

# Corning Union High School District Regular School Board Meeting

Date of Meeting: January 18, 2024

Time of Meeting: 5:45P.M.

Place of Meeting: CUHS Library

## Agenda

### 1. CALL TO ORDER

### 2. PLEDGE OF ALLEGIANCE

### 3. ROLL CALL

### 4. APPROVAL OF AGENDA/REORDERING OF AGENDA/ADDITION OF ITEMS      Action

### 5. REPORTS

5.1	Special Education Report- Director of Special Ed Heather Felciano	Information
5.2	Winter Coaches Report- All Winter Coaches	Information
5.3	Student Board Member-Bentley Mendoza	Information
5.4	Superintendent Report - Jared Caylor	Information

### 6. PUBLIC COMMENT ON CLOSED SESSION OR ITEMS NOT ON THE AGENDA

*Under this item on the Agenda, the public is invited to address the Board regarding items that will be discussed in closed session or on any other matters within its jurisdiction. Individual speakers will be allowed up to 3 minutes to address the Board. The Board shall limit the total time for public input to 20 minutes. Please note that Government Code Section 54954.2(a) limits the ability of Board Members to respond to public comments. In addition, the Board may not take action on any item which is not on this agenda except as authorized by Government Code 54954.2.*

### 7. ADJOURN TO CLOSED SESSION

#### 7.1 PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE/RESIGNATION

#### 7.2 CONFERENCE W/ LABOR NEGOTIATORS

District Representative: Superintendent Caylor

Employee Organizations: CUHSD Admin/Classified/Confidential

### 8. REOPEN TO PUBLIC SESSION

### 9. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION, IF ANY

## 10. CONSENT AGENDA ITEMS

## Action

*All matters listed under the consent agenda are considered by the Board to be routine and will be enacted by the Board in one motion. Requests by a member of the Board to have any item removed from the consent agenda for discussion will be honored without debate. Requests by the public to have an item taken off the consent agenda will be considered prior to the Board taking action.*

- 10.1 Approval of Regular Board Meeting Minutes of December 14, 2023
- 10.2 Approval of Warrants
- 10.3 Interdistrict Attendance Requests
- 10.4 Human Resources Report
- 10.5 Quarterly Williams Report
- 10.6 Approval of new library books
- 10.7 In Charge Agreement/Sales Order Q-04650-1
- 10.8 Scholarship Deferment Request

## 11. ITEMS FOR DISCUSSION

### 11.1 Governor's Budget Proposal

*Superintendent Caylor will present the Board with information on the 2023-24 state budget proposal announced by Governor Newsom earlier this month.*

### 11.2 California School Dashboard Review/Differentiated Assistance

*Superintendent Caylor will present the Board with information about recently released data on the California School Dashboard.*

### 11.3 Public Disclosure of Collective Bargaining Agreement

*In accordance with AB1200 and Government Code Section 3547.5, Tehama County Superintendent of Schools has received copies of the Disclosure of Collective Bargaining Agreement for the tentative settlement with CITA.*

### 11.4 Greenhouse Update

*CUHS Principal, Jason Armstrong will update the Board on the use of the new Greenhouse located at Rodgers Ranch.*

### 11.5 2024 SSDA State Conference

*Superintendent Caylor will share information with the Board on the 2024 SSDA State Conference to see who is interested in attending.*

### 11.6 Community Schools Grant

*Superintendent Caylor will update the Board on planning for a potential community schools grant.*

## **11.7 Parking**

*Superintendent Caylor will update the Board on the design process for the new student parking lot and the Board will discuss design features of the new lot.*

## **11.8 Public Disclosure of Collective Bargaining Agreement**

*In accordance with AB1200 and Government Code Section 3547.5, Tehama County Superintendent of Schools has received copies of the Disclosure of Collective Bargaining Agreement for the tentative settlement with Certificated Management, Classified Management and Confidential.*

## **12. ITEMS FOR ACTION**

### **12.1 Distribution of Statement of Economic Interest**

*The Board will receive instructions about the need to provide a statement of Economic interests from each Board member upon assuming office, on an Annual basis and upon leaving office.*

