from North Valley Community Foundation and Children's Interagency Coordinating Council.

Pillar 2: Expanded and Enriched Learning

CSU-Chico partners with HUSD to provide services through Upward Bound, providing academic instruction in mathematics, laboratory sciences, composition, literature, and foreign languages. Tutoring, [academic advising, literacy support], work-study programs, education or counseling services designed to improve the financial and economic literacy of students. Healthy Rural California sponsors a Med-Ed Club on campus at Hamilton High School, providing career exploration activities for Hamilton High and Ella Barkley students interested in pursuing careers in healthcare.

Pillar 3: Family and Community Engagement

HUSD collaborates with the Glenn County Office of Education, Glenn County Sheriff's and Probation Departments, Migrant Education, Glenn County Health and Human Services, and Friday Night Live to offer family engagement events including mentoring, career exploration, and safety education throughout the school year. The Glenn County Public Health Officer supports awareness campaigns on adverse childhood experiences (ACEs) and substance misuse. The Hamilton City Chester Walker Memorial Library provides summer reading programs, health services, and free books to students and families. Many community partners have participated in on-campus family events by providing resource tables, and have also hosted parent workshops on campus. We have engaged community partners like Butte College Glenn Center to participate on our Community Schools Advisory Committee. The Hamilton City Lions Club offers scholarships, student speaker contests and leadership opportunities as well as hosting community events throughout the year.

Pillar 4: Collaborative Leadership

Ella Barkley and HHS engage diverse stakeholders including parents, students, and community partners through the Community School Advisory, Associated Student Body (ASB) student clubs, student leaders participation in School Board Meetings, and parent participation in PTO, DELAC, and ELAC.

Future Focus

HUSD will continue to evaluate and expand partnerships based on community needs, including

exploring partnerships with community based organizations for enrichment, and strengthening regional family engagement opportunities in collaboration with other community school partners.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024



July 27, 2026,

5000 3rd Avenue (corner of Third & Cutting, Capay District) • Orland, Ca 95963
Church (530) 865-2836

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

Dear Mr. Powell,

What a way to continue celebrating this country's 250th anniversary than to have a free Community BBQ. On July 18, we held our eighth annual barbeque at Hamilton High School. Burgers and hot dogs were served. We had a waterslide, dunk tank, face painting, corn hole, volleyball and badminton for entertainment. The weather was perfect in the mid 90's with a slight breeze.

The event and weather are analogous to the very helpful and supportive staff at Hamilton High School. Alan Joksch and his crew always have everything that we ask for in place, and they have the grounds looking beautiful! Cristina Rios always makes my communication with the school flawless. Cris O. is so dedicated to the school we think he must live there. He is there from the beginning through the end of cleaning up. It is admirable to have someone who is committed to his job and the community 24-7.

We also had the pleasure of having two high school seniors helping us. They were Yazmin Santana and Genevieve Ahumada. They were very helpful in setting up, decorating the tables and helping to get the food ready for the BBQ. They helped with eagerness and smiles.

We are very grateful that we were able to use the grounds at Hamilton High School. The help that was provided was especially appreciated. The culture of community is a wonderful thing!

Sincerely,


**Donna Padula
Co-Chair**


**Kathy JantzHoffman
Co-Chair**

Building Fund 21 (Bond) Expenditures for 2025-26
For August 26, 2026 HUSD Board Meeting
Total Expenditures through June 30, 2026

PO #	Date	Vendor	Description	Amount
PO26-079	7/2/2025	Bank of New York Mellon	Paying Agent Fee; RE: Election of 2018, GO Bonds, Series A	\$ 825.00
N/A-DIRECT PAY	9/10/2025	Bank of New York Mellon	Paying Agent Fee; RE: Election of 2018, GO Bonds, Series B	\$ 750.00
PO26-750	6/30/2026	NV5 Inc	HHS Track & Field Geotech Engineering	\$16,875

Total expenditures through 6/30/26 \$ 18,450.00

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

PO #	Date	Vendor	Description	Amount
PO27-079	7/8/2026	Bank of New York Mellon	Paying Agent Fee; RE: Election of 2018, GO Bonds, Series A	\$ 825.00
PO27-079	8/4/2026	Bank of New York Mellon	Paying Agent Fee; RE: Election of 2018, GO Bonds, Series B	\$ 750.00

Total expenditures through 8/14/26 \$ 1,575.00

Meet our current

STAFF



Alan Joksch

Alan Joksch is the Director of Maintenance & Transportation and has served Hamilton USD for over 21 years. His career beginning in 2005 as the high school maintenance technician. He brings extensive experience in the skilled trades, including construction, roofing, cabinet installation, handyman services, and technical machine installation. He takes great pride in preparing district facilities for graduations and major athletic events. Outside of work, Alan enjoys building and flying radio-controlled airplanes, restoring his 1967 Mustang, and practicing baseball with his son.



Erendida Moreno

Erendida Moreno has served Hamilton Unified School District for 24 years and brings more than 30 years of experience in food service. As Director of Nutrition & Student Welfare, she is committed to providing nutritious, great-tasting meals for students. Erendida recently completed the Director of Nutrition Academy, earning a score of 90% on the final assessment. She enjoys serving the community where she grew up and values working alongside HUSD staff and students. Outside of work, she enjoys taking road trips with her family whenever they have the opportunity.

Meet our current



STAFF

**NO IMAGE
PROVIDED**

Marco Jimenez Reyes

Marco Jimenez Reyes has worked as a District Custodian with Hamilton Unified School District for three years and brings 15 years of custodial and janitorial experience. His expertise includes building maintenance, and his professional goal is to become a District Universal - Maintenance & Transportation employee and earn his school bus driver certification. Marco appreciates the flexibility and teamwork at HUSD. Outside of work, he enjoys watching baseball and football.



Cierra McCarthy

Cierra McCarthy has been with Hamilton USD for six years as a District Universal - Maintenance & Transportation employee. Prior to joining HUSD, she worked for Head Start, JM, and In-Home Supportive Services. She is known for being a quick learner who enjoys taking on new challenges and continually expanding her skills. Cierra is proud of earning her school bus license and hopes to become certified in plumbing, weed abatement, and HVAC. She enjoys the variety of her work at HUSD and the opportunity to learn something new every day. Outside of work, she enjoys building miniatures, reading, caring for animals, and backpacking.

Policy 5117: Interdistrict Attendance

The Governing Board recognizes that parents/guardians of students who reside within the geographic boundaries of one district may, for a variety of reasons, desire to enroll their children in a school in another district.

Interdistrict Attendance Agreements and Permits

The Board may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of the districts. (Education Code 46600)

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. It also may contain standards agreed upon by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

Upon receiving a permit for transfer into the district that has been approved by the student's district of residence, or upon receiving a written request from the parent/guardian of a district student who wishes to enroll in another district, the Superintendent or designee shall review the request and may approve or deny the permit subject to the terms and conditions of the interdistrict attendance agreement.

The Superintendent or designee may revoke an interdistrict attendance permit for failure to comply with academic, attendance, or behavioral standards as outlined in the Administrative Regulation.

Transportation

Upon parent/guardian request, the district shall provide transportation assistance to a student receiving an interdistrict transfer who is eligible for free and reduced-price meals and is the child of an active duty military parent/guardian or a victim of bullying, as defined in Education Code 46600. (Education Code 46600)

In addition, upon request of a student's parent/guardian, the Superintendent or designee may authorize transportation for any interdistrict transfer student to and from designated bus stops within the attendance area of the school that the student attends if space is available.

The parent/guardian understands that they are solely responsible for providing transportation to and from school and Students' timely attendance.

Administrative Regulation 5117: Interdistrict Attendance Agreements and Permits

In accordance with an agreement between the Governing Board and the board of another district, a permit authorizing a student of either district to enroll in the other district may be issued upon approval of both districts.

The district shall post on its web site the procedures and timelines for requesting an interdistrict transfer permit, including a link to BP 5117 - Interdistrict Attendance. The posted information shall include, but is not limited to: (Education Code 46600.1, 46600.2)

1. The date upon which the district will begin accepting and processing interdistrict transfer requests for the following school year
2. The reasons for which the district may approve or deny a request, and any information or documents that must be submitted as supporting evidence
3. If applicable, the process and timelines by which a denial of a request may be appealed within the district before the district renders a final decision
4. A statement that failure of a parent/guardian to meet any timelines established by the district shall be deemed an abandonment of the request
5. Applicable timelines for processing a request, including the following statements:
 - a. For an interdistrict transfer request received by the district 15 or fewer calendar days before the commencement of instruction in the school year for which the transfer is sought, the district will notify the parent/guardian of its final decision within 30 calendar days from the date the request was received.
 - b. For an interdistrict transfer request received by the district more than 15 days before the commencement of instruction in the school year for which the interdistrict transfer is sought, the district will notify the parent/guardian of its final decision as soon as possible, but no later than 14 calendar days after the commencement of instruction in the school year for which transfer is sought.
6. The conditions under which an existing interdistrict transfer permit may be revoked or rescinded

Priority for interdistrict attendance shall be given to a student who has been determined, through an investigation by either the district of residence or district of proposed enrollment, to be a victim of an act of bullying, as defined in Education Code 48900(r), committed by a student of the district of residence. (Education Code 46600)

Until the district is at maximum capacity, the district shall accept any student whose interdistrict transfer application is based on being the victim of an act of bullying or a child of an active duty military parent/guardian. The district shall ensure that such students are admitted through an unbiased process that prohibits an inquiry into or evaluation or consideration of whether or not a student should be enrolled based on academic or athletic performance, physical condition, proficiency in English, family income, or any of the individual characteristics set forth in

Education Code 220, including, but not limited to, race or ethnicity, gender, gender identity, gender expression, and immigration status. (Education Code 46600)

In addition, the Superintendent or designee may approve an interdistrict attendance permit for a student for any of the following reasons when stipulated in the agreement:

1. To meet the child care needs of the student, only as long as the student's child care provider remains within district boundaries
2. To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel
3. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance
4. To allow the student to complete a school year when the student's parents/guardians have moved out of the district during that year
5. To allow the student to remain with a class graduating that year from an elementary, middle, or senior high school
6. To allow a high school senior to attend the same school attended as a junior, even if the student's family moved out of the district during the junior year
7. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the school year in the district
8. When the student will be living out of the district for one year or less
9. When recommended by the school attendance review board or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence
10. When there is valid interest in a particular educational program not offered in the district of residence
11. To provide a change in school environment for reasons of personal and social adjustment

The Superintendent or designee may deny initial requests for interdistrict attendance permits due to limited district resources, overcrowding of school facilities at the relevant grade level, or other considerations that are not arbitrary. However, once a student is admitted, the district shall not deny continued attendance because of overcrowded facilities at the relevant grade level.

If the transfer request is for a school year that begins within 15 calendar days of the receipt of the request, the Superintendent or designee shall notify the parent/guardian of the final decision within 30 calendar days of receiving the request. If the transfer request is for a school year that begins more than 15 calendar days after the receipt of the request, the parent/guardian shall be notified of the final decision as soon as possible, but no later than 14 calendar days after the commencement of instruction during that school year. (Education Code 46600.2)

If a student's interdistrict transfer request is denied, the Superintendent or designee shall, in writing, notify the parents/guardians of their right to appeal to the County Board of Education within 30 calendar days from the date of the final denial. (Education Code 46600.2)

All notices to parents/guardians regarding the district's decision on any request for interdistrict transfer shall conform to the translation requirements of Education Code 48985, and may be provided by regular mail, electronic format if the parent/guardian provides an email address, or by any other method normally used to communicate with parents/guardians in writing. (Education Code 46600.2)

Pending a decision by the two districts or by the County Board on appeal, the Superintendent or designee may provisionally admit a student who resides in another district for a period not to exceed two school months, provided the district is the district of proposed enrollment. If the decision has not been rendered by the conclusion of two school months and the districts or County Board is still operating within the prescribed timelines, the student shall not be allowed to continue attending the district school to which the student was provisionally admitted. (Education Code 46603)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or rescissions while expulsion proceedings are pending or during the term of the expulsion. (Education Code 46601)

Once a student is admitted to a school on the basis of an interdistrict attendance permit, the student shall not be required to reapply for an interdistrict transfer and shall be allowed to continue to attend the school of enrollment, unless reapplication standards are otherwise specified in the interdistrict attendance agreement. Existing interdistrict attendance permits shall not be rescinded after June 30 following a student's completion of grade 10 or for any student entering grade 11 or 12 in the subsequent school year. (Education Code 46600)

Standards for Continued Enrollment

To maintain an Interdistrict Attendance Permit, the student shall:

1. Maintain satisfactory attendance.
 - Maintain a minimum attendance rate of 90%
 - Avoid excessive tardies, truancy, or unexcused absences.
2. Maintain passing grades in all enrolled courses.
 - Demonstrate consistent effort and make adequate progress toward the successful completion of coursework and/or graduation requirements.
3. Demonstrate appropriate behavior and citizenship.
 - Conduct yourself respectfully and responsibly toward staff, peers, and district property
 - Follow all school and district rules.
4. Remain free from suspension or other disciplinary action.
5. Comply with all classroom expectations established by teachers and administrators.

6. Comply with all terms of the Interdistrict Attendance Agreement and District policies.

Failure to maintain these standards may result in the immediate revocation of the Interdistrict Attendance Permit, requiring the student to return to their district of residence. Providing false or misleading information on this agreement or any transfer application will result in immediate revocation of the permit.

Monitoring

The student's attendance, academic progress, and behavior will be continuously monitored and may be formally reviewed at the conclusion of each grading period, semester, or at any time concerns arise.

Probation

If a student fails to meet one or more of the Standards For Continued Enrollment standards listed above, HUSD may place the student on probation. However, HUSD reserves the right to immediately revoke the permit without a probationary period in consideration of the violation and at its discretion.

A probationary period may include:

- Written notice to the parent/guardian.
- Identification of the specific deficiency.
- Expectations for improvement.
- A timeline for demonstrating improvement.

Failure to demonstrate satisfactory improvement during the probationary period may result in revocation of the student's Interdistrict Attendance Permit, subject to applicable law.

Grounds for Revocation

The Interdistrict Attendance Permit may be revoked for reasons including, but not limited to:

- Unsatisfactory attendance.
- Excessive tardies or truancy.
- Unsatisfactory academic progress.
- Repeated or serious disciplinary violations.
- Suspension or conduct resulting in disciplinary action.
- Failure to comply with school or district rules.
- Failure to comply with the terms of this agreement.
- Misrepresentation or omission of material information during the application process.
- Changes in the District or schools available space, staff, or programming.