### **12.2 Corning Union High School, Centennial High School & Corning Independent Study School Accountability Report Card (SARC)**

*The Board will be asked to approve the Corning Union High School, Centennial High School & Corning Independent Study School Accountability Report Card (SARC) for 2023-24 school year.*

### **12.3 Ratification of tentative agreement between CUHSD & CITA**

*The Board will consider approving the tentative agreement between CUHSD & CITA for the 2023-24 school year.*

### **12.4 Approval of the Corning Union High School District 190-day Certificated Salary Schedule for Alternative Education Counselor**

*The Board will consider approving Certificated Salary Schedule for Alternative Education Counselor.*

### **12.5 Approval of the Corning Union High School Confidential/Classified Management Non-Exempt Salary Schedule**

*The Board will consider approving the Confidential/Classified Management Non-Exempt Salary Schedule.*

### **12.6 Approval of the Corning Union High School Classified Exempt Salary Schedule**

*The Board will consider approving the new salary schedule to designate exempt employees. No Raises were given.*

**12.7 Approval of one-time payment to Management Employees (Excluding the Superintendent)**

*The Board will consider the one-time payment of 8.5% to Management Employees (excluding the Superintendent).*

**12.8 Approval of the agreement between Corning Union High School District and Firebolt Electrical**

*The Board will consider approving the agreement between CUHSD and Firebolt Electrical for project 2928.03 for bus charging stations.*

**12.9 Future Agenda Items**

*The Board will discuss the need for any future agenda items.*

**13. ADJOURNMENT**

Request for documents that are public record and are provided at the time of the meeting to a majority of the Governing Board regarding an open session item will be made available for the public inspection upon request to the Superintendent's Office located at [643 Blackburn Avenue, Corning, CA](#) during normal business hours. Any individual that requires disability-related accommodations or modifications, including auxiliary aids and services, in order to participate in the Board meeting should contact the Superintendent's Office. The Board of Trustees recognizes that the district has the primary responsibility to ensure compliance with applicable state and federal laws and regulations governing educational programs. The Board encourages the early, informal resolution of complaints whenever possible and appropriate. The Board has also adopted policy and procedures for resolving complaints which cannot be resolved through an informal process. The Board has designated Jared Caylor, Superintendent as the compliance officer for complaints. All complaints shall be filed at the district office, [643 Blackburn Ave, Corning, CA 96021](#).



# Corning Union High School Regular School Board Meeting

**DATE** December 14, 2023

**TYPE OF MEETING:**

Regular

**TIME:** 5:45 P.M.

**MEMBERS ABSENT:**

Tony Turri

**PLACE:** Corning Union High School

**VISITORS:**

Sarah Trammell, Shawni McBride

Rich DuVarney, Thomas Mendonsa

**MEMBERS PRESENT:**

Todd Henderson, Larry Glover

Jim Bingham

Cody Lamb

## **SCHOOL DISTRICT REPRESENTATIVES:**

Jared Caylor, District Superintendent

Jason Armstrong, CUHS Principal

Justine Felton, CUHS Associate Principal

Charlie Troughton, CUHS Associate Principal

Audri Bakke, Centennial Principal

Diana Davisson, Chief Business Officer

Jessica Marquez, Administrative Assistant to Superintendent

## **THE CORNING UNION HIGH SCHOOL -**

**1. CALL TO ORDER:** The meeting was called to order at 5:45 p.m. by Board President, Larry Glover.

**2. PLEDGE OF ALLEGIANCE:** Board President, Larry Glover asked the Board and audience to stand for the flag salute.

**3. ROLL CALL:** Board President, Larry Glover asked for a roll call.

Attendance is as follows:

- Jim Bingham
- Cody Lamb
- Todd Henderson
- Larry Glover

Absent: Tony Turri

**4. APPROVAL OF  
AGENDA/REORDERING  
OF AGENDA/ADDITION  
OF ITEMS:**

A motion was made by Todd Henderson and seconded by Cody Lamb to approve the agenda with the following changes:

11.5 will be removed off of consent and added as 13.11 which will allow for discussion and approval of this item.