Transfers Out of the District

A student whose parent/guardian is in active military duty shall not be prohibited from transferring out of the district, provided the school district of proposed enrollment approves the application for transfer. (Education Code 46600, 48307)

If the district is unable to provide an intradistrict transfer to a student who is a victim of an act of bullying, as defined in Education Code 46600, the district shall not prohibit the student from transferring out of the district if the district of proposed enrollment approves the application for transfer. (Education Code 46600)

The district may limit transfers out of the district to a school district of choice under any of the following circumstances: (Education Code 48307)

- The number of student transfers out of the district to a school district of choice has reached the limit specified in Education Code 48307 based on the district's average daily attendance.
- The County Superintendent of Schools has given the district a negative budget certification or has determined that the district will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of student transfers from this district to a school district of choice.
- The Board determines that the transfer would negatively impact any of the following: (Education Code 48307)
 - A court-ordered desegregation plan
 - A voluntary desegregation plan of the district, consistent with the California Constitution, Article 1, Section 31
 - The racial and ethnic balance of the district, consistent with the California Constitution, Article 1, Section 31

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13. a	Date: 8/26/2026
Agenda Item Description: Approve Tentative Agreement between HTA and HUSD for the 2026-27 school year, and 2025-2028 Collective Bargaining Agreement.	
Background: The Certificated Unit (HTA) and Hamilton USD agreed on a Tentative Agreement for 2026-27 (effective 7/1/2026 retroactively to the start of the 2026–27 work year). Negotiated Articles/Appendixes included: • Article XII (Work Hours/Work Year): Increases hourly compensation for supervision/athletic coverage from \$30.00/hr to \$45.00/hr. Revisions to required outside-of-school events add Senior Project Presentations and remove Spring Parent Conferences for High School staff, and establish explicit requirements and compensation rules for shared staff across multiple sites. • Article XVI (Transfer and Reassignment): Allows simultaneous internal and external vacancy postings subject to mutual agreement, while preserving priority consideration for internal qualified unit members during the internal window. • Article XVII & Appendix D (Evaluations): Establishes an evaluation process and incorporates specific evaluation forms for the School Wellness Counselor and District Dean of Students/Counselor positions. • Articles XXI & XXII (Salary Regulations & Employee Benefits): Implements a 3% salary increase across the Certificated Salary Schedule for the 2026–27 school year. Increases the District Health Insurance Cap by \$1,250 (from \$14,870 to \$16,120 per year). Adds a targeted 4% increase on steps/plateaus 16 through 36 in Columns V and VI. • Appendix A (Salary Schedule): Moves the BCLAD/LDS certification stipend (\$1,200) to a notation on the bottom of the Certificated Salary Schedule. • Appendix C (Extra Duty Salary Schedule): Restructures stipends to be calculated as fixed percentages of Column III, Step 1 of the salary schedule (increasing advisor, drama, yearbook, and activity director allocations, while adding dedicated stipends for Band Director and CTSO Advisors).	
Status: Pending board approval.	
Fiscal Impact: A 3% ongoing salary increase for all certificated staff. An additional 4% increase for staff on Columns V & VI (Steps 16–36). An increase in the annual health insurance cap of \$1,250 per eligible employee (to \$16,120). An increase in hourly supervision pay from \$30.00 to \$45.00 per hour. Restructured and increased Extra Duty stipends, as well as new stipends for CTSO Advisors and Band Director. All associated costs are accounted for in the District's multi-year budget projection.	
Educational Impact: The agreement supports recruitment and retention of high-quality certificated personnel by improving total compensation and health benefits. It establishes clearer workload expectations for shared staff, adds evaluation processes for vital support roles, and updates extra-duty support for student activities, arts, and career technical education (CTSO/Band).	
Recommendation: Recommend board approve the 2026-27 Tentative Agreement between HTA and Hamilton Unified School District for the 2026-27 school year.	

TENTATIVE AGREEMENT BETWEEN THE HAMILTON UNIFIED SCHOOL DISTRICT AND THE HAMILTON TEACHERS ASSOCIATION

June 16, 2026

FOR THE CONTRACT 2025-2028 COLLECTIVE BARGAINING AGREEMENT

Bold Text = outcome/updates to make, no specific language change

Underlined Bold Text = New language in agreement

Article XII: Work Hours/Work Year:

12.8.2.3 Unit members who choose to accrue additional coverage over the maximum compensatory bank will be paid at a rate of ~~\$30.00~~ **\$45.00** per hour. Unit members may choose to be compensated at the rate of ~~\$30.00~~ **\$45.00** per hour for athletic coverage and not accrue compensatory time if they so desire.

Staff Absences: The District proposes exploring options regarding coverage for partial-day absences.

- **Status quo: HUSD and HTA agree to keep the current contract language.**

Extra Duty Responsibilities - compensation if it involves teacher preparation time

- **Status quo: HUSD and HTA agree to keep the current contract language.**

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

- **Status quo: HUSD has provided clarification on this item.**

HTA presented a handout on 3/17/26 regarding professional activities to attend outlined in employee salary contracts. HTA proposed adding Senior Project to the list for high school and removing spring parent conferences.

12.1.7 Unit members shall attend designated school events and activities outside of the regular instructional day as part of their professional responsibilities. Required events shall be based on the unit member's assigned work location, as follows:

12.1.7.1 Staff designated/assigned with a work location at Hamilton Elementary School (HES): Back-to-School Night, Halloween Carnival, Winter Concert, May Festival, Parent Conferences (Fall & Spring), staff meetings, and in-services.

12.1.7.2 Staff designated/assigned with a work location at Hamilton High School (HHS) or Ella Barkley High School (EBHS): Back-to-School Night, Open House, Parent Conferences (Fall), Senior Project Presentations, Graduation ceremony, Awards Night, service as Class Advisor, staff meetings, and in-services.

12.1.7.3 **Staff assigned to multiple school sites (“shared staff”) shall attend a minimum of six (6) designated school events and/or activities outside of the regular instructional day during the school year. Required events shall be determined in collaboration with site administration. Attendance beyond the required six (6) events shall be compensated upon submission of a timesheet in accordance with District procedures.**

Article XVI: Transfer and Reassignment:

16.5.2.4 **The District may post vacancies internally and externally simultaneously, subject to mutual agreement with the Unit. In all cases, qualified unit members shall continue to receive priority consideration for filling vacancies during the internal posting window.**

Review 50/50 Program implementation and teacher content assignment.

Status quo: HTA requested to table.

Involuntary Transfer (span of 3yrs) add language to the contract that address involuntary transfers

Status quo: HUSD and HTA agree to keep the current contract language.

Article XVII: Evaluations & Appendix D:

- Evaluation Process Updates: The District proposes updating this article to include the evaluation process for: School Wellness Counselor and District Dean of Students/Counselor. Appendix D Updates: The District proposes adding evaluation forms for both the School Wellness Counselor and the District Dean of Students/Counselor positions.
- **HUSD and HTA agree on the following evaluation documents:**

Hamilton Unified School District

Probationary/Permanent Certificated Employee: School Wellness Counselor Summary Evaluation

School Year: _____ **Probationary (if applicable) Status:** YR1 ____ YR2 ____

Employee: _____ **Position:** _____

Evaluator Name/Title: _____ **Site/Dept.:** _____

Employee Last Evaluation Date: _____ **Employee Next Evaluation Date:** _____

California Standards (CASC)/Areas of Expectation		Performance Level Achieved & Comments			
1.	PROFESSIONAL SCHOOL COUNSELOR DEVELOPMENT	Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
		○	○	○	○
1A: Leadership	Develops and implements comprehensive school counseling programs, advocates for students, collaborates with staff/families, and promotes social justice and equity.				
1B: Reflective & Ethical Practice	Maintains ethical practice, follows laws and district policies, completes mandated reporting, reflects on professional growth, and adjusts practice as needed.				
1C: Professional Development	Engages in ongoing professional learning, applies new skills, stays current on best practices, and participates in professional organizations and leadership.				
1D: Culturally & Linguistically Responsive Counseling	Integrates students' cultural and linguistic backgrounds into counseling, addresses personal and systemic biases, and develops programs that support equity and inclusion.				

Hamilton Unified School District **Probationary/Permanent Certificated Employee:** **School Wellness Counselor Summary Evaluation**

School Year: _____ **Probationary (if applicable) Status:** YR1 ____ YR2 ____

Employee: _____ **Position:** _____

Evaluator Name/Title: _____ **Site/Dept.:** _____

Employee Last Evaluation Date: _____ **Employee Next Evaluation Date:** _____

California Standards (CASC)/Areas of Expectation		Performance Level Achieved & Comments			
2.	SCHOOL-BASED MENTAL HEALTH	Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
		○	○	○	○
2A: School-Wide Mental & Behavioral Health Promotion	Implements preventive mental health programs, fosters an inclusive school climate, reduces stigma, and provides training for staff, students, and families.				
2B: Comprehensive Mental Health Services	Identifies students with mental health needs, provides individual and group support, facilitates peer mentoring, and responds to crises.				
2C: Addressing Acute & Chronic Mental Health Needs	Coordinates with interdisciplinary teams, monitors student progress, connects students to internal and external resources, and supports therapeutic services.				

Hamilton Unified School District
Probationary/Permanent Certificated Employee:
School Wellness Counselor Summary Evaluation

School Year: _____ **Probationary (if applicable) Status:** YR1 ____ YR2 ____

Employee: _____ **Position:** _____

Evaluator Name/Title: _____ **Site/Dept.:** _____

Employee Last Evaluation Date: _____ **Employee Next Evaluation Date:** _____

California Standards (CASC)/Areas of Expectation		Performance Level Achieved & Comments			
3.	SCHOOL COUNSELING DOMAINS	Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
		○	○	○	○
3A: Academic Development	Supports academic success by collaborating with students, staff, families, and community, developing academic plans, addressing barriers, and promoting rigorous coursework.				
3B: Postsecondary Development	Provides guidance on postsecondary options, career pathways, and financial aid; offers lessons, workshops, and individualized counseling to support student planning.				
3C: Transformative Social Emotional Development	Delivers grade-level SEL lessons, fosters self-management and relationship skills, and promotes social-emotional well-being schoolwide.				

Hamilton Unified School District
Probationary/Permanent Certificated Employee:
School Wellness Counselor Summary Evaluation

School Year: _____ **Probationary (if applicable) Status:** YR1 ____ YR2 ____

Employee: _____ **Position:** _____

Evaluator Name/Title: _____ **Site/Dept.:** _____

Employee Last Evaluation Date: _____ **Employee Next Evaluation Date:** _____

California Standards (CASC)/Areas of Expectation		Performance Level Achieved & Comments			
4.	MULTI-TIERED SYSTEMS OF SUPPORT	Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
		○	○	○	○
4A: CA MTSS Framework	Implements tiered interventions (Tier 1-3) for students' academic, social-emotional, and behavioral needs, including screening, counseling, and progress monitoring.				
4B: Data-Informed Decision Making	Uses schoolwide data to identify barriers and equity gaps, sets measurable goals, monitors interventions, and adjusts supports for improved student outcomes.				
4C: Systems	Collaborates with staff, families, and community partners to enhance MTSS implementation and ensure equitable access to supports for all students.				

Hamilton Unified School District
Probationary/Permanent Certificated Employee:
School Wellness Counselor Summary Evaluation

School Year: _____ **Probationary (if applicable) Status:** YR1 ____ YR2 ____

Employee: _____ **Position:** _____

Evaluator Name/Title: _____ **Site/Dept.:** _____

Employee Last Evaluation Date: _____ **Employee Next Evaluation Date:** _____

California Standards (CASC)/Areas of Expectation		Performance Level Achieved & Comments			
5.	INDIRECT SERVICES	Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
		○	○	○	○
5A: Coordination & Collaboration	Coordinates school and community resources, participates in interdisciplinary teams, and supports implementation of school counseling programs.				
5B: Consultation	Provides consultative support to teachers, staff, parents, and community providers to foster positive student outcomes.				
5C: Supervision	Supervises volunteers, paraprofessionals, and pre-service counselors delivering counseling or psychology-related services.				

Hamilton Unified School District
Probationary/Permanent Certificated Employee:
School Wellness Counselor Summary Evaluation

School Year: _____ **Probationary (if applicable) Status:** YR1 ____ YR2 ____

Employee: _____ **Position:** _____

Evaluator Name/Title: _____ **Site/Dept.:** _____

Employee Last Evaluation Date: _____ **Employee Next Evaluation Date:** _____

California Standards (CASC)/Areas of Expectation		Performance Level Achieved & Comments			
6.	SAFE, SUPPORTIVE, & INCLUSIVE ENVIRONMENTS	Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
		○	○	○	○
6A: School Climate	Fosters a positive, inclusive school climate by promoting respect, empathy, conflict resolution, and preventing bullying or discrimination.				
6B: School Safety	Supports a safe learning environment through risk assessments, crisis response, substance abuse education, and reintegration plans.				
6C: School Engagement	Promotes student engagement through culturally responsive practices, addressing barriers, fostering peer and adult connections, and encouraging goal-setting and extracurricular participation.				

Hamilton Unified School District
Probationary/Permanent Certificated Employee:
School Wellness Counselor Summary Evaluation

School Year: _____ **Probationary (if applicable) Status:** YR1 ____ YR2 ____

Employee: _____ **Position:** _____

Evaluator Name/Title: _____ **Site/Dept.:** _____

Employee Last Evaluation Date: _____ **Employee Next Evaluation Date:** _____

Areas of Strength/Accomplishments/Commendations:

Areas Needing Improvement/Recommendations:

OVERALL RATING:	
Recommended for Continued Employment ☐	Not Recommended ☐

Evaluator's Signature

Date

Employee's Signature

Date

Employee's signature, above, acknowledges receipt of this document on the date indicated and not necessarily agreement with the contents herein. Employee may submit and have permanently attached a response to this document.

Hamilton Unified School District
Probationary Certificated Employee:
District Dean of Students/Counselor Summary Evaluation

School Year: _____ **Probationary (if applicable) Status:** YR1 ____ YR2 ____

Employee: _____ **Position:** _____

Evaluator Name/Title: _____ **Site/Dept.:** _____

Employee Last Evaluation Date: _____ **Employee Next Evaluation Date:** _____

California Standards (CASC) & Dean of Students Areas of Expectation		Performance Level Achieved & Comments			
1.	PROFESSIONAL LEADERSHIP & COUNSELING PRACTICE	Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
		○	○	○	○
1A: Leadership	(Counselor) Develops and implements comprehensive school counseling programs, advocates for students, collaborates with staff/families, and promotes social justice and equity. (Dean of Students) Assists site administration with implementation of school-wide behavior systems, and processes, student discipline supports.				
1B: Reflective & Ethical Practice	(Counselor) Maintains ethical practice, follows laws and district policies, completes mandated reporting, reflects on professional growth, and adjusts practice as needed. (Dean of Students) Maintains compliance with student records, transcripts, graduation requirements, SST/IEP processes, scheduling procedures, and state and local testing requirements.				
1C: Professional Development	(Counselor) Engages in ongoing professional learning, applies new skills, stays current on best practices, and participates in professional organizations and leadership.				
1D: Culturally & Linguistically Responsive Counseling	(Counselor) Integrates students' cultural and linguistic backgrounds into counseling, addresses personal and systemic biases, and develops programs that support equity and inclusion.				

Hamilton Unified School District
Probationary Certificated Employee:
District Dean of Students/Counselor Summary Evaluation
School Year: _____ Probationary (if applicable) Status: YR1 ____ YR2 ____
Employee: _____ Position: _____
Evaluator Name/Title: _____ Site/Dept.: _____
Employee Last Evaluation Date: _____ Employee Next Evaluation Date: _____

California Standards (CASC) & Dean of Students Areas of Expectation		Performance Level Achieved & Comments			
2.	SCHOOL-BASED MENTAL HEALTH & BEHAVIORAL SUPPORT	Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
		○	○	○	○
2A: School-Wide Mental & Behavioral Health Promotion	(Counselor) Implements preventive mental health programs, fosters an inclusive school climate, reduces stigma, and provides training for staff, students, and families. (Dean of Students) Supports development and implementation of student behavior supports and discipline practices that promote student wellness and a positive school climate.				
2B: Comprehensive Mental Health Services	(Counselor) Identifies students with mental health needs, provides individual and group support, facilitates peer mentoring, and responds to crises. (Dean of Students) Collaborates with students, staff, and families to address behavioral concerns and develop intervention plans for students.				
2C: Addressing Acute & Chronic Mental Health Needs	(Counselor) Coordinates with interdisciplinary teams, monitors student progress, connects students to internal and external resources, and supports therapeutic services. (Dean of Students) Participates in SST and IEP processes and collaborates with teams to support students with academic, behavioral, and social-emotional needs.				

Hamilton Unified School District
Probationary Certificated Employee:
District Dean of Students/Counselor Summary Evaluation

School Year: _____ **Probationary (if applicable) Status:** YR1 ____ YR2 ____

Employee: _____ **Position:** _____

Evaluator Name/Title: _____ **Site/Dept.:** _____

Employee Last Evaluation Date: _____ **Employee Next Evaluation Date:** _____

California Standards (CASC) & Dean of Students Areas of Expectation		Performance Level Achieved & Comments			
3.	SCHOOL COUNSELING DOMAINS & EDUCATIONAL PLANNING	Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
		○	○	○	○
3A: Academic Development	(Counselor) Supports academic success by collaborating with students, staff, families, and community, developing academic plans, addressing barriers, and promoting rigorous coursework. (Dean of Students Area) Monitors graduation/promotion requirements, student credits, course placement, registration, master scheduling, and academic progress; communicates concerns and interventions to students and families.				
3B: Postsecondary Development	(Counselor) Provides guidance on postsecondary options, career pathways, and financial aid; offers lessons, workshops, and individualized counseling to support student planning. (Dean of Students) Coordinates with colleges, vocational programs, and community organizations to support student postsecondary planning and career exploration opportunities.				
3C: Transformative Social Emotional Development	(Counselor) Delivers grade-level SEL lessons, fosters self-management and relationship skills, and promotes social-emotional well-being schoolwide.				