The vote is as follows:

Larry Glover	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Tony Turri	Aye: _____	No: _____	Absent: <u>X</u>	Abstain: _____
Todd Henderson	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Cody Lamb	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Jim Bingham	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____

**5 .ANNUAL ORGANICATION MEETING**

**5.1 ELECTION  
OF  
OFFICERS:**

A motion was made by Larry Glover to nominate Tony Turri as the Board President for the 2024 year. There was no second.

A motion was made by Cody Lamb and seconded by Jim Bingham to elect Tony Turri as the Board Clerk for the 2024 year.

A motion was made by Cody Lamb and seconded by Jim Bingham to elect Jared Caylor as the Board Secretary for the 2024 year.

**5.2 SETTING OF  
DATES/TIMES OF  
REGULAR SCHOOL  
BOARD MEETINGS:**

A motion was made by Cody Lamb and seconded by Todd Henderson to approve the dates and times of the regular school board meeting as presented with the exception of possibly moving the times in May to 6:45. That will be approved in a future board meeting if needed.

**6. REPORTS:**

**6.1 ASSOCIATE  
PRINCIPAL  
REPORT:**

Associate Principal, Charlie Troughton reported the following:

1. Evaluations of Teachers
2. Walk Thrus of Teachers
3. Schoolwide Oversight, Promotion & Focus on Teacher Clarity
4. Schoolwide Oversight & Promotion of AVID Program Expansion
5. Schoolwide Oversight & Promotion of English Learners Growth
6. Prep & Facilitation of Professional Learning Around Teacher Clarity, EL, AVID-like skills and WASC expectations.

Charlie Troughton ended by saying this may be his last time reporting to the Board as he is retiring in June. He is thankful for the years of working here. There is an outstanding faculty who know hot to teach kids and the Administration is rock solid. Board Clerk, Jim Bingham thanked him for his years of services and expressed that CUHSD is grateful to have had him in our district.



**6.2 ACADEMIC  
REPORT  
SOCIAL  
SCIENCE  
DEPT:**

Thomas Mendonsa reported on the following:

**CLASSES/STUDENTS**

- Geography: Average 31 students per class
- World History: Average 30 students per class
- US History: Average 28 student per class
- Government/Economics: 27 students per class

**STAFF**

- John Studer
  - US History
  - Football, Baseball, Athletic Director
- Thomas Mendonsa
  - Government, Economics, Yearbook
  - Senior Class Advisor, Golf
- Ther Xiong
  - World History, Pols 2, Hist 17B
  - Volleyball
- Rob Richardson
  - Geography, World History
  - Sophomore Class Advisor, Basketball
- James Dodge
  - Geography, Government, Economics
  - Frosh Class Advisor, Football, Golf
- Tony Carrillo
  - Geography, US History
  - Football, Wrestling

**FOCUS**

AVID/Focused Note Taking  
English Department Rubric (Strategic Planning/EL)  
Clarity  
School Culture

**6.3 ACADEMIC  
REPORT  
VAPA  
DEPT:**

Sarah Trammell reported on the following:

Mr. Myers is teaching band, this is his second year at CUHS.  
Mrs. Savage is teaching Drill Team  
Mrs. Davenport teaches Art 1 and Ceramics 1 & 2  
Sarah is the department chair and teaches Art 1, Art 2 Adv Art & Art History

**Priorities and Important things happening in the department**

The focus for the department is getting students artwork out in the community and connecting students with opportunities. We are instilling life

and 21<sup>st</sup> century skills such as communication, collaboration, critical thinking, creativity, problem solving and perseverance. Students are investigating and finds ways to solve problems creatively. We are looking to create a new community art event this year at the Rodgers Theater. And hoping it will be on the first Friday in May of 2024.

#### Successes

2023 Silver Dollar Fair – 2 students won Best of Show and awarded \$  
Massive reorganization has happened in the art rooms  
It is more functionable and there is still a lot of work to be done.