Hamilton Unified School District
Probationary Certificated Employee:
District Dean of Students/Counselor Summary Evaluation

School Year: _____ **Probationary (if applicable) Status:** YR1 ____ YR2 ____

Employee: _____ **Position:** _____

Evaluator Name/Title: _____ **Site/Dept.:** _____

Employee Last Evaluation Date: _____ **Employee Next Evaluation Date:** _____

California Standards (CASC) & Dean of Students Areas of Expectation		Performance Level Achieved & Comments			
4.	MULTI-TIERED SYSTEMS OF SUPPORT	Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
		○	○	○	○
4A: CA MTSS Framework	(Counselor) Implements tiered interventions (Tier 1-3) for students' academic, social-emotional, and behavioral needs, including screening, counseling, and progress monitoring. (Dean of Students) Coordinates and monitors tiered behavioral and academic interventions, including behavior support plans, student progress monitoring, and intervention implementation.				
4B: Data-Informed Decision Making	(Counselor) Uses schoolwide data to identify barriers and equity gaps, sets measurable goals, monitors interventions, and adjusts supports for improved student outcomes. (Dean of Students) Assists with coordination and administration of state and local assessments and utilizes assessment data to monitor student progress and support school improvement efforts.				
4C: Systems	(Counselor) Collaborates with staff, families, and community partners to enhance MTSS implementation and ensure equitable access to supports for all students. (Dean of Students) Collaborates with administration, staff, and families to support school-wide systems, including attendance improvement, and intervention supports.				

Hamilton Unified School District
Probationary Certificated Employee:
District Dean of Students/Counselor Summary Evaluation

School Year: _____ **Probationary (if applicable) Status:** YR1 ____ YR2 ____

Employee: _____ Position: _____

Evaluator Name/Title: _____ Site/Dept.: _____

Employee Last Evaluation Date: _____ Employee Next Evaluation Date: _____

California Standards (CASC) & Dean of Students Areas of Expectation		Performance Level Achieved & Comments			
5.	INDIRECT SERVICES & COORDINATION OF SERVICES	Outstanding	Satisfactory	Needs Improvement	Unsatisfactory
		○	○	○	○
5A: Coordination & Collaboration	(Counselor) Coordinates school and community resources, participates in interdisciplinary teams, and supports implementation of school counseling programs. (Dean of Students) Coordinates services and resources with families, staff, community agencies, and outside organizations to support student success.				
5B: Consultation	(Counselor) Provides consultative support to teachers, staff, parents, and community providers to foster positive student outcomes. (Dean of Students) Provides consultation to teachers, administrators, and families regarding student behavior, attendance concerns, academic progress, and intervention strategies.				
5C: Supervision	(Counselor) Supervises volunteers, paraprofessionals, and pre-service counselors delivering counseling or psychology-related services. (Dean of Students) Supervise site activities including but not limited to student recess, lunch, and bus deliveries. Support District athletic events with Supervision.				

Hamilton Unified School District
Probationary Certificated Employee:
District Dean of Students/Counselor Summary Evaluation

School Year: _____ **Probationary (if applicable) Status:** YR1 ____ YR2 ____

Employee: _____ **Position:** _____

Evaluator Name/Title: _____ **Site/Dept.:** _____

Employee Last Evaluation Date: _____ **Employee Next Evaluation Date:** _____

California Standards (CASC) & Dean of Students Areas of Expectation		Performance Level Achieved & Comments			
6.	SAFE, SUPPORTIVE, & INCLUSIVE ENVIRONMENTS	Outstanding ○	Satisfactory ○	Needs Improvement ○	Unsatisfactory ○
6A: School Climate	(Counselor) Fosters a positive, inclusive school climate by promoting respect, empathy, conflict resolution, and preventing bullying or discrimination. (Dean of Students) Assists in maintaining a safe, orderly campus environment through supervision, conflict resolution, and student accountability practices.				
6B: School Safety	(Counselor) Supports a safe learning environment through risk assessments, crisis response, substance abuse education, and reintegration plans.				
6C: School Engagement	(Counselor) Promotes student engagement through culturally responsive practices, addressing barriers, fostering peer and adult connections, and encouraging goal-setting and extracurricular participation. (Dean of Students) Participates in school events, parent meetings, conferences, and outreach activities.				

Hamilton Unified School District
Probationary Certificated Employee:
District Dean of Students/Counselor Summary Evaluation

School Year: _____ Probationary (if applicable) Status: YR1 ____ YR2 ____
 Employee: _____ Position: _____
 Evaluator Name/Title: _____ Site/Dept.: _____
 Employee Last Evaluation Date: _____ Employee Next Evaluation Date: _____

Areas of Strength/Accomplishments/Commendations:
Areas Needing Improvement/Recommendations:

OVERALL RATING:	
Recommended for Continued Employment ☐	Not Recommended ☐

_____	_____	_____	_____
Evaluator's Signature	Date	Employee's Signature	Date

Employee's signature, above, acknowledges receipt of this document on the date indicated and not necessarily agreement with the contents herein. Employee may submit and have permanently attached a response to this document.

Article XXI & XXII: Salary Regulations & Employee Benefits & Appendix A:

- **HUSD and HTA agree to:**
 - **3% increase to the Certificated Salary Schedule for the 2026-27 school year.**
 - **\$1,250 increase to the Health Insurance Cap - increasing from \$14,870 to \$16,120 starting with the 2026-27 school year.**
 - **4% increase on the following steps/plateaus on Column V and Column VI of the Certificated Salary Schedule for the 26/27 school year**
 - **16 - 19**
 - **20 - 23**
 - **24 - 27**
 - **28 - 31**
 - **32 - 35**
 - **36**
- **Veteran's Stipend: HUSD and HTA agree to to strike this item and will offer under administrative funds as recommended by HTA.**
- **HTA: Dental insurance concerns**
 - **The District acknowledges concerns raised regarding Delta Dental coverage.**
 - **District staff attended a CVT Renewal Insights webinar (to discuss next plan year for all Districts in CA w/ CVT) where dental benefits were discussed. The information shared indicated that Delta Dental continues to have the broadest provider network. It was also noted that many dental providers are moving toward becoming insurance-independent and are no longer contracting with certain carriers, including Guardian and MetLife.**
- **Update the Extra Duty Salary Schedule to the following for the 2026-27 school year:**
 - **Remove BCLAD/LDS cert from the Extra Duty Salary Schedule and add it as a notation on the bottom of the Certificated Salary Schedule in the current amount of \$1,200.**
 - **Rate based on a percentage of the Certificated Salary Schedule:**

Activity	Current	% based on Col. III, Step 1)	New allocation (based on 25/26 salary schedule - amount to change with 26/27 increase)
MS 8th grade advisor	\$200	1.5%	\$864
HS Junior class adv.	\$300	1.5%	\$864
Aca Deca	\$832	1.5%	\$864
Ag Instr./Farm Mgr.	\$6268	11%	\$6,338
CSF	\$800	1.5%	\$864
CJSF	\$400	1.5%	\$864

Drama	\$876	1.5%	\$864
HES Activities Dir	\$1500	3%	\$1,728
MEChA	\$715	1.5%	\$864
HHS Yearbook	\$1514	3%	\$1,728
HES Yearbook	\$400	1.5%	\$864
CTSO Advisor(s)	NEW	1.5%	\$864
Band Director	NEW	1.5%	\$864

Maria Reyes

Maria Reyes, President
Hamilton Teachers Association (HTA)

07/16/2026

Date

Maria Llamas

[Maria Llamas \(Jul 21, 2026 10:07:09 PDT\)](#)

Maria Llamas
Hamilton Teachers Association (HTA)

07/21/2026

Date

Jeremy Powell

[Jeremy Powell \(Jul 30, 2026 14:03:51 PDT\)](#)

Jeremy Powell, Superintendent
Hamilton Unified School District

07/30/2026

Date

Kristen Hamman

Kristen Hamman, Chief Business Official
Hamilton Unified School District

07/30/2026

Date

FINAL - TENTATIVE AGREEMENT BETWEEN HUSD - HTA FOR 26-27 7-16-26

Final Audit Report

2026-07-30

Created:	2026-07-16
By:	Jolene Towne (jtowne@hustschools.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAtGjr4Yb_WRpxyoLI1mMUKm5E5_fLo3DM

"FINAL - TENTATIVE AGREEMENT BETWEEN HUSD - HTA F OR 26-27 7-16-26" History

-  Document created by Jolene Towne (jtowne@hustschools.org)
2026-07-16 - 10:01:50 PM GMT
-  Document emailed to Maria Reyes (mreyes@hustschools.org) for signature
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Document e-signed by Kristen Hamman (khamman@husdschools.org)

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2026-07-30 - 9:03:33 PM GMT



Document e-signed by Jeremy Powell (jpowell@husdschools.org)

Signature Date: 2026-07-30 - 9:03:51 PM GMT - Time Source: server - Signature Appearance Selected: DRAW



Agreement completed.

2026-07-30 - 9:03:51 PM GMT



HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13. b	Date: 8/26/26
Agenda Item Description: Approve 2026-27 Certificated Salary Schedule, Certificated Extra Duty Salary Schedule (based off of Column III, Step 1 of the Certificated Salary Schedule), Classified Management/Confidential Salary Schedule, Certificated Management Salary Schedule, Chief Business Official Salary Schedule, and the Other Duty (Adult Ed I Teacher only) Salary Schedule containing a 3% COLA and a \$1,250 (from \$14,870 to \$16,120) increase to the District Health Insurance Cap for the 2026–27 school year retroactive to July 1, 2026.	
Background: A 3% COLA on the 2026-27 Certificated Salary Schedule, Certificated Extra Duty Salary Schedule (based off of Column III, Step I of the 2026-27 Certificated Salary Schedule), Classified Management/Confidential Schedule, Certificated Management Salary Schedule, Chief Business Official Salary Schedule, and the Other Duty (Adult Ed I Teacher only) Salary Schedule retroactive to July 1, 2026.	
Status: Pending board approval	
Fiscal Impact: All associated expenditures are accounted for in the District's multi-year budget projections.	
Educational Impact: Providing competitive total compensation and health benefits assists the District in recruiting and retaining high-quality instructional, support and administrative staff across all employee groups.	
Recommendation: Recommend board approve the Certificated Salary Schedule, Certificated Extra Duty Salary Schedule (based off of Column III, Step I of the 2026-27 Certificated Salary Schedule), Classified Management/Confidential Salary Schedule, Certificated Management Salary Schedule, Chief Business Official Salary Schedule, and the Other Duty (Adult Ed I Teacher only) Salary Schedule for 2026-27 each containing a 3% COLA and a \$1,250 increase to the health insurance cap retroactive to July 1, 2026.	

HAMILTON UNIFIED SCHOOL DISTRICT
 CERTIFICATED SALARY SCHEDULE
 TEACHERS, SCHOOL WELLNESS COUNSELOR, DISTRICT COUNSELOR/DEAN OF STUDENTS
 2026-2027
 Effective/Retro July 1, 2026
 CAP \$16,120

STEP	COLUMN I	COLUMN II	COLUMN III	COLUMN IV	COLUMN V	COLUMN VI
			BA +30	BA + 45	MA + 12 BA + 60	
	Less Than Clear/Intern	Preliminary CTE	Clear CTE	Clear CTE +15 OR Clear CTE + Industry Certification	Clear CTE +45 with Industry Certification	MA + PPS*
1	52,613	55,507	59,353	62,421	65,437	82,269
2	54,184	57,164	61,134	64,193	67,403	84,234
3	55,817	58,886	62,973	66,119	69,425	86,255
4	62,353	63,643	64,860	68,102	71,505	88,337
5		65,508	66,808	70,145	73,649	90,480
6			68,811	72,246	75,866	92,694
7			70,876	74,414	78,139	94,969
8			73,001	76,647	80,480	97,311
9			75,191	78,948	82,895	99,726
10			77,447	81,312	85,384	102,211
11			79,770	83,755	87,940	104,773
12			82,162	86,269	90,586	107,417
13				88,858	93,299	110,130
14				91,525	96,101	112,930
15				94,270	98,980	115,809
16 - 19					106,038	123,545
20 - 23					109,917	127,421
24 - 27					112,482	129,988
28 - 31					115,862	133,364
32 - 35					119,337	137,364
36					120,530	138,740

184 days for Teachers and School Wellness Counselor (Columns I - V)

*194 days for District Counselors/Dean of Students (Column VI)

COLA of 3% effective/retro 7/1/26 / 4% increase on the following steps/plateaus effective/retro 7/1/26, Col. V & Col. VI:

16-19, 20-23, 24-27, 28-31, 32-35, 36

CAP \$16,120 effective/retro 7/1/26

Master's Stipend \$1,200

BCLAD Stipend \$1,200

Board approved: 8/26/26

EXTRA DUTY SCHEDULE		
Rate based off of Certificated Salary Schedule, Column III, Step 1 (% increases on Sports/Athletics only).	2026-27 (w/Retro)	\$59,353.00
SPORTS/ATHLETICS		
Sport	HUSD Percent	Current Stipend (Rate (Certificated Salary Schedule (Column III, Step 1)
Basketball		
Head Varsity - Boys	7.00%	\$4,155
Head JV - Boys	5.00%	\$2,968
Head Varsity - Girls	7.00%	\$4,155
Head JV - Girls	5.00%	\$2,968
Baseball/Softball		
Head Varsity-Baseball	7.00%	\$4,155
Head JV - Baseball	5.00%	\$2,968
Head Varsity - Softball	7.00%	\$4,155
Head JV - Softball	5.00%	\$2,968
Cheerleading		
Cheerleader Advisor	7.00%	\$4,155
Cross Country		
Head Varsity	7.00%	\$4,155
Football		
Head Varsity	8.00%	\$4,748
Varsity Assistant	5.00%	\$2,968
Head JV	5.00%	\$2,968
JV Assistant	4.00%	\$2,374
Junior High Sports		
All Middle School Sports will be paid at this percent (Middle School Only - New sports or teams will be approved annually by the Superintendent by July 1.)	4.00%	\$2,374
Soccer		
Head Varsity-Boys	7.00%	\$4,155
Head Varsity-Girls	7.00%	\$4,155
Track		
Head Varsity	7.00%	\$4,155
Track-Assistant Coach	4.00%	\$2,374
Volleyball		
Head Varsity	7.00%	\$4,155
Head JV	5.00%	\$2,968
Wrestling		
Head Varsity	7.00%	\$4,155
Assistant Coaches		
Assistant Coaches (Assignment will be at the discretion of the Athletic Director and High School Principal. Four Assistant Coaches are available per school year)	2.00%	\$1,187
STUDENT ACTIVITIES		
Activity		Current
(Max of 2) Middle School 8th Grade Class Advisor	1.50%	\$890
(Max of 4) High School Junior Class Advisor	1.50%	\$890
Academic Decathlon	1.50%	\$890
Agriculture Instructor/Farm Manager (per high school Ag. Teacher)	11.00%	\$6,529
CSF	1.50%	\$890
CJSF	1.50%	\$890
Drama Advisor	1.50%	\$890
Elementary Activities Director	3%	\$1,781
MEChA	1.50%	\$890
Yearbook Advisor HHS	3%	\$1,781
Yearbook Advisor HES	1.50%	\$890
CTSO Advisor(s)	1.50%	\$890
Band Director	1.50%	\$890
INACTIVE STIPENDS (SPORTS/ATHLETICS & STUDENT ACTIVITIES)		
After School Tutoring/ Extended/ GATE	\$	45/hr
Assistant Coach	\$	546.00
Athletic Trainer	\$	2,500.00
Choir Director	\$	4,722.00
Counselor-Academic	\$	3,677.00
Counselor-Substance Abuse	\$	2,917.00
Counselor-CAHSEE	\$	2,184.00
Counselor-10th Grade	\$	4,819.00
District GATE Coordinator	\$	1,500.00
MESA Advisor Elementary School	\$	400.00
MESA Advisor High School	\$	400.00
Music Director	\$	286.00
Board approved: 8/26/26		

HAMILTON UNIFIED SCHOOL DISTRICT
CLASSIFIED MANAGEMENT/CONFIDENTIAL
SALARY SCHEDULE FOR 2026-27
CAP \$16,120

Step	1	2	3	4	5	6	7	8	9-10	11 1%	12-15	16 1%	17-21	22 1%	23-26	27-30	31 5%
Range																	
1	78,059	81,182	84,429	87,805	91,318	94,970	98,771	102,721	106,831	107,899	112,216	113,338	117,871	119,049	123,810	128,764	135,202
2	69,479	72,260	75,151	78,156	81,282	84,533	87,916	91,431	95,089	96,040	99,881	100,879	104,915	105,963	110,204	114,611	120,341
3	61,328	63,786	66,337	68,986	71,748	74,617	77,601	80,706	83,934	84,773	88,165	89,048	92,609	93,534	97,274	101,169	106,225
4	54,711	56,901	59,179	61,546	64,005	66,568	69,229	72,000	74,880	75,630	78,654	79,440	82,617	83,444	86,783	90,253	94,765

Range 1 Director of Technology
Director of Human Resources & State and Federal Programs

Range 2 Director of Maintenance & Transportation
Director of Nutrition & Student Welfare
Director of Community Schools & Family Engagement

Range 3 District Executive Assistant

Range 4 Administrative Assistant
Social Services Coordinator

Salaries are based on 260 day contracts.