This school year marks the 43rd year of Drill Team. Drill Team is an A-G course in the VAPA pathway. There are 32 girls on the team this year. Tryouts are every year at the end of May.

Typically, 80- 100 girls tryout every year. Girls must maintain at least a 2.5 GPA and have a 90% attendance rate to remain on the team. With Drill Team being a class, it allows students to also play sports, and participate in FFA, which is great for our small school.

Drill Team performs at all home Varsity football and basketball games.

Drill Team marches in multiple parades throughout the year.

Giving back to our community is a priority for us. Every Summer we put on a kids camp where over 100 dancers ages 5-14 participate.

Last year we added Fall and Spring kids' clinics. In the Fall the dancers learned a dance that they performed at Football Homecoming. The Spring dancers performed in the Drill Team dance show. We held the Fall clinic again this year and had great participation. We plan to hold the Spring Clinic again this April.

In January Drill Team will be partnering with Corning Rec to start a Jr. Cardettes program. Drill Team members will be the coaches. These young dancers will perform at a home basketball game with Drill Team, participate in select parades, and perform in our annual dance show.

Drill Team never misses an opportunity to perform for students with special needs. We have been performing at Chico State's adapted sports day for the last 18 years. This year we had the opportunity to perform for students with special needs in Tehama county at the High Hoops event.

These young ladies are self-motivated and work hard to meet the high expectations that are set for them. Drill Team is a lot more than a team of young ladies that love to dance. Many of them have jobs, play other sports, are involved in FFA, CSF, ASB, Leadership, Yearbook, Interact and numerous other clubs on campus. They know they are role models to the young girls in our community and they work hard represent our team and our school well. I am proud of them and I am honored to help carry on this special tradition at CUHS.



There was further discussion on wanting to grow events here in town and Board Member, Cody Lamb would like to have CUHS represented at the Tehama County Fair. There is an understanding that the fair in Chico is great an all but would like to have both or at least the presence in our own county. Sarah is open to the option however made reference that Chico is an incentive for students because they know that they can win money for placing "Best in Show".

With regard to the community art event this year at the Rodgers Theater that Sarah hoping could be in May of 2024, Justine Felton reminded her that there was the Tehama County Fair that might interfere and also, PROM is in May as well.

**6.4 STUDENT  
BOARD  
MEMBER:**

Student Board Member, Bentley Mendoza reported on the following:

- Holiday Spirit
- Hoopes for Hopes- Donating for kids in need
- FFA delivered cookies to First Responders
- BB Homecoming
- Queen Assembly
- Next week are finals
- Last stride before break

**6.5 SUPERINTENDENT  
REPORT:**

Superintendent, Jared Caylor shared the following:

Enrollment is as follows:

- CUHS - 928
- Cent - 83
- ISP- 34
- CUHSD – 1045

The projection for October 2023 was 1066 (6.6%) . The district will continue to monitor and if the number goes down in January, we may adjust the enrollment projections.

**7. PUBLIC  
COMMENT  
ON CLOSED  
SESSION  
ITEMS  
NOT ON THE  
AGENDA:**

County Superintendent, Rich DuVarney had his annual visit and reported the following:

Everyone is off to a good start to the school year. There is a lot of student focus on Mental Health and services are being provided given that need . TCDE recently hired someone to help with attendance and the SARB process. There is even a building project taking place in Gerber

**8. ADJOURN TO  
CLOSED SESSION:**

The Board adjourned to closed session at 6:40 p.m.

**9. REOPEN TO PUBLIC  
SESSION:**

The Board reopened to public session at 7:03 p.m.

**10 . ANNOUNCEMENT  
OF ACTION TAKEN  
IN CLOSED SESSION:**

Board President, shared that no action was taken.

**11. CONSENT AGENDA  
ITEMS:**

A motion was made by Cody Lamb and seconded by Todd Henderson to approve the consent agenda items.