**Social Services Coordinator is an 11 month employee (contract prorated for 11 months).*

**Director of Community Schools & Family Engagement is an 11 month employee (contract prorated for 11 months).*

COLA of 3% effective/retro 7/1/26.

CAP \$16,120 effective/retro 7/1/2026

Master's stipend \$1200, BS/BA stipend \$600, AS/AA stipend \$400

Employees on the Classified Confidential/Management Salary schedule will receive an annual cell phone stipend amount of \$600 (BP/AR 3513.1).

Board approved: 8/26/2026

**HAMILTON UNIFIED SCHOOL DISTRICT
MANAGEMENT SALARY SCHEDULE
2026-2027
CAP \$16,120**

	ELEMENTARY SCHOOOL PRINCIPAL	HIGH SCHOOL PRINCIPAL	ALTERNATIVE ED. PRINCIPAL/ASSISTANT PRINCIPAL
1	\$125,620	\$134,591	\$104,194
2	\$130,644	\$139,976	\$108,364
3	\$135,871	\$145,576	\$112,697
4	\$141,306	\$151,400	\$117,204
5	\$146,960	\$157,458	\$121,894
DAYS	210	220	200

Note: After serving 5 years as a full time administrator in the district, administrator will receive a 1% increase and every 5 years thereafter*. (5 years = 1%, 10 years = 1%, 15 years = 1%, 20 years = 1%)

**Must serve as a full time administrator.*

Employees on the Management Salary schedule (Cert. Admin) will receive an annual cell phone stipend amount of \$600 (BP/AR 3513.1).

Effective/retro July 1, 2026

COLA of 3% board approved: 8/26/26

CAP \$16,120 effective/retro 7/1/26

Master's stipend \$1200

HAMILTON UNIFIED SCHOOL DISTRICT
CHIEF BUSINESS OFFICIAL
SALARY SCHEDULE FOR 2026-27
CAP \$16,120

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10-12	Step 13-15
137,382	141,504	145,749	150,123	154,627	159,265	164,043	168,963	174,033	179,254	184,632

225 Contract Days

COLA of 3% effective/retro 7/1/26
CAP \$16,120 effective/retro 7/1/26
Master's stipend \$1200, BS/BA stipend \$600, AS/AA stipend \$400
Employees on the Chief Business Official (CBO) Salary schedule will receive an annual cell phone stipend amount of \$600 (BP/AR 3513.1).
Board approved: 8/26/26

Hamilton Unified School District
OTHER DUTY
Salary Schedule 2026-27

Position	Pay	
Driver's Training Instructor	\$	45.00 hour
Gate Duty	\$	30.00 per athletic event, not per hour
Football Gate Duty	\$	37.00 per athletic event, not per hour
AG Project Visitation		One Period N/A
Adult Ed. Teacher I	\$	35.90 hour
Student Helpers	\$	Minimum wage
Summer School Teacher/ Saturday School Teacher	\$	45.00 hour

COLA - 3% board approved: 8/26/26 (3% for Adult Ed Teacher I only), effective/retro 7/1/26

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13. c	Date: 8/26/26
Agenda Item Description: Approve Superintendent 2026–27 Salary Schedule containing a 3% COLA and a \$1,250 (from \$14,870 to \$16,120) increase to the District Health Insurance Cap retroactive to July 1, 2026.	
Background: For the 2026–27 school year, a 3% Cost of Living Adjustment (COLA) is applied to the Superintendent Salary Schedule, aligned with adjustments made across other bargaining units and district salary schedules. Additionally, the annual District Health Insurance Cap is increasing by \$1,250 (from \$14,870 to \$16,120 per year) effective for the 2026–27 school year retroactive to July 1, 2026.	
Status: Pending board approval	
Fiscal Impact: All associated expenditures are accounted for in the District's multi-year budget projections.	
Educational Impact: Sustaining competitive compensation supports leadership stability and district governance.	
Recommendation: Recommend board approve the Superintendent 2026–27 Salary Schedule containing a 3% COLA and a \$1,250 increase to the health insurance cap retroactive to July 1, 2026.	

Superintendent/Principal Salary Schedule

2026-2027

\$185,911

225 Days
Effective/retro July 1, 2026
COLA of 3% board approved: 8/26/26
CAP of \$16,120 effective/retro 7/1/26
Master’s stipend \$1,200
Doctorate stipend \$2,000

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13. d	Date: 8/26/2026
Agenda Item Description: Purchase of 2022 Blue Bird AARE, 78 passenger School Bus	
Background: On May 29, 2026, while returning from the Senior Trip, our 2005 Thomas suffered a catastrophic engine fire. The insurance company has declared this bus a total loss and we received \$7,000 from insurance for replacement costs. In looking at replacement we have explored the following: • New 2026 busses: \$310,000-\$350,000 • Used: Older high mileage buses 2009-2011, \$25K and Up however running into poor upkeep and/or unreliable. We have been found a 2022 Blue Bird Transit with 40K miles for \$124,900 plus tax and a delivery fee of \$2.50 Mi, one way or about \$4700. The purchase of this bus would help 1) Replace the bus that is a total loss and 2) Provide the newest bus in our fleet and meet our needs for a reliable long distance and full-size vehicle.	
Status: Pending Board approval and Financing	
Fiscal Impact: ~\$135,000 Purchase Price plus financing cost. \$124,000 cost plus \$2.50 per mile one way delivery cost from Oklahoma Funding would be from Unrestricted General Fund and Financed.	
Educational Impact: SAFE and reliable transportation for our students to and from school, sporting events and field trips.	
Recommendation: Approve purchase of 2022 Blue Bird AARE, 78 passenger School Bus.	



8649 S. REGENCY DRIVE, TULSA OK 74131
TOLL FREE: (800) 475-1439 • FAX: (918) 224-1092 • www.nationalbus.com

QUOTE

Date: 08/06/2026

Company Name: HAMILTON UNIFIED SCHC Contact Person: Alan Joksch

Address: 620 Canal St.

City: Hamilton City

State: CA

Zip: 95951

Phone: (530) 228-5550

Email: ajoksch@husdschools.org

Quantity	Description	Price	Ext. Price
	2022 Blue Bird AARE. Cummins. Air brake. 78 pass.		
	3pt seatbelts. 40k mile range. Add A/C. side E-door.		
	Pre-owned Plus condition.		
	\$124,900.00 FOB Tulsa		
	20% deposit..\$2.50 per mile one way delivery cost		
		Total	0

Mike Kennedy
Regional Sales Manager
ph: 800-475-1439 ext. (326)
fax: 918-224-1092
mikek@nationalbus.com
<https://www.nationalbus.com>

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13. e	Date: August 26 th , 2026
Agenda Item Description: HHS Announcer Booth “Crows Nest” Improvements	
Background: The High School Announcer’s Booth “Crows Nest” was identified as needing exterior siding repairs and repainting due to the age and condition of the existing finish. During the repair work, previously concealed water damage from a roof leak was discovered at the southwest corner of the building. The affected area required additional interior repairs, including removal and replacement of dry-rotted materials, damaged sheetrock, and repainting. Original Estimate: \$18,482.20 • Change Order #1 - Install galvanized flashing: \$768.00 • Change Order #2 - Repair unforeseen dry rot: \$12,727.00 Total project Cost: \$31,977.20 Future Estimated Updates and Repairs: • Roof repair: Not to Exceed \$10,000 • Field audio system speaker replacements: Not to Exceed \$25,000 Previous year upgrades to the audio system have already been completed, except for the speakers.	
Status: The necessary repairs and exterior improvements have been completed. The building received new exterior siding, including the installation of galvanized flashing where needed to improve weather protection and help prevent future water intrusion. The exterior was fully re-sided and repainted, including the upper railing and all associated trim. Interior repairs at the southwest corner were also completed to address the water-damaged materials discovered during construction.	
Fiscal Impact: Fund 14 (Deferred Maintenance) \$31,977.20 Roof Repair: Not to Exceed \$10,000 Field Audio Speakers: Not to Exceed \$25,000	
Educational Impact: The improvements preserve and extend the useful life of the High School Announcer’s Booth, which supports school athletic events and other activities held at the High School athletic facilities. Addressing the water damage and exterior deterioration also provides a safer, better-maintained facility for staff, students, and community use.	
Recommendation: Approve Crows Nest Improvements in the Amount of \$31,977.20 It is recommended that the Board approve the completed High School Announcer’s Booth repair and improvement project, including the additional work required to address the unforeseen water damage and associated interior repairs. Further improvements to repair the roof and upgrade the field audio speakers are recommended.	

ESTIMATE

Prepared For

Alan Joksch
Hamilton High School
Hamilton City, Ca

Spainhower building Services

4335 Calernbar Rd
Paradise, Ca 95969
Phone: (530) 762-8552
Email: Ctssbs2@gmail.com

Estimate # 1297
Date 06/25/2026
Business / Tax # license #799355

Description	Total
Repairs at stadium box	\$18,482.20
Remove and repair damaged siding and trim. Refasten loose siding. Repair holes in soffit. Caulk and seal new repairs. Prep and paint entire building including the upper handrails.	
Subtotal	\$18,482.20
Total	\$18,482.20

By signing this document, the customer agrees to the services and conditions outlined in this document.

ESTIMATE

Prepared For

Alan Joksch
Hamilton High School
Hamilton City, Ca

Spainhower building Services

4335 Calernbar Rd
Paradise, Ca 95969
Phone: (530) 762-8552
Email: Ctssbs2@gmail.com

Estimate # 1297
Date 06/25/2026
PO # 27-00148
Business / Tax # license #799355

Description	Total
Repairs at stadium box	\$18,482.20
Remove and repair damaged siding and trim. Refasten loose siding. Repair holes in soffit. Caulk and seal new repairs. Prep and paint entire building including the upper handrails.	
Galvanized flashing siding at butt joints	\$768.00
Install new flashing at existing siding butt joints.	
Subtotal	\$19,250.20
Total	\$19,250.20

By signing this document, the customer agrees to the services and conditions outlined in this document.

ESTIMATE

Prepared For

Alan Joksch
Hamilton High School
Hamilton City, Ca

Spainhower building Services

4335 Calernbar Rd
Paradise, Ca 95969
Phone: (530) 762-8552
Email: Ctssbs2@gmail.com

Estimate # 1297
Date 06/25/2026
PO # 27-00148
Business / Tax # license #799355

Description	Total
Repairs at stadium box	\$18,482.20
Remove and repair damaged siding and trim. Refasten loose siding. Repair holes in soffit. Caulk and seal new repairs. Prep and paint entire building including the upper handrails.	
Galvanized flashing siding at butt joints	\$768.00
Install new flashing at existing siding butt joints.	
Unforseen dryrot	\$12,727.00
Demo drywall, damaged framing members, wall sheathing and siding where necessary to replace wall sheathing. Replace damaged framing, wall sheathing, drywall and siding. Finish drywall to match existing. Paint all new work.	
Subtotal	\$31,977.20
Total	\$31,977.20

By signing this document, the customer agrees to the services and conditions outlined in this document.

Policy 0441: Artificial Intelligence

Status: ADOPTED

Original Adopted Date: 06/01/2025 | Last Reviewed Date: 06/01/2025

The Governing Board recognizes the transformative potential of artificial intelligence (AI) to increase student access to information, support teacher effectiveness, and facilitate the administration of student assessments, as well as the potential for AI to undermine student achievement, health, and well-being. Therefore, the Board is committed to supporting the use of AI by students and staff in accordance with the following principles:

1. Student-Centered: AI should be used to personalize and enhance the learning experience for each student and to support digital citizenship and literacy
2. Staff-Centered: AI should be used as a tool to augment and support, rather than replace, staff in the performance of their duties and responsibilities
3. Ethical Use and Transparency: AI should be used ethically and transparently by all staff and students, with careful consideration of potential biases, and in compliance with all applicable intellectual property and copyright laws
4. Accountability and Responsibility: AI should be used in a manner that ensures accountability by those who use it and that those who use it are responsible for such use, including when and how it is used
5. Equity and Access: AI should be implemented in a manner that ensures equitable access and opportunity for all students, regardless of background or ability, and for all schools across the district
6. Secure and Private: The district should prioritize security and privacy when changing existing practices or adopting new practices regarding AI
7. Professional Development: The district should provide ongoing professional development for staff in all aspects of AI, with a particular focus on the ethical and responsible use of AI
8. Community Engagement: The district should engage with the community to share these principles, to educate the community on AI, and to discuss the permitted and prohibited uses of AI in the district
9. Continuous Improvement: The district should regularly evaluate the use of AI by students and staff, and adapt its policies, procedures, and professional development to align with best practices and evolving technologies

The Superintendent shall ensure that the use of AI in the district is consistent with this policy, Board Policy 0440 - District Technology Plan, Board Policy/Exhibit (1) 4040 - Employee Use of Technology, Board Policy 5131.9 - Academic Honesty, Board Policy 6154 - Homework/Makeup Work, Board Policy 6162.5 - Student Assessment, and Board Policy/Exhibit (1) 6163.4 - Student Use of Technology.

Artificial intelligence means an engineered or machine-based system that varies in its level of autonomy and that can, for explicit or implicit objectives, infer, from the input it receives, how to generate outputs that can influence physical or virtual environments. (Education Code 33328.5)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Bus. and Prof. Code 22584-22585	Student Online Personal Information Protection Act
Ed. Code 10550-10555	Telecommunications standards
Ed. Code 11800	K-12 High Speed Network grant program
Ed. Code 33328.5	Statewide AI Task Force
Ed. Code 49060-49085	Student records
Ed. Code 51006	Computer education and resources



April 2026
Dr. Jeremy Powell
Superintendent
Hamilton USD

RE: King Consulting, July 1, 2026, Rate Increase

Dear Dr. Powell,

It has been nearly three years since our last adjustment, and during that time we've absorbed increases in operating costs and fees in order to keep our work with you consistent and uninterrupted.

Beginning **July 1 (26-27 Fiscal Year)**, our hourly rate will shift from **\$205 to \$225**. We've held off on making any changes for as long as possible, and this small adjustment will help us continue delivering the level of service and responsiveness you expect from our team.

As always, we're grateful for the partnership and here to answer any questions.

Sincerely,

A handwritten signature in black ink, appearing to read "Jamie", with a long horizontal flourish extending to the right.

Jamie Iseman
President, King Consulting



KING

Proposal:

Professional Services

Prepared for: Hamilton Unified School District

Attention:

Dr. Jeremy Powell

Superintendent

jpowell@husdschools.org

530-826-3261

Primary Contact:

Jamie King-Iseman

President

jamie@kinginc.com

916-706-3538



Experience and Qualifications

King Consulting is an established and recognized school facility planning firm. We offer a wide array of services to assist school districts of all sizes across California and the nation with their school planning needs and funding opportunities.