The vote is as follows:

Larry Glover	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>
Tony Turri	Aye: <u>      </u>	No: <u>      </u>	Absent: <u>X</u>	Abstain: <u>      </u>
Todd Henderson	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>
Cody Lamb	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>
Jim Bingham	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>

**11.1 APPROVAL  
OF REGULAR  
SCHOOL  
BOARD  
MEETING  
MINUTES:**

Approval of Regular Board Meeting Minutes of November 16, 2023.

**11.2 APPROVAL  
OF WARRANTS:**

30148190-40257374, 40257375-40257535, 40257535-40257599  
40257636-4057659, 40257660-40258134, 40258135-40258531,  
40258531-40258553, 40258554-40258717, 40258718-40258726  
40258726

Cal Card Report

TOTAL NUMBER OF CHECKS 2

CHECK # 40258726	CK AMT \$ 11,566.43	US BANK
CHECK #40259054	CK AMT \$6,510.63	US BANK

**11.3 INTERDISTRICT  
REQUEST:**

The request for this month are as follows:

- Madalyn Nunes
- Kaden Ross



## 11.4 HUMAN RESOURCES

Human Resources Reports is as follows:

Board Meeting Date:		12/14/23			
<b>Action</b>	<b>Type</b>	<b>Name</b>	<b>Position</b>	<b>Effective</b>	<b>Background</b>
New	Position		Para Educator I Sped Dept	11/27/23	District Need
New Hire	Position	Miller, Leilani	Wellness Center Coordinator	12/4/23	Filling New Position
Change	Position	Brown, Emily	Career Pathway Coordinator	TBD	Changing from AG Teacher to Career Pathway Coordinator Certificated. Salary Schedule 201 days/year
New Hire	Position	Bernal, Marisol	FSW II	12/11/23	Range 10 Step 3
New Hire	Position	Garibay, Josefa	Custodial/ Maint. I	12/7/23	Range 12 Step 2
<b>Extra Duty/Stipend/Temporary/Coaching Authorizations</b>					
12/1/23	Stipend	Kee, Nolan	One Time	\$100	Shasta College Dual Enrollment , Shasta College Reimbursing the District
12/1/23	Stipend	Tinker, Dave	One Time	\$100	Shasta College Dual Enrollment , Shasta College Reimbursing the District
10/26/23	Stipend	Beaumont, Andrea	One Time	\$100	Multilingual Training Stipend, TCDE to reimburse the District

## 12. ITMES FOR DISCUSSION

### 12. INTERIM REPORT ON FINANCIAL STATUS:

Chief Business Officer, Diana Davisson reported on the following:

July1 – October 31

Revenue by Object	Total Resources 21,578,090
Expenditure by Object	Total Expenditures 22,952,927
	Transfer Out & Other 70,000
	Total Uses 23,022,927

### Unrestricted Revenue

	Budget Adoption	1 <sup>st</sup> Interim	Difference
1. LCFF	\$16,342,041	\$16,703,722	\$361,681
2. Fed Sources	\$0	\$0	\$0
3. Other State Sources	\$237,924	\$237,924	\$0

4. Other Local Sources	\$415,700	\$492,583	\$76,883
5. Contributions to restricted	\$2,140,426	\$2,442,900	\$302,474
6. Total Revenues	\$14,855,239	\$14,991,329	\$136,090

Unrestricted Expenditures

Certificated Salaries	6,963,742	5,754,545	1,209,197
Classified Salaries	2,347,634	2,452,440	(104,806)
Employee Benefits	3,226,908	3,275,774	(48,866)
Books & Supplies	668,362	669,965	(1,603)
Services	1,440,853	959,151	482,702
Cap. Outlay	35,000	2,438,860	(2,403,860)
Other Outgo	262,183	122,263	
Total Expenditures	\$14,838,244	\$15,671,998	(833,754)

Unrestricted Fund Balance Reserves

1. Beginning Balance	\$6,979,638	\$8,505,712	\$1,526,074
2. Increase	(\$53,005)	(\$750,669)	
3. Ending Balance	\$6,926,633	\$7,755,043	\$828,410

Fund 01 Balance Reserves Summary

Beginning Balance	\$9,420,816	\$11,449,663
Increase	(\$417,635)	(\$1,444,837)
Ending Balance	\$9,003,181	\$10,004,826

Contribution to Restricted Programs  
1<sup>st</sup> Interim – Other funds  
Multi Year Projections

Items on the horizon.....

The auditors requested to have an extension for additional time to complete the audit due to the new GASB laws and new items included in the audit guide.

There are anticipated increases to special education costs  
Second Interim – cover July 1 through January 31<sup>st</sup>

## 12.2 RANCH SHOP FACILITY:

Superintendent Jared Caylor previous spoke individually to board members about this and has a contact Billy Miller who may be able to lend some insight and direction on this. He would like to explore this a little bit more. Board Member, Cody Lamb thinks that it's a good idea and would like to see a shop on the main campus or event at the Ranch. The board and Superintendent would like to maximize their efforts and revenue on this project.



**12.3 PUBLIC  
DISCLOSURE  
OF COLLECTIVE  
BARGAINING  
AGREEMENT:**

A public disclosure was shared with the Board and audience. This document summarizes the financial implication of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5

**12.4 FAMILY  
COMMUNITY  
PARTNERSHIP:**

Superintendent, Jared Caylor reported on the following:

- Upcoming Application Cohorts - February and August
- CUESD will apply in August
  - Has hired a Community Schools Coordinator
- Considerations:
  - Potential Funding for Marriage Family Therapists (River Cities Counseling) after '24-'25
  - Potential Funding for Probation, SRO, Mental Health Clinicians, Drug/Alcohol Counselors, Social Worker, Family Case Workers, Medical, Dental, Workforce Development, etc.
- Need to hire Community Schools Coordinator (or other staff) if our District will apply for funds

There was a discussion about considering this and if a consultant might be worth hiring. The Elementary district is a little ahead of our district but they hired a coordinator to do the footwork already. Superintendent, Jared Caylor expressed that if we move forward, we need to commit and hire someone to do some of the consulting and footwork.

**13. ITEMS FOR  
ACTION:**

**13.1. CERTIFICATION  
OF FINANCIAL  
CONDITION OF  
THE DISTRICT:**

A motion was made by Todd Henderson and seconded by Jim Bingham to approve the financial condition of the district with a positive certification.

The vote is as follows:

Larry Glover	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Tony Turri	Aye: _____	No: _____	Absent: <u>X</u>	Abstain: _____
Todd Henderson	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Cody Lamb	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Jim Bingham	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____

**13.2. DEVELOPER  
FEES:**

A motion was made by Todd Henderson and seconded by Cody Lamb to approve the Developer Fee Report. This is the annual report for fiscal year 2022-23 and is the five-year report for fiscal years 2018-2019 through 2022-2023.

The vote is as follows:

Larry Glover	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
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Tony Turri	Aye: _____	No: _____	Absent: <u>X</u>	Abstain: _____
Todd Henderson	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Cody Lamb	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Jim Bingham	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____

### 13.3 GASB 75 ACTURIAL REPORT:

A motion was made by Jim Bingham and seconded by Cody Lamb to approve the GASB 75 Acturial Report. This has to do with OPEB and is an annual action item.

There being no further discussion, the Board voted unanimously to approve

The vote is as follows:

Larry Glover	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Tony Turri	Aye: _____	No: _____	Absent: <u>X</u>	Abstain: _____
Todd Henderson	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Cody Lamb	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Jim Bingham	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____

### 13.4 ADOPTION OF 2024-25 DISTRICT CALENDARS:

A motion was made by Cody Lamb and seconded by Todd Henderson to adopt the 2024-25 school calendars. The calendars approved are as follows:

- CUHS
- Centennial
- Adult Ed

Spring Break was changed due to the holiday being later this year and how our athletics would be affected. The Elementary District had anticipated using the draft calendar dates which were slightly different so they will go back to renegotiate the dates to align with ours. The agreement was that we would try to get them our draft by November next year once it has already been approved in efforts to keep the districts aligned.