Our work includes the completion of long-range master plans, boundary studies, demographic studies, enrollment projection studies, developer fee justification studies (both Level I and Level II), developer mitigation, and State/Local/Federal eligibility and funding applications. For the past 27 years, King Consulting has worked with clients throughout California and the nation.

Our professional, enthusiastic staff has over 107 years of combined experience. We are a small firm, with only highly experienced staff who excel in their specific areas of expertise. Our combined experience has resulted in our firm's ability to adhere to timelines and organize projects so that the client's needs are exceedingly met. While we specialize in managing and summarizing complex data analyses, we pride ourselves on our unique ability to disseminate the information to our clients and their stakeholders. We are always excited for the opportunity to meet in person or over the phone to clearly explain anything

needed to our clients' staff, school board, and community. Our clients receive information within a broader context that includes full narrative explanations that school district staff and school board members repeatedly reference throughout the year.

While we excel in all areas of school facility planning, we are most proud of the lasting relationships we form with our clients. We care about our school districts, and we get to know them intimately through the course of our work. For this reason, so many of our clients work with us year after year. King Consulting digs deeper and tries harder in every aspect of our work because we become personally invested in the districts with whom we work.

Thank you for the opportunity to submit this proposal.

Scope of Services

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

STATE SCHOOL FACILITY PROGRAM FUNDING ELIGIBILITY

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

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

Continued on next page

STATE SCHOOL FACILITY PROGRAM FUNDING APPLICATION SERVICES

Strategic Funding Plan

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

- Modernization
- New Construction
- Career Technical Education Facilities Program
- Facility Hardship
- Financial Hardship
- Seismic Mitigation
- Minimum Essential Facilities
- Charter School Facility Program
- Preschools, Kitchens, and Health Facilities
- Lead in Water Remediation

Assist with Preparation of State Funding Applications

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

- California Department of Education (CDE) plan approval requests;
- Division of State Architect (DSA) plan approval requests;
- DSA exemption verification;
- Office of Public School Construction (OPSC) Funding Applications (Form 50-04);
- OPSC Small School District Program Funding Applications (Form 50-12);
- OPSC Fund Releases (Form 50-05);
- Assistance with potential appeals to the State Allocation Board;
- Preparation of narrative grant applications for CTEFP projects.

Assist with Audit and Expenditure Reporting

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

- OPSC Expenditure Reports (Form 50-06);
- Provide grant certification requirements checklist to ensure the District is adhering to SFP regulations for all State-funded projects;
- Collect and maintain all documentation that will be required at audit;
- Following approval and funding of project, prepare Detailed List of Project Expenditures, Annual Expenditure Reports, Substantial Progress Reports, etc.;
- Continue to provide support until such time the local auditor and State Controller's Office has certified and closed the project.

Consulting Fees

For the services outlined, the District shall pay King Consulting at the **hourly rate of \$225, not to exceed \$33,750 (150 hours)**. King Consulting will bill the District in increments of 15 minutes, and invoice on a monthly basis. The scope of work necessary to complete the services listed in this Agreement is dependent upon the availability and quality of the District's enrollment and facilities information.

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

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

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

ADDITIONAL CONSIDERATIONS

King Consulting shall be reimbursed as follows:

- Work Completed above and beyond the hours specified in this contract shall be billed at **\$225.00 per hour**;
- Mileage for all meetings shall be reimbursed to King Consulting at the IRS standard mileage rate. Other necessary travel expenses for in-person meetings requested by the District will be reimbursed at actual cost;
- Application filing fees and other State-required fees are the responsibility of the District;
- Express Mail expenses will be documented and reimbursed to King Consulting;
- Reproduction of documents shall be the responsibility of the District. King Consulting will provide duplicating costs at an actual cost basis.

VALIDITY PERIOD

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

Signatures

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



Dr. Jeremy Powell
Superintendent
Hamilton Unified School District

Jamie King-Iseman
President
King Consulting

Date

04/20/2026
Date

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between Butte-Glenn Community College District ("College") and **Hamilton Unified School District** ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code § 76004 (c)(1))

NOW THEREFORE, the College and School District agree as follows:

1. CCAP AGREEMENT

- 1.1. The College and School District entered into the CCAP Agreement on **July 1, 2024**, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/14/24	Appendix:	9/9/26
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/28/24	Appendix:	8/26/26
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2. POINTS OF CONTACT

- 2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code § 76004 (c)(2))

COLLEGE

Name:	Tanna Neilsen	Title:	Program Manager
Telephone:	(530) 893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Courtney Carrier	Title:	District Executive Assistant
Telephone:	(530) 826-3261	Email:	ccarrier@husdschools.org

3. STUDENT SELECTION

- 3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

Required: Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code § 76004 (c)(1))

SCHOOL DISTRICT counselors and pathway instructors select students based on academic readiness and alignment of course content to students' education and career goals.

- 4. CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College has identified the following: program year; educational program(s) and course(s) to be offered at the said date, time, and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2026-27	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Hamilton Unified School District	HIGH SCHOOL:	Hamilton High School

PROJECTED NUMBER OF STUDENTS TO BE SERVED: 130	TOTAL PROJECTED FTES: 13
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2026SP	AB-20	Careers in Ag/Env Sci/Nat Res	Hautala, Ashley	M	1:29PM - 2:19PM	HS	HS
1	2026SP	AB-26	Intro to AG Business	Lohse, Janice	MTW	10:11AM – 11:00AM	HS	HS
1	2025FA	AGS-40	Introduction to Animal Science	Hautala, Ashley	MTWTh	2:26PM – 3:16PM	HS	HS
1	2025FA	COMM-C1000	Intro to Public Speaking	Peterson, Sue	Online	Online	CC	HS/Online
1	2025FA	COMM-C1000	Intro to Public Speaking	Oelrichs, Amy	Online	Online	CC	HS/Online
1	2025FA	EH-20	Intro-Environ Horticult	Lohse, Janice	MTWTh	8:10AM - 9:00AM	HS	HS
1	2026SP	ENGL-C1000	Academic Reading and Writing	Vera, Austin	Online	Online	CC	HS/Online
1	2026SP	MATH-26	College Algebra	Bartsch, Kimberly	Online	Online	CC	HS/Online
1	2025FA	PHIL-8	Methods of Argument	Barnett, Dan	Online	Online	CC	HS/Online

Required: Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

- 5. BOOKS AND INSTRUCTIONAL MATERIALS.** The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE TITLE	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS & COST
Careers in Agriculture, ES, NR	Career Directions: New Paths to Your Ideal Career	\$0	N/A
Intro to AG Business	Agribusiness Fundamentals and Applications	\$0	N/A
Intro to Animal Science	Fundamentals of Animal Science	\$0	N/A
Intro to Public Speaking	None	\$0	N/A
Intro to Environmental Horticulture	Introductory Horticulture/Plant Science	\$0	N/A
Academic Reading and Writing	None	\$0	N/A
College Algebra	None	\$0	N/A
Methods of Argument	None	\$0	N/A

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 per completed section.
- 6.2. The College will pay School District for each School District instructor attending the College's Dual Enrollment Orientation and Training as follows: \$100.00 per instructor.

- 6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. FACILITIES USE.

- 7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.
- 7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

BUILDING	CLASSROOM	DAYS	HOURS
HCHS	11	M-F	8:30AM – 3:30PM
HCHS	13	M-F	8:30AM – 3:30PM

8. APPENDIX APPROVAL

- 8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Appendix, take comments from the public, and approve or disapprove this CCAP Appendix. (Ed. Code § 76004 (b))
- 8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor's Office of the California Community Colleges prior to the start of the course. (Ed. Code § 76004 (c)(3))

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties to the CCAP Agreement have executed this CCAP Agreement Appendix by their duly authorized representatives on the dates of their signatures.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

HAMILTON UNIFIED SCHOOL DISTRICT

By: _____
(Signature of person authorized to execute Agreement on behalf of College.)

By: _____
(Signature of person authorized to execute Agreement on behalf of School District.)

Name: Jessica A. Snelling, MBA

Name: _____

Title: Vice President for Administrative Services

Title: _____

Date: _____

Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	HAMILTON UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description:	CCAP AGREEMENT APPENDIX – Hamilton High 2026-27				
Budget Code:	11.000.404.1.601035.55100	PO Amount: 4@500, 2@100, 4@200 = \$3,000			
Contract Monitor Name <i>(Person Who Approves Invoices):</i>	TANNA NEILSEN			Phone:	7586
APPROVALS					
ROBERT WHITE		ERIK SHEARER			
Department Dean/Director Name	Initials	Department Vice President Name	Initials		
Business Contracts & Risk Management Initials					

The course description(s) for each course offered as part of this CCAP Agreement Appendix are attached and incorporated herein as Attachment 1.

**HAMILTON UNIFIED SCHOOL DISTRICT
REGULAR BOARD MEETING MINUTES
Hamilton High School Library
620 Canal Street, Hamilton City, CA 95951
Wednesday, July 22, 2026**

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 at 6:30 p.m.

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

1.0 OPENING BUSINESS: 5:30 p.m.

- 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 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.

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

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

Report out action taken in closed session. Nothing to report out.

5.0 PUBLIC SESSION/FLAG SALUTE: Lead by Mr. Lower.

6.0 ADOPT THE AGENDA: (M)

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

Motion Carried 3-0

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

7.0 DISCUSSION ITEMS:

- a. Board Study Session 2026-2027 Planning
- i. Dr. Powell Reviewed.
- b. CSBA Policies review for first readings for discussion (p. 3)
- i. Policy 0441 – Artificial Intelligence
1. Dr. Powell reviewed.

8.0 PUBLIC COMMENT: Public Comment on any item of interest to the public that is within the Board's jurisdiction and not included on the Agenda will be heard. The Board shall limit comments to no more than three minutes per speaker and 15 minutes total per topic. Public comment will also be allowed on each specific action item prior to the board action thereon. The board does not allow gifting of time. Due to the Brown Act, the Board does not respond to public comment. None

9.0 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 Meetings on June 24, 2026, and June 17, 2026 and Regular Board Meeting on June 24, 2026 (p. 4)
- b. Warrants and Expenditures (p. 14)
- c. Approve 2026-2027 HUSD Extended Learning Opportunities Plan Update (p. 23)
- d. Approve Purchase of Plasma Cutter and Water Table (CTEIG) (p. 32)
- e. Approve Annual Varsity Volleyball Retreat (p. 39)
- f. 2026-27 Updated District Calendar (p. 40)
- g. 2026-27 Clayful Agreement (p. 41)
- h. Interdistrict Transfers (new only; elementary students reapply annually).
 - i. Out
 1. Hamilton Elementary School
 - a. TK-5: 22
 - b. 6-8: 5
 2. Hamilton High School
 - a. 9-12: 4
 - ii. In
 1. Hamilton Elementary School
 - a. TK-5: 3
 - b. 6-8: 3
 2. Hamilton High School
 - a. 9-12: 20

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

Motion Carried 3-0

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

10.0 ADJOURNMENT: 6:38 p.m.

X

Rod Boone
HUSD Board Clerk

X

Jeremy Powell
HUSD Superintendent

Checks Dated 07/14/2026 through 08/17/2026

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40385663	07/15/2026	ACSA		01-0000-0-0000-2700-5300-100-100-00000 ANNUAL DUES JP; CO; UT	1,433.74	
				01-0000-0-0000-2700-5300-800-800-00000 ANNUAL DUES JP; CO; UT	2,379.06	
				01-0000-0-0000-7150-5300-000-000-00000 ANNUAL DUES JP; CO; UT	1,653.26	5,466.06
40385664	07/15/2026	ADVANCED INTEGRATED PEST MANAGEMENT		01-0000-0-0000-8100-5590-000-000-00000 8100-5590 MONTHLY PEST CONTROL SERVICE		450.00
40385665	07/15/2026	AERIES SOFTWARE INC		01-0000-0-1110-1000-5890-000-000-00000 26-27 ANNUAL DIST SUBSCRIPTION:STUDENT ATTENDANCE		25,958.04
40385666	07/15/2026	AT&T		01-0000-0-0000-8100-5590-000-000-00000 8100-5590 MONTHLY PHONE SERVICE		42.41
40385667	07/15/2026	CALIFORNIA SCHOOL BOARDS ASSN		01-0000-0-0000-2700-5300-000-000-00000 CSBA Membership-2026-2027 SCHOOL YEAR GAMUT POLICY	10,962.00	
					4,700.00	15,662.00
40385668	07/15/2026	CalSTRS		01-0000-0-0000-7150-3701-000-000-00000 OB 3701 8 YR DEFERRED 2 YR RETIREMENT INCENTIVE		12,005.05
40385669	07/15/2026	CASBO		01-0000-0-0000-2700-5300-000-000-00000 26-27 ANNUAL DIST SUBSCRIPTION		1,750.00
40385670	07/15/2026	CHARACTER STRONG		01-0000-0-1110-1000-5890-800-003-00000 300-800-003 CHARACTER STRONG CURRICULUM		8,995.00
40385671	07/15/2026	CORNELL DISTRIBUTING		13-5310-0-0000-3700-4700-000-000-00000 13-5310-3700-4700/049 MILK/DAIRY CAFES	1,145.60	
				13-5320-0-0000-3700-4700-000-049-00000 13-5310-3700-4700/049 MILK/DAIRY CAFES	562.00	1,707.60
40385672	07/15/2026	CURRICULUM ASSOCIATES LLC		01-4203-0-1110-1000-5890-800-000-00000 4203-5890 ELEVATION PRO SUBSCRIPTION		18,762.67
40385673	07/15/2026	EDJOIN SAN JOAQUIN COUNTY		01-0000-0-0000-7300-5890-000-000-00000 7300-5890 EDJOIN ACCT FEES FOR 26-27		800.00
40385674	07/15/2026	EWELL EDUCATIONAL SERVICES INC		01-6387-0-3800-1000-5200-100-000-00000 6387-5200-100 CTEIG EWELL REGIST		1,800.00

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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
40385675	07/15/2026	FLIPPEN GROUP CAPTURING KIDS HEARTS		01-7822-0-0000-2700-5890-000-000-00000 7822 CKH FLIPPEN GROUP SERVICE AGREEMENT		3,500.00
40385676	07/15/2026	GENESIS TECHNOLOGIES INC		01-0000-0-0000-7300-5890-000-000-00000 9150-5890 ADOBE CREATIVE CLOUD X500	132.00	
				01-9150-0-0000-2420-5890-000-000-00000 9150-5890 ADOBE CREATIVE CLOUD X500	2,500.00	2,632.00
40385677	07/15/2026	GOLDEN STATE RISK		01- - - - -9565- - - 26-27 ANNUAL DISTRICT INSURANCE	154,699.00	
				01-0000-0-0000-7300-3602-000-000-00000 26-27 ANNUAL DISTRICT INSURANCE	587.00	
				01-0000-0-0000-7600-5450-000-000-00000 26-27 ANNUAL DISTRICT INSURANCE	235,608.00	
				01-0000-0-1110-1000-3601-800-000-00000 26-27 ANNUAL DISTRICT INSURANCE	588.00	391,482.00
40385678	07/15/2026	HAMMAN, KRISTEN J		01-0000-0-0000-7300-5200-000-000-00000 HUSD CAR NOT AVAILABLE FOR ORLAND PONY		12.18
40385679	07/15/2026	HAPPY NUMBERS INC		01-3010-0-1110-1000-5890-800-000-00000 3010-5890 STUDENT LICENSE HAPPY NUMBERS 2026-2027		1,850.00
40385680	07/15/2026	HILLYARD INC		01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT DEPT SUPPLIES		432.16
40385681	07/15/2026	IMAGINE LEARNING LLC		01-3010-0-1110-1000-4200-800-000-00000 3010-4200 IMAGINE LEARNING-SAWYER		10,000.00
40385682	07/15/2026	MARTINEZ GRAPHICS		01-2600-0-1110-1000-4300-100-708-00000 ELOP 2600 SOCCER CAMP T-SHIRT PRINTING	260.00	
				01-2600-0-1110-1000-4300-100-709-00000 ELOP 2600 SOCCER CAMP T-SHIRT PRINTING	260.00	520.00
40385683	07/15/2026	MJB WELDING SUPPLY		01-6387-0-3800-1000-5890-100-000-00000 0350-4300-053 & 6387-4300-100 AG-WELDING		13.20
40385684	07/15/2026	NUSO LLC		01-0000-0-0000-2700-5990-000-000-00000 2700-5990-000/100/800 NUSO PHONE SERVICES	83.76	
				01-0000-0-0000-2700-5990-100-100-00000 2700-5990-000/100/800 NUSO PHONE SERVICES	125.66	
				01-0000-0-0000-2700-5990-800-800-00000 2700-5990-000/100/800 NUSO PHONE SERVICES	208.97	418.39

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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
40385685	07/15/2026	ORLAND HARDWARE		01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT DEPT SUPPLIES OPEN	224.71	
				01-3550-0-3800-1000-4300-100-000-00000 8100-4300 MAINT DEPT SUPPLIES OPEN	350.72	575.43
40385686	07/15/2026	PROPACIFIC FRESH		13-5310-0-0000-3700-4700-000-000-00000 13-5310/5320-3700-4700	426.83	
				13-5320-0-0000-3700-4700-000-049-00000 13-5310/5320-3700-4700	148.61	575.44
40385687	07/15/2026	QUILL CORPORATION		01-0000-0-1110-1000-4300-100-000-00000 HHS SITE FUNDS-NOTEBOOKS AND PENS-RINA	414.33	
				12-7817-0-1110-1000-4300-000-000-00000 7817-4300 QUILL SUPPLIES FOR PRESCHOOL 26/27	90.57	504.90
40385688	07/15/2026	READ NATURALLY		01-3010-0-1110-1000-4200-800-000-00000 3010-4200-800 Read Naturally - M. Sawyer		1,820.00
40385689	07/15/2026	RENAISSANCE		01-3010-0-1110-1000-5890-800-000-00000 3010/4127 DNA, FRECKLE MATH, STAR MATH, ACC READ	26,078.25	
				01-4127-0-1110-1000-5890-100-000-00000 3010/4127 DNA, FRECKLE MATH, STAR MATH, ACC READ	3,386.40	
				01-6019-0-1110-1000-5890-000-000-00000 3010/4127 DNA, FRECKLE MATH, STAR MATH, ACC READ	6,253.38	35,718.03
40385690	07/15/2026	DIVISION OF THE STATE ARCHITECT ATTN: HQ CASHIER		40-0000-0-0000-8500-5890-000-409-00000 02-124355 DRAWINGS & DSA REVIEW FEES - HHS TRACK AND FIELD		13,550.00
40385887	07/22/2026	CALIFORNIA DEPARTMENT OF TAX AND FEE ADMINISTRATION		01-0000-0- - -9511- - - 101-259089 JULY 1 2025-JUNE 30 2026 USE TAX	77.79	
				01-0000-0-0000-2700-5890-000-000-00000 25-26 TAX CALCULATION OVERAGE	2.09	
				01-0000-0-0000-3600-4392-000-000-00000 APRIL-JUNE 2026 Q2 DIESEL FUEL TAX	297.00	
				13-5310-0-0000-3700-5890-000-000-00000 25-26 CAFE SALES TAX DUE	240.12	617.00
40385888	07/22/2026	CALIFORNIA WATER SERVICE CO		01-0000-0-0000-8100-5590-000-000-00000 8100-5590-000/100/300/800 MONTHLY WATER BY SITE	875.26	
				01-0000-0-0000-8100-5590-100-000-00000 8100-5590-000/100/300/800 MONTHLY WATER BY SITE	1,086.76	
				01-0000-0-0000-8100-5590-800-000-00000 8100-5590-000/100/300/800 MONTHLY WATER BY SITE	1,887.66	3,849.68

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40385889	07/22/2026	COMANCHE CREEK FARMS		01-7816-0-3800-1000-4300-100-000-00000 7816-4300-100 BRAVE FARMER PRODUCE		156.00
40385890	07/22/2026	FLORA FRESH		01-6387-0-3800-1000-4300-100-000-00000 0350-052 & 6387-4300-100 FLORAL CLASS OPEN		3,002.74
40385891	07/22/2026	GOLD STAR FOODS		13-5310-0-0000-3700-4300-000-000-00000 13-5310-3700-4300/4700	89.71	
				13-5310-0-0000-3700-4700-000-000-00000 13-5310-3700-4300/4700	675.83	
				13-5320-0-0000-3700-4300-000-049-00000 13-5310-3700-4300/4700	18.70	
				13-5320-0-0000-3700-4700-000-049-00000 13-5310-3700-4300/4700	195.25	979.49
40385892	07/22/2026	GRAINGER		01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT SUPPLIES OPEN		772.21
40385893	07/22/2026	HAMILTON CITY COMMUNITY SVC		01-0000-0-0000-8100-5590-000-000-00000 8100-5590 SEWER-WATER QRTLTY FEES	747.20	
				01-0000-0-0000-8100-5590-100-000-00000 8100-5590 SEWER-WATER QRTLTY FEES	1,001.58	
				01-0000-0-0000-8100-5590-300-000-00000 8100-5590 SEWER-WATER QRTLTY FEES	79.49	
				01-0000-0-0000-8100-5590-800-000-00000 8100-5590 SEWER-WATER QRTLTY FEES	2,384.70	
				11-6391-0-4110-8100-5590-000-000-00000 8100-5590 SEWER-WATER QRTLTY FEES	79.49	4,292.46
40385894	07/22/2026	HILLYARD INC		01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT DEPT SUPPLIES		1,477.56
40385895	07/22/2026	HUNT & SONS LLC		01-0000-0-0000-3600-4392-000-000-00000 3600.4392 DIESEL FUEL		2,179.07
40385896	07/22/2026	MCGRAW-HILL SCHOOL EDUCATION		01-6300-0-1110-1000-4100-800-000-00000 6300 4100-800 CA STUDY SYNC 6-8 ELA & ELD DIGITAL		6,002.55
40385897	07/22/2026	MELLO BUTTITTA, ELLESE I		01-0000-0-1110-1000-5200-100-000-00000 MILES AND MEALS FOR PAXTON PD DAY (PO27-191)		377.04
40385898	07/22/2026	MISSION UNIFORM & LINEN		13-5310-0-0000-3700-5890-000-000-00000 13-5310-3700-5890 CAFE LINEN		100.50
40385899	07/22/2026	NATIONAL SCHOOL FORMS		01-0000-0-1110-1000-4300-800-000-00000 National School Forms - R. Rivera	138.55	
				Unpaid Tax	7.25-	131.30
40385900	07/22/2026	NORCAL FOOD EQUIPMENT INC		13-5310-0-0000-3700-5630-000-000-00000 13-5310-3700-5630 CAFE EQUIP REPAIRS-REPLACE		218.00

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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
40385901	07/22/2026	OFFICE DEPOT INC				
			01-0000-0-1110-1000-4300-100-000-00000	Bocast Math department classroom supplies	477.78	
				Bocast new class supplies	96.93	
			01-1100-0-1110-1000-4300-100-016-00000	4300-100 OFFICE DEPOT CLASSROOM-MELLO	276.68	851.39
40385902	07/22/2026	PROPACIFIC FRESH				
			13-5310-0-0000-3700-4700-000-000-00000	13-5310/5320-3700-4700	326.87	
			13-5320-0-0000-3700-4700-000-049-00000	13-5310/5320-3700-4700	181.58	508.45
40385903	07/22/2026	ROBERTSON ERICKSON INC				
			40-0000-0-0000-8500-5890-000-409-00000	HHS TRACK AND FIELD-PERCOLATION TESTING		3,500.00
40385904	07/22/2026	SONGBIRD LANDSCAPE SUPPLY				
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300 LANDSCAPE MATERIALS		516.26
40385905	07/22/2026	SPAINHOWER BUILDING SERVICES				
			14-0000-0-0000-8100-5630-000-000-00000	14 8100-5630 HHS RM 18 & 19 SIDING AND DRY ROT REP	4,151.31	
				FD 14 HHS RM #20 SIDING REPAIR	12,102.20	16,253.51
40385906	07/22/2026	SYSCO SACRAMENTO INC				
			13-5310-0-0000-3700-4300-000-000-00000	13-4300/4700 CAFE OPEN	166.22	
			13-5310-0-0000-3700-4700-000-000-00000	13-4300/4700 CAFE OPEN	378.04	
			13-5320-0-0000-3700-4300-000-049-00000	13-4300/4700 CAFE OPEN	31.08	
			13-5320-0-0000-3700-4700-000-049-00000	13-4300/4700 CAFE OPEN	191.78	767.12
40385907	07/22/2026	TCG ADMINISTRATORS CALSTRS JEM				
			01-0000-0-0000-2700-5890-000-000-00000	2700-5890 JEM QUARTERLY FEES-APRIL 30TH TO JUNE 30TH 2026		168.00
40385908	07/22/2026	UNITED BUILDING CONTRACTORS INC				
			40-0000-0-0000-8500-5890-000-409-00000	HHS TRACK AND FIELD PERCOLATING TEST EXCAVATION		1,900.00
40385909	07/22/2026	WASTE MANAGEMENT				
			01-0000-0-0000-8100-5590-000-000-00000	8100-5590-000/100/300/800 GARBAGE SERVICE	614.11	
			01-0000-0-0000-8100-5590-100-000-00000	8100-5590-000/100/300/800 GARBAGE SERVICE	943.67	
			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	1,431.85	3,326.05

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40385910	07/22/2026	WELLS FARGO VENDOR FINANCIAL SERVICES				
			01-0000-0-1110-1000-5620-000-000-000000 5620	COPIER LEASES-7/27/26-08/26/26	139.76	
			01-0000-0-1110-1000-5620-100-000-000000 5620	COPIER LEASES-7/27/26-08/26/26	649.80	
			01-0000-0-1110-1000-5620-800-000-000000 5620	COPIER LEASES-7/27/26-08/26/26	747.86	
			01-0000-0-3200-1000-5620-300-000-000000 5620	COPIER LEASES-7/27/26-08/26/26	120.91	
			11-6391-0-4110-1000-5620-000-000-000000 5620	COPIER LEASES-7/27/26-08/26/26	230.46	
			12-6105-0-1110-1000-5620-000-000-000000 5620	COPIER LEASES-7/27/26-08/26/26	120.91	2,009.70
40385911	07/22/2026	WESTLAKE ACE HARDWARE				
			01-0000-0-0000-8100-4300-000-000-000000 8100-4300	OPEN FOR MAINT	188.88	
				8100-4300 OPEN FOR MAINT-CONCRETE MIX	39.26	228.14
40386262	08/04/2026	CALIFORNIA'S VALUED TRUST H/W				
			01- -- - -9571- - - 9572	STAFF H & W INSURANCE	30,782.63	
			01- -- - -9572- - - 9572	STAFF H & W INSURANCE	98,670.56	129,453.19
40386263	08/04/2026	DANNIS WOLIVER KELLEY				
			01-0000-0-0000-7110-5815-000-000-000000 7110-5815 & FD 21	LEGAL FEES		2,166.50
40386264	08/04/2026	LESLIE ANDERSON-MILLS				
			01-0000-0-1110-1000-3701-000-000-000000 1110-1000-3701 L ANDERSON H&W	PAYOUT		791.67
40386265	08/04/2026	ACCELERATE LEARNING INC				
			01-6300-0-1110-1000-4100-800-000-000000 6300	STEMSCOPES FOR ELEM 26-27		9,045.93
40386266	08/04/2026	ACCULARM SECURITY SYSTEMS				
			01-0000-0-1110-1000-5890-000-000-000000 5890	ALL SITES; MONITORING	424.29	
			01-0000-0-1110-1000-5890-100-000-000000 5890	ALL SITES; MONITORING	660.00	
			01-0000-0-1110-1000-5890-800-000-000000 5890	ALL SITES; MONITORING	1,131.43	
			01-0000-0-3200-1000-5890-300-000-000000 5890	ALL SITES; MONITORING	565.71	
			11-6391-0-4110-1000-5890-000-000-000000 5890	ALL SITES; MONITORING	518.57	3,300.00
40386267	08/04/2026	ACTIVE INTERNET TECHNOLOGIES				
			01-0000-0-1110-1000-5890-000-000-000000 5890	SPREAD-START SEPT 27 2024-SEPT 2028	948.00	
			01-0000-0-1110-1000-5890-100-000-000000 5890	SPREAD-START SEPT 27 2024-SEPT 2028	632.00	
			01-0000-0-1110-1000-5890-800-000-000000 5890	SPREAD-START SEPT 27 2024-SEPT 2028	632.00	
			01-0000-0-3200-1000-5890-300-000-000000 5890	SPREAD-START SEPT 27 2024-SEPT 2028	316.00	

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40386267			11-6391-0-4110-1000-5890-000-000-000000	5890 SPREAD-START SEPT 27 2024-SEPT 2028	316.00	
			12-6105-0-1110-1000-5890-000-000-000000	5890 SPREAD-START SEPT 27 2024-SEPT 2028	316.00	3,160.00
40386268	08/04/2026	BANK OF NEW YORK MELLON				
			21-0000-0-0000-8500-5890-000-000-000000	21-8500-5890 AGENT FEES 26-27 SERIES A AND B		750.00
40386269	08/04/2026	BELLS OF STEEL USA INC ACCOUNTS RECEIVABLE				
			01-0000-0-1110-1000-4300-100-609-000000	BELLS OF STEEL-PE SUPPLES-JARVIS		340.99
40386270	08/04/2026	BLICK ART MATERIALS				
			01-0000-0-1110-1000-4300-100-000-000000	Classroom supplies		985.74
40386271	08/04/2026	BSN SPORTS COM				
			01-0000-0-1110-1000-4300-100-006-000000	4300-100-006 KNEE PADS/SHOULDER PADS/GAME BALLS		286.46
40386272	08/04/2026	CALIFORNIA ASSOCIATION BILINGUAL EDUCATION				
			01-0000-0-0000-2700-5200-800-800-000000	CABE Conference March 2026		995.00
40386273	08/04/2026	CALIFORNIA DEPARTMENT OF ED VENDOR# 76562Z				
			13-5310-0-0000-3700-5890-000-000-000000	13-5310-4300 CAFE COMMODITIES		118.95
40386274	08/04/2026	CARL'S FEED				
			01-7010-0-3800-1000-4300-100-000-000000	7010-4300-100 FARM SUPPLIES		146.56
40386275	08/04/2026	CAROLINA BIOLOGICAL SPLY CO				
			01-6387-0-3800-1000-4300-100-000-000000	6387 CTEIG MICROSCOPES		2,084.17
40386276	08/04/2026	CHICO SPRINKLER INC				
			01-0000-0-0000-8100-4300-000-000-000000	8100-4300 MAINT DEPT SUPPLIES OPEN		176.70
40386277	08/04/2026	CHICO TURF PLUS LLC				
			01-0000-0-0000-8100-5590-000-000-000000	8100-5590 QUARTERY SERVICEON GRASS AREA AT ELEM		615.00
40386278	08/04/2026	DISCOUNT SCHOOL SUPPLY				
			12-7817-0-1110-1000-4300-000-000-000000	7817-4300 PRESCHOOL DISCOUNT SCHOOL SUPPLY		575.48
40386279	08/04/2026	EWELL EDUCATIONAL SERVICES INC				
			01-6387-0-3800-1000-5200-100-000-000000	6387-5200-100 CTEIG EWELL REGIST		1,005.00
40386280	08/04/2026	FP MAILING SOLUTIONS				
			01-0000-0-1110-1000-5620-800-000-000000	2700-5990 LEASE 7/24-10/23		160.73