### 13.5 APPROVAL OF THE UPDATED RODGERS RANCH MASTER PLAN:

A motion was made by Todd Henderson and seconded by Cody Lamb approve the updated Rodgers Ranch Master Plan document which was updated. Board Member, Cody Lamb asked for clarification on the plans for A-2. Board Clerk, Jim Bingham shared that this would be used for row crops. Superintendent, Jared Caylor shared that the desire was to have this be sued for student projects. If not row crops, lease for seed. This needs to be leveled and we can only flood irrigate and not use drip.

There being no further discussion, the Board voted unanimously to approve

The vote is as follows:

Larry Glover	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Tony Turri	Aye: _____	No: _____	Absent: <u>X</u>	Abstain: _____
Todd Henderson	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Cody Lamb	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Jim Bingham	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____



**13.6 APPROVAL  
OF THE  
A-G COMPLETION  
IMPROVEMENT  
PLAN:**

A motion was made by Jim Bingham and seconded by Todd Henderson approve the A-G completion Improvement Grant Plan which outlines the plan descriptions and plan expenditures. This is a mandated state plan.

There being no further discussion, the Board voted unanimously to approve the A-G Improvement Plan.

The vote is as follows:

Larry Glover	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>
Tony Turri	Aye: <u>      </u>	No: <u>      </u>	Absent: <u>X</u>	Abstain: <u>      </u>
Todd Henderson	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>
Cody Lamb	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>
Jim Bingham	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>

**13.7 SUPERINTENDENT  
OBJECTIVES  
UPDATE:**

A motion was made by Todd Henderson and seconded by Cody Lamb to approve the Superintendent Objectives which have been updated with regard to board packets.

There being no further discussion, the Board voted unanimously to approve the Superintendent Objectives for December 2023 through October 2024.

The vote is as follows:

Larry Glover	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>
Tony Turri	Aye: <u>      </u>	No: <u>      </u>	Absent: <u>X</u>	Abstain: <u>      </u>
Todd Henderson	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>
Cody Lamb	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>
Jim Bingham	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>

**13.8 GOVERNANCE  
HANDBOOK:**

A motion was made by Todd Henderson and seconded by Cody Lamb to approve the 2023 Governance Handbook which was updated on page 16 to include Burglary of District Property.

There being no further discussion, the Board voted unanimously to approve the Governance Handbook with the updates.

The vote is as follows:

Larry Glover	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>
Tony Turri	Aye: <u>      </u>	No: <u>      </u>	Absent: <u>X</u>	Abstain: <u>      </u>
Todd Henderson	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>
Cody Lamb	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>
Jim Bingham	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>

**13.9 RATIFICATION  
OF THE  
TENTATIVE  
AGREEMENT  
BETWEEN CUHSD  
AND  
CUHS CAL ESP CTA:**

A motion was made by Jim Bingham and seconded by Todd Henderson to approve the agreement between CUHSD and CUHS CAL ESP CTA. There being no further discussion, the Board voted unanimously to approve the agreement.

The vote is as follows:

Larry Glover	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>
Tony Turri	Aye: <u>      </u>	No: <u>      </u>	Absent: <u>X</u>	Abstain: <u>      </u>
Todd Henderson	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>
Cody Lamb	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>
Jim Bingham	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>

**13.10 APPROVAL  
OF THE ESP  
CLASSIFIED  
SALARY  
SCHEDULE  
REFLECTING  
2023-24  
SETTLEMENTS:**

A motion was made by Todd Henderson and seconded by Cody Lamb to approve the updated ESP Classified Salary Schedule reflecting the 2023-24 settlements. There being no further discussion, the Board voted unanimously to approve the new salary schedule.