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40386281	08/04/2026	GLENN COUNTY OFFICE OF ED BUSINESS	01-0000-0-0000-2700-5890-000-000-00000 2700-5890 25/26 FINANCIAL SYSTEM COST DISTRIBUTION	22,881.00	
			01-0000-0-0000-9200-7282-000-000-00000 HUSD CLINICIAN AND ED SPEC BILLING	85,863.59	
			01-0000-0-0000-9200-8096-000-000-00000 9200-8096 WM FINCH P2 IN-LIEU PROPERTY TAXES	10,338.50	119,083.09
40386282	08/04/2026	GLENN COUNTY ROAD SHOP	01-0000-0-0000-3600-5630-000-000-00000 3600-5630 BUS REPAIRS		330.00
40386283	08/04/2026	GRAINGER	01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT SUPPLIES OPEN	1,248.49	
			01-6770-0-1110-1000-4300-100-000-00000 PROP 28-WASH STATION FOR CERAMICS CLASS	2,990.43	4,238.92
40386284	08/04/2026	HILLYARD INC	01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT DEPT SUPPLIES		789.20
40386285	08/04/2026	HUNT & SONS LLC	01-0000-0-0000-3600-4392-000-000-00000 3600.4392 DIESEL FUEL		3,223.04
40386286	08/04/2026	INTERNATIONAL E-Z UP INC.	01-2600-0-1110-1000-4300-800-000-00000 EZUP - D. Nall		1,888.98
40386287	08/04/2026	JIMMY'S CUSTOM TROPHIES	01-0000-0-1110-1000-4300-100-000-00000 NAME PLATES WITH WEDGES FOR HS OFFICE STAFF		130.94
40386288	08/04/2026	LAKESHORE LEARNING	12-6105-0-1110-1000-4300-000-000-00000 6105-4300 LAKESHORE PRESCHOOL-M ADAMS	1,110.95	
			12-7817-0-1110-1000-4300-000-000-00000 7817-4300 LAKESHORE ITEMS FOR PRESCHOOL	736.58	1,847.53
40386289	08/04/2026	MILLER GLASS INC	01-0000-0-0000-8100-5630-000-000-00000 8100-5630 GLASS REPAIRS		308.36
40386290	08/04/2026	MISSION UNIFORM & LINEN	13-5310-0-0000-3700-5890-000-000-00000 13-5310-3700-5890 CAFE LINEN		98.16
40386291	08/04/2026	OFFICE DEPOT INC	01-0000-0-1110-1000-4300-100-000-00000 OPEN FOR DIST SUPPLIES	161.65	
			01-0000-0-1110-1000-4300-800-000-00000 4300-800 - INK - J. DUENAS	56.48	
			Office depot - L. Esquivel	254.06	
			Office Depot - M. Hernandez	86.80	
			Office Depot - T. Heyl	316.07	

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40386291			01-1100-0-1110-1000-4300-100-016-00000	4300-100 OFFICE DEPOT CLASSROOM-MELLO	21.43	896.49
40386292	08/04/2026	PAXTON PATTERSON LLC	01-0000-0-1110-1000-5200-100-000-00000	1110-5200-100 PD DAY FOR PAXTON PATTERSON	3,000.00	
			01-1100-0-1110-1000-5890-100-000-00000	1100 Paxton Patterson Subscription	3,000.00	
			01-6300-0-1110-1000-4100-100-000-00000	6300 PAXTON PATTERSON - COLLEGE&CAREER READY	25,284.20	31,284.20
40386293	08/04/2026	PGE	01-0000-0-0000-8100-5590-000-000-00000	8100-5590 MONTHLY POWER/GAS	3,938.69	
			01-0000-0-0000-8100-5590-100-000-00000	8100-5590 MONTHLY POWER/GAS	5,908.05	
			01-0000-0-0000-8100-5590-800-000-00000	8100-5590 MONTHLY POWER/GAS	7,429.27	17,276.01
40386294	08/04/2026	POWELL, JERIMICHA	01-0000-0-0000-7150-5200-000-000-00000	7150-5200 SMALL SCH SUMMIT MILES/MEALS		355.27
40386295	08/04/2026	PROPACIFIC FRESH	13-5310-0-0000-3700-4700-000-000-00000	13-5310/5320-3700-4700	883.62	
			13-5320-0-0000-3700-4700-000-049-00000	13-5310/5320-3700-4700	453.77	1,337.39
40386296	08/04/2026	QUILL CORPORATION	01-0000-0-0000-7300-4300-000-000-00000	4300 DIST OPEN FOR HS/DIST PAPER & SUPPLIES	13.30	
			01-0000-0-1110-1000-4300-000-000-00000	4300 DIST OPEN FOR HS/DIST PAPER & SUPPLIES	116.39	
			01-0000-0-1110-1000-4300-100-000-00000	4300 DIST OPEN FOR HS/DIST PAPER & SUPPLIES	212.14	
			01-9150-0-0000-2420-4300-000-000-00000	4300 DIST OPEN FOR HS/DIST PAPER & SUPPLIES	55.75	397.58
40386297	08/04/2026	ROCHESTER 100 INC	01-0000-0-1110-1000-4300-800-000-00000	4300-800 Rochester 100 - J. Martinez		360.36
40386298	08/04/2026	SCHOOL NURSE SUPPLY INC	01-0000-0-1110-1000-4300-800-000-00000	School Nurse Supply - J. Brunson	241.11	
			01-0000-0-1110-1000-4300-800-800-00000	4300-800-800 School Nurse Supply - J. Brunson	2,628.38	
				School Nurse Supply - J. Brunson	241.12	3,110.61
40386299	08/04/2026	SERVERSUPPLY.COM INC	01-9150-0-0000-2420-4300-000-000-00000	9150-2420-4300 PART #ST6000NM0095 (2)		276.75

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40386300	08/04/2026	SHAWN BOWLING		01-0000-0-0000-3600-5890-000-000-000000 3600-5890- BUS DRIVER TRAININGS-CIERRA AND JONATHAN		600.00
40386301	08/04/2026	SONGBIRD LANDSCAPE SUPPLY		01-0000-0-0000-8100-4300-000-000-000000 8100-4300 LANDSCAPE MATERIALS		206.95
40386302	08/04/2026	SPORTS ENDEAVORS SOCCER.COM		01-2600-0-1110-1000-4300-800-000-000000 Soccer. Com - Derek Nall		35.34
40386303	08/04/2026	SYSCO SACRAMENTO INC		13-5310-0-0000-3700-4300-000-000-000000 13-4300/4700 CAFE OPEN	99.34	
				13-5310-0-0000-3700-4700-000-000-000000 13-4300/4700 CAFE OPEN	1,051.61	
				13-5320-0-0000-3700-4300-000-049-000000 13-4300/4700 CAFE OPEN	31.09	
				13-5320-0-0000-3700-4700-000-049-000000 13-4300/4700 CAFE OPEN	307.65	1,489.69
40386304	08/04/2026	T MOBILE		01-0000-0-1110-1000-5890-000-000-000000 5890 75 STUDENT HOT SPOTS 25-26		180.00
40386305	08/04/2026	U LINE		01-6387-0-3800-1000-4300-100-000-000000 6387-4300-100 PAPER HOLDER/CUTTER BINDING MACHINE		1,897.87
40386306	08/04/2026	VALLEY ROCK PRODUCTS		01-0000-0-0000-8100-4300-000-000-000000 8100-4300 COBBLE ROCK FOR ELLA BARKLEY		539.25
40386307	08/04/2026	WAXIE SANITARY SUPPLY		01-0000-0-0000-8100-4300-000-000-000000 8100-4300 OPEN FOR MAINT		12.60
40386308	08/04/2026	WELL INDUSTRIES INC NORTH STATE ELECTRIC & PUMP		40-0000-0-0000-8500-5890-000-409-000000 40 5890 BUDR 409 HHS AG WELL PUMP TESTING		675.00
40386309	08/04/2026	WEST MITSUBISHI R & R SALES		01-0000-0-0000-8100-5630-000-000-000000 8100-5630 OPEN FOR VEHICLE SERVICE		650.71
40386310	08/04/2026	WESTLAKE ACE HARDWARE		01-0000-0-0000-8100-4300-000-000-000000 8100-4300 OPEN FOR MAINT		227.26
40386602	08/12/2026	U.S. BANK CORPORATE PAYMENT SYSTEM		01-0000-0-0000-7150-5200-000-000-000000 7150/7110/2700 SUPERINTENDENT OPEN PO FOR 25-26	53.47	
				01-0000-0-0000-7150-5890-000-000-000000 7150/7110/2700 SUPERINTENDENT OPEN PO FOR 25-26	39.11	
				01-0000-0-0000-8100-4300-000-000-000000 8100-4300 DIST MAINT OPEN	636.85	
				01-0000-0-0000-8100-4392-000-000-000000 8100-4300 DIST MAINT OPEN	1,537.13	

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40386602			01-0000-0-1110-1000-4300-000-000-00000	7150/7110/2700 SUPERINTENDENT OPEN PO FOR 25-26	207.85	
			01-0000-0-1110-1000-4300-100-000-00000	4300-100 Oseguera Open	387.80	
			01-0000-0-1110-1000-4300-800-000-00000	4300-800 BOOK AT ATDLE CONF	38.00	
				4300-800 ELEM Open PO	10.92-	
				4300-800 VARIDESK CUBE CORNER 36	871.94	
			01-0000-0-1110-1000-5200-800-000-00000	4300-800 ELEM Open PO	185.76	
				5200-800-PARKING FOR CONF	90.00	
			01-0000-0-1110-4100-5200-100-000-00000	LODGING FOR DRIVERS/SENIOR TRIP 5-28 to 5/29/26	385.00	
			01-0350-0-3800-1000-4300-100-054-00000	0350-4300-054 & 6387-4300 FOOD LAB SUPPLIES	304.96	
			01-2600-0-1110-1000-4300-100-702-00000	2600-702 SUMMER CAMP 2026 CAMPER LUNCH/SNACKS	129.47	
				2600-702 VOLLEYBALL CAMP 2026-AMAZON	494.21	
			01-2600-0-1110-1000-4300-100-709-00000	2600/709 2026 SOCCER SUMMER CAMP ITEMS-AMAZON	1,101.41	
			01-2600-0-1110-1000-4300-800-000-00000	2600-4300-800 Amazon-E. Galvan	382.87	
				2600-4300-800 Amazon-J. Duenas	241.19	
				2600-4300-800 Walmart - Bocast- SUMMERSCHOOL SUPPLIES	437.90	
				2600-4300Amazon-J. Duenas-SUMMER SCHOOL	23.90	
			01-2600-0-1110-1000-4400-100-701-00000	2600-701 2026 BBALL SUMMER CAMP-FOOD FOR CAMPERS	277.23	
			01-2600-0-1110-1000-5890-800-000-00000	2600 ELOP CHICO CHILDREN'S MUSEUM FIELDTRIP - SUM	300.00	
			01-3010-0-1110-1000-4200-800-000-00000	TITLE I FUNDING-SUMMER SCHOOL 1-4 MATH/ELA	1,026.32	
			01-6387-0-3800-1000-4300-100-000-00000	6387 CTEIG 3 COMPARTMENT SINK	1,767.22	
				6387 CTEIG CUISINART FOOD PROCESSOR - WORLD FOODS	343.15	
				6387-4300 3D PRINTER	745.73	
			01-6387-0-3800-1000-5200-100-000-00000	0350-4300-054 & 6387-4300 FOOD LAB SUPPLIES	4.10	
				6387-5200 DC LIMO 06/07/26	599.75	
				6387-5200 RMS/2 NTS PRIOR TO WLC-OMNI SHOREHAM	1,965.27	

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40386602				6387-5200-OPEN FOR AG FOR STUDENT FIELD DAYS	1,158.65	
				HOTEL RMS FOR CATA CON.	7,226.11	
				2026-LOHSE, MARTIN, THORPE		
				SOUTHWEST CHECKED BAGGAGE CHARGES	720.00	
			01-7010-0-3800-1000-4392-100-000-00000	7010 AIG & CTEIG FOR AG FUEL & CAR WASH	701.27	
			01-7010-0-3800-1000-5890-100-000-00000	7010 AIG & CTEIG FOR AG FUEL & CAR WASH	52.00	
			01-7816-0-3800-1000-4300-100-000-00000	7816-4300 OPEN FOR BRAVE FARMER	434.73	
			12-6105-0-1110-1000-4300-000-000-00000	MEETING 5/22/26 @ EL PATIO PRESCHOOL STAFF	103.42	
			13-5310-0-0000-3700-4700-000-000-00000	13-5310-4300 CAFE OPEN	70.06	25,032.91
40386603	08/12/2026	ADVANCED INTEGRATED PEST MANAGEMENT				
			01-0000-0-0000-8100-5590-000-000-00000	8100-5590 MONTHLY PEST CONTROL SERVICE		450.00
40386604	08/12/2026	BAMBAUER TOWING SERVICE				
			01-0000-0-0000-3600-5890-000-000-00000	3600-5890 BUS TOW #4 FROM DUNNIGAN TO ORLAND		1,050.00
40386605	08/12/2026	BENCHMARK EDUCATION COMPANY				
			01-6300-0-1110-1000-4100-800-000-00000	6300 BM ADVANCE & ADELANTE ELA ELD		19,404.12
40386606	08/12/2026	BOYS & GIRLS CLUB OF THE NORTH VALLEY				
			01-2600-0-1110-1000-5890-800-000-00000	2600-5890 5/1 TO 6/30 B & G		67,076.00
40386607	08/12/2026	BULK BOOKSTORE				
			01-0000-0-1110-1000-4300-100-000-00000	BULK BOOKSTORE-BOCAST		274.83
40386608	08/12/2026	CONTINENTAL ATHLETIC SUPPLY				
			01-0000-0-1110-1000-4300-100-006-00000	100-006 FOOTBALL HELMETS		6,284.28
40386609	08/12/2026	FERGUSON ENTERPRISES LLC FERGUSON #686 PLUMBING				
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300/5630 PLUMBING PARTS/REPAIRS		158.94
40386610	08/12/2026	GLOBAL OFFICE INC				
			01-0000-0-1110-1000-5890-000-000-00000	UNIFLO SOFTWARE JULY 1 2026-JUNE 30 2027		984.00
40386611	08/12/2026	GRAINGER				
			01-0000-0-0000-8100-4300-000-000-00000	8100-4300 MAINT SUPPLIES OPEN		163.07

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Checks Dated 07/14/2026 through 08/17/2026

Check Number	Check Date	Pay to the Order of FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
40386612	08/12/2026	HAMILTON USD PETTY CASH	01-0000-0-0000-2700-5990-000-000-00000 2700-5990 POSTAGE		5.34
40386613	08/12/2026	HILLYARD INC	01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT DEPT SUPPLIES		2,979.36
40386614	08/12/2026	JOHNNY'S LOCK & SAFE	01-0000-0-0000-8100-4300-000-000-00000 8100-4300/5630 LOCKS KEYS MAINT		54.52
40386615	08/12/2026	McCLELLAND AIR CONDITIONING	01-8150-0-0000-8100-5630-000-000-00000 8100-5630 2026/2027 OPEN HVAC SERVICES/REPAIRS		285.00
40386616	08/12/2026	MJB WELDING SUPPLY	01-6387-0-3800-1000-6400-100-000-00000 6387-6400-100 4X8 PLASMA TABLE-MJB WELDING-50% DEPOSIT		33,227.94
40386617	08/12/2026	SCHOOL SERVICES OF CALIF INC	01-0000-0-0000-7300-5890-000-000-00000 7300-5890 FISCAL BUDGET SERVICES 26-27		5,160.00
40386618	08/12/2026	SPAINHOWER BUILDING SERVICES	14-0000-0-0000-8500-6200-000-419-00000 FD 14 HHS STADIUM BOX "CROW'S NEST" REPAIRS		31,977.20
40386619	08/12/2026	SYNAPSE TECHNOLOGIES INC	01-9150-0-0000-2420-5890-000-000-00000 RENEW CLOUD SUBSCRIPTION 26-27		4,365.00
40386620	08/12/2026	TEACHER SYNERGY LLC TEACHERS PAY TEACHERS	01-1100-0-1110-1000-4200-800-000-00000 4200-800 Forensics Curriculum - B. Wright		226.34
40386621	08/12/2026	US SPECIALTY COATINGS	01-0000-0-0000-8100-4300-000-000-00000 8100-4300 MAINT DEPT-FIELD PAINT		513.97
40386622	08/12/2026	VALLEY ROCK PRODUCTS	01-6387-0-3800-1000-4300-100-000-00000 6387-4300 CTEIG OPEN PO GRAVEL FOR SCH FARM		78.91
40386623	08/12/2026	SAC COUNTY OFFICE OF EDUCATION	01-6332-0-1110-3130-5200-100-000-00000 6332-5200 EMPOWER SEPT 10-11 SANCHEZ/LOPEZ/REYES		2,231.58
40386624	08/12/2026	U.S. BANK CORPORATE PAYMENT SYSTEM	01-0000-0-0000-2700-4300-000-000-00000 SUPE BLANKET PO	29.90	
			01-0000-0-0000-7110-4300-000-000-00000 7150/7110/2700 SUPERINTENDENT OPEN PO FOR 25-26	13.06	
			01-0000-0-0000-7110-5200-000-000-00000 7150/7110/2700 SUPERINTENDENT OPEN PO FOR 25-26	168.87	

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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
40386624			01-0000-0-0000-7150-5200-000-000-000000	7150/7110/2700 SUPERINTENDENT	65.71	
				OPEN PO FOR 25-26		
				SUPE BLANKET PO	61.21	
				SUPE TRAVEL/CONF OPEN PO	730.80	
			01-0000-0-0000-7150-5890-000-000-000000	SUPE BLANKET PO	20.00	
			01-0000-0-0000-7300-5200-000-000-000000	7300-5200 FORM CEA WORKSHOP - K	165.00	
				HAMMAN 8/20/26		
			01-0000-0-0000-8100-4300-000-000-000000	8100-4300 DIST MAINT OPEN	302.37	
			01-0000-0-0000-8100-4392-000-000-000000	8100-4300 DIST MAINT OPEN	336.85	
			01-0000-0-1110-1000-4300-100-000-000000	4300-100 HANSEN FOR CLASSROOM	84.02	
				SUPPLIES-AMAZON		
				4300-100 RECYCLE BIN/10 TEIR	222.34	
				ORGANIZER-AMAZON		
				AMAZON-LEVINE	55.71	
				Davenport supplies for classroom-AMAZON	430.33	
				HANSEN COMPOSITION	329.52	
				NOTEBOOKS/AMAZON		
			01-0000-0-1110-1000-4300-800-000-000000	4300-800 - AMAZON CLASS SUPPLIES - J.	14.26	
				DUEÑAS		
				4300-800 Amazon - K. Tietz	190.30	
				4300-800 CUMULATIVE RECORDS	679.48	
				2026/2027 - ELEM		
				Amazon - A. Mercado	302.79	
				Amazon - J. Brunson	358.43	
				Amazon - S. Whittaker	40.74	
			01-0000-0-1110-1000-4300-800-800-000000	Amazon - J. Brunson	358.42	
			01-0000-0-1110-1000-5200-000-000-000000	PAID ON 26-051 BUT CHECK NOT	28.00	
				RECIEVED		
			01-0000-0-1110-1000-5200-100-000-000000	THE CATRINA HOTEL SAN	470.15	
				MATEO-07/28-07/30 E MELLO		
			01-0000-0-1110-1000-5200-800-000-000000	2026/2027 ELEM US BANK OPEN - U.	88.49	
				TELLECHEA		
			01-0350-0-3800-1000-4300-100-052-000000	0350-4300-052 250 SUBJECT COLLEGE	454.04	
				RULED NOTEBOOKS		
			01-2600-0-1110-1000-4300-100-705-000000	2600-705 GIRLS BASKETBALL CAMP	628.35	
				SUPPLIES		
				2600-705 GIRLS BASKETBALL SUMMER	461.87	
				CAMP FOOD-COSTCO		

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Checks Dated 07/14/2026 through 08/17/2026

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDDD	Comment	Expensed Amount	Check Amount
40386624			01-2600-0-1110-1000-4300-100-708-00000	2600-708/709 SUMMER SOCCER CAMP FOOD-COSTCO	391.01	
			01-2600-0-1110-1000-4300-100-709-00000	2600-708/709 SUMMER SOCCER CAMP FOOD-COSTCO	391.01	
			01-2600-0-1110-1000-4300-800-000-00000	2600-4300-800 STORAGE BINS FROM COSTCO	15.27	
			01-2600-0-1110-1000-5890-800-000-00000	2600 ELOP ORLAND BOWL HES SUMMER SCH	420.00	
			01-4035-0-1110-1000-5200-100-000-00000	4035 TITLE II UC COUNSELOR CONFERENCE	240.00	
			01-4035-0-1110-1000-5200-800-000-00000	4035 Title II CAPE-D. Nall	956.00	
				4035 Title II Hyatt Place San Jose - D. Nall	1,346.95	
			01-6387-0-3800-1000-5200-100-000-00000	PARKING FOR CATA CONF-SLO 6-24	8.25	
			01-6770-0-1110-1000-4300-100-000-00000	6770-4300-MUSIC CLASS MATERIALS/VIOLINS	594.54	
			01-7010-0-3800-1000-4392-100-000-00000	7010 AIG & CTEIG FOR AG FUEL & CAR WASH	750.39	
			01-7816-0-3800-1000-4300-100-000-00000	7816-4300 OPEN FOR BRAVE FARMER CDFA GRANT-US BANK FOR WEBSTURANT STORE	1,072.39	
					827.80	
			01-9150-0-0000-2420-4300-000-000-00000	9150-4300 TECH DEPT OPEN	462.46	
			01-9150-0-0000-2420-5890-000-000-00000	9150-4300 TECH DEPT OPEN	999.98	
			11-6391-0-4110-1000-4392-000-021-00000	8100-4300 DIST MAINT OPEN	54.59	
			12-6105-0-1110-1000-4300-000-000-00000	12-6105-4300 MISC CLASSROOM ITEMS	375.27	
			13-5310-0-0000-3700-4700-000-000-00000	13-5310-4300 CAFE OPEN	15.90	
			13-5320-0-0000-3700-4700-000-049-00000	13-5310-4300 CAFE OPEN	115.30	16,128.12
Total Number of Checks					125	1,179,203.83

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	GENERAL FUND	105	1,097,634.91
11	ADULT EDUCATION	5	1,199.11
12	CHILD DEVELOPMENT	7	3,429.18
13	CAFETERIA	14	8,342.17
14	DEFERRED MAINTENANCE	2	48,230.71
21	BUILDING	1	750.00
40	SPECIAL RESERVE - CAP PR	4	19,625.00

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Checks Dated 07/14/2026 through 08/17/2026

Check Number	Check Date	Pay to the Order of	FD-RESC-Y-GOAL-FUNC-OBJT-SIT-BDR-DDDDD	Comment	Expensed Amount	Check Amount
		Total Number of Checks	125		1,179,211.08	
		Less Unpaid Tax Liability			7.25	
		Net (Check Amount)			<u>1,179,203.83</u>	

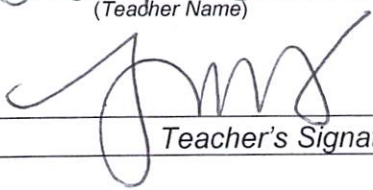
Includes checks for only Bank Account COUNTY

		8/17/26
Prepared by		Date
Authorized by		Date

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

TEACHER CONSENT FORM

PURPOSE: Pursuant to the Education Code, written documentation is required from the district obtaining the teacher's consent prior to making assignment(s) outside of the teacher's current credential authorization.

<i>Teacher:</i> <u>Jocelyne Duenas</u>
<i>District:</i> Hamilton Unified School District
<i>School:</i> <u>Hamilton Elementary</u>
<i>Site Administrator:</i> <u>Ulises Tellechea</u>
<i>Assignment:</i> <u>Art</u>
<i>Grade level:</i>
<i>Legal Authorization per E.C.:</i> 44256, 44257, 44258.2, 44258.3, 44258.7(c)(d), 44263, 44865, 44265.1
<i>Assignment Dates:</i> From: August 11, 2025 To: June 4, 2026
I <u>Jocelyne Duenas</u> mutually consent to this assignment. (Teacher Name)
 _____ <i>Teacher's Signature</i> <u>08/10/2026</u> _____ <i>Date</i>

TEACHER CONSENT FORM

PURPOSE: Pursuant to the Education Code, written documentation is required from the district obtaining the teacher's consent prior to making assignment(s) outside of the teacher's current credential authorization.

Teacher:	Derek Nall
District:	Hamilton Unified School District
School:	Hamilton Elementary
Site Administrator:	Ulises Tellechea
Assignment:	Computer Science
Grade level:	6-8
Legal Authorization per E.C.:	44256, 44257, 44258.2, 44258.3, 44258.7(c)(d), 44263, 44865, 44265.1
Assignment Dates:	From: August 11, 2025 To: June 4, 2026
I, <u>Derek Nall</u> mutually consent to this assignment. (Teacher Name)	
<u>[Signature]</u> Teacher's Signature	<u>8-6-26</u> Date

TEACHER CONSENT FORM

PURPOSE: Pursuant to the Education Code, written documentation is required from the district obtaining the teacher's consent prior to making assignment(s) outside of the teacher's current credential authorization.

Teacher:	Bettyo Wright
District:	Hamilton Unified School District
School:	Hamilton Elementary
Site Administrator:	Ulises Tellechea
Assignment:	Forensics
Grade level:	6-8
Legal Authorization per E.C.: 44256, 44257, 44258.2, 44258.3, 44258.7(c)(d), 44263, 44865, 44265.1	
Assignment Dates: From: August 11, 2025 To: June 4, 2026	
I <u>Bettyo Wright</u> mutually consent to this assignment. (Teacher Name)	
<u>Bettyo Wright</u> Teacher's Signature	<u>08-10-26</u> Date

TEACHER CONSENT FORM

PURPOSE: Pursuant to the Education Code, written documentation is required from the district obtaining the teacher's consent prior to making assignment(s) outside of the teacher's current credential authorization.

Teacher:	Emily Bladorn
District:	Hamilton Unified School District
School:	Hamilton High School
Site Administrator:	Oseguera
Assignment:	Senior Project / Computer Tech / Drivers Ed
Grade level:	9/12
Legal Authorization per E.C.:	44256, 44257, 44258.2, 44258.3, 44258.7(c)(d), 44263, 44865, 44265.1
Assignment Dates:	From: August 11, 2025 To: June 4, 2026
I, <u>Emily Bladorn</u> mutually consent to this assignment. (Teacher Name)	
<u>[Signature]</u> Teacher's Signature	<u>8-11-2026</u> Date

TEACHER CONSENT FORM

PURPOSE: Pursuant to the Education Code, written documentation is required from the district obtaining the teacher's consent prior to making assignment(s) outside of the teacher's current credential authorization.

Teacher:	Raquel Bocast
District:	Hamilton Unified School District
School:	Hamilton High School
Site Administrator:	Oseguera
Assignment:	Senior Project / ASB Leadership
Grade level:	9-12
Legal Authorization per E.C.:	44256, 44257, 44258.2, 44258.3, 44258.7(c)(d), 44263, 44865, 44265.1
Assignment Dates:	From: August 11, 2025 To: June 4, 2026
I, <u>Raquel Bocast</u> mutually consent to this assignment. (Teacher Name)	
<u>[Signature]</u> Teacher's Signature	<u>8/11/26</u> Date

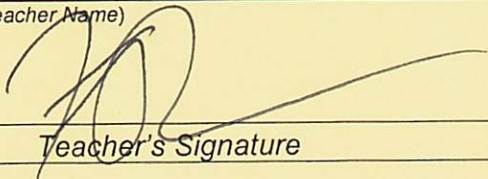
TEACHER CONSENT FORM

PURPOSE: Pursuant to the Education Code, written documentation is required from the district obtaining the teacher's consent prior to making assignment(s) outside of the teacher's current credential authorization.

Teacher:	Tara Davenport
District:	Hamilton Unified School District
School:	Hamilton High School
Site Administrator:	Oseguera
Assignment:	EBHS
Grade level:	10-12
Legal Authorization per E.C.:	44256, 44257, 44258.2, 44258.3, 44258.7(c)(d), 44263, 44865, 44265.1
Assignment Dates:	From: August 11, 2025 To: June 4, 2026
I, <u>Tara Davenport</u> mutually consent to this assignment. (Teacher Name)	
<u>Tara Davenport</u> Teacher's Signature	<u>8/11/26</u> Date

TEACHER CONSENT FORM

PURPOSE: Pursuant to the Education Code, written documentation is required from the district obtaining the teacher's consent prior to making assignment(s) outside of the teacher's current credential authorization.

Teacher:	Kaila Davidson
District:	Hamilton Unified School District
School:	Hamilton High School
Site Administrator:	Oseguera
Assignment:	Ella Barkley
Grade level:	10-12
Legal Authorization per E.C.:	44256, 44257, 44258.2, 44258.3, 44258.7(c)(d), 44263, 44865, 44265.1
Assignment Dates:	From: August 11, 2025 To: June 4, 2026
I, <u>Kaila Davidson</u> mutually consent to this assignment. (Teacher Name)	
 Teacher's Signature	<u>8/12/26</u> Date

TEACHER CONSENT FORM

PURPOSE: Pursuant to the Education Code, written documentation is required from the district obtaining the teacher's consent prior to making assignment(s) outside of the teacher's current credential authorization.

Teacher:	Paula Garcia		
District:	Hamilton Unified School District		
School:	Hamilton High School		
Site Administrator:	Oseguera		
Assignment:	Health/Senior Project/Ind. Study		
Grade level:	9/12, 9-12		
Legal Authorization per E.C.:	44256, 44257, 44258.2, 44258.3, 44258.7(c)(d), 44263, 44865, 44265.1		
Assignment Dates:	From:	August 11, 2025	To: June 4, 2026
I, <u>Paula Garcia</u>	mutually consent to this assignment.		
(Teacher Name)			
<u>[Signature]</u>			
Teacher's Signature			
	<u>8/11/26</u>		
	Date		

TEACHER CONSENT FORM

PURPOSE: Pursuant to the Education Code, written documentation is required from the district obtaining the teacher's consent prior to making assignment(s) outside of the teacher's current credential authorization.

Teacher:	Mary Hansen
District:	Hamilton Unified School District
School:	Hamilton High School
Site Administrator:	Oseguera
Assignment:	Digital Photo/Yearbook
Grade level:	10-12
Legal Authorization per E.C.:	44256, 44257, 44258.2, 44258.3, 44258.7(c)(d), 44263, 44865, 44265.1
Assignment Dates:	From: August 11, 2025 To: June 4, 2026
I, <u>Mary Hansen</u> mutually consent to this assignment. (Teacher Name)	
<u>[Signature]</u> Teacher's Signature	<u>8-11-26</u> Date

TEACHER CONSENT FORM

PURPOSE: Pursuant to the Education Code, written documentation is required from the district obtaining the teacher's consent prior to making assignment(s) outside of the teacher's current credential authorization.

Teacher:	Ellese Mello
District:	Hamilton Unified School District
School:	Hamilton High School
Site Administrator:	Oseguera
Assignment:	Medical Terminology / Patient Care Clinical
Grade level:	11-12
Legal Authorization per E.C.:	44256, 44257, 44258.2, 44258.3, 44258.7(c)(d), 44263, 44865, 44265.1
Assignment Dates:	From: August 11, 2025 To: June 4, 2026
I, <u>Ellese Mello</u> mutually consent to this assignment. (Teacher Name)	
<u>Ellese Mello</u> Teacher's Signature	<u>8/11/26</u> Date

* mello believes these classes are covered by her preliminary CTE credential.

TEACHER CONSENT FORM

PURPOSE: Pursuant to the Education Code, written documentation is required from the district obtaining the teacher's consent prior to making assignment(s) outside of the teacher's current credential authorization.

Teacher:	Matt Steele
District:	Hamilton Unified School District
School:	Hamilton High School
Site Administrator:	Oseguera
Assignment:	Driver's Ed
Grade level:	9
Legal Authorization per E.C.:	44256, 44257, 44258.2, 44258.3, 44258.7(c)(d), 44263, 44865, 44265.1
Assignment Dates:	From: August 11, 2025 To: June 4, 2026
I <u>Matt Steele</u> mutually consent to this assignment. (Teacher Name)	
<u></u> Teacher's Signature	<u>8/11/26</u> Date