The vote is as follows:

Larry Glover	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>
Tony Turri	Aye: <u>      </u>	No: <u>      </u>	Absent: <u>X</u>	Abstain: <u>      </u>
Todd Henderson	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>
Cody Lamb	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>
Jim Bingham	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>

**13.11 AGREEMENT  
BETWEEN  
CUHS  
&  
NMR:**

A motion was made by Cody Lamb and seconded by Todd Henderson to approve the agreement. The discussion is that the cost is a lot higher than anticipated. Superintendent, Jared Caylor consulted with Cody on this and is trying to reduce cost. Possibly pay with the school safety grant and Dean Furio thinks that the ADA track could be less and we don't need a ticket booth. We could also save some money with the irrigation (trees). The district will try to bring the cost down. Board Member, Cody Lamb asked if we needed to factor in the cost for Zane's services. Superintendent Jared Caylor would like to consider that because he would like to have him involved in the shop project.

There being no further discussion, the Board voted unanimously to approve the contract.

The vote is as follows:

Larry Glover	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>
Tony Turri	Aye: <u>      </u>	No: <u>      </u>	Absent: <u>X</u>	Abstain: <u>      </u>
Todd Henderson	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>
Cody Lamb	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>
Jim Bingham	Aye: <u>X</u>	No: <u>      </u>	Absent: <u>      </u>	Abstain: <u>      </u>



**13.12 FUTURE  
AGENDA  
ITEMS:**

Board Clerk, Jim Bingham would like to get an update on the Green house out at the Ranch. What are the plans for it and how will it be used.

**14. ADJOURNMENT:**

A motion was made Cody Lamb and seconded by Jim Bingham to adjourn the meeting at 8:11 p.m.

**Approved**

\_\_\_\_\_  
Larry Glover, President

\_\_\_\_\_  
Tony Turri, Clerk



## ReqPay12c

## Board Report

Checks Dated 12/01/2023 through 12/18/2023

Board Meeting Date 1/18/23

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40258854	12/01/2023	AMAZON CAPITAL SERVICES, INC	01-4300	STUDENT INCENTIVES (CSI GRANT)		
40258855	12/01/2023	ARAMARK	01-5500	LAUNDRY CLEANING SVC	737.34	304.36
				TRANS LAUNDRY SVC	286.21	
			01-5508	UNIFORMS	294.10	1,317.65
40258856	12/01/2023	CDW GOVERNMENT	01-4300	DISTRICT INK	163.41	163.41
40258857	12/01/2023	CORNING LUMBER COMPANY	01-4300	M&O SUPPLIES	9.63	9.63
40258858	12/01/2023	FENNELL, ELLIOTT	01-5200	11/14-15, 1/24 TOOLS FOR TEACHING TCDE		86.85
40258859	12/01/2023	HUNT & SONS, INC	01-4311	FUEL GAS	1,258.05	
40258860	12/01/2023	INDOOR ENVIRONMENTAL SERVICES	01-4312	FUEL DIESEL	2,625.83	3,883.88
40258861	12/01/2023	J.J. KELLER & ASSOCIATES, INC	01-5600	AC SERVICE	1,168.75	1,168.75
40258862	12/01/2023	JOSTENS	01-4300	FMGSA/COMP/DRUG & ALCOHOL	263.60	263.60
40258863	12/01/2023	LES SCHWAB	01-4300	DISTRICT DIPLOMA COVERS	2,338.12	2,338.12
40258864	12/01/2023	MJB WELDING SUPPLY	01-5600	TRANS TIRE/SERVICE	736.84	736.84
			01-4300	CONSUMABLES FOR CLASSES	273.15	
			01-4400	AG MECH WELDERS	2,659.53	
				Unpaid Sales Tax	13.61-	2,919.07
40258865	12/01/2023	MT. SHASTA SPRING WATER CO. INC	01-5800	WATER SERVICES		9.70
40258866	12/01/2023	OFFICE DEPOT	01-4300	OFFICE SUPPLIES		9.98
40258867	12/01/2023	OLIVE CITY AUTO PARTS DERODA, INC	01-4300	M&O SUPPLIES		226.14
40258868	12/01/2023	P G & E	01-5503	CUHS ELECTRIC/GAS 6218	15,208.55	
			01-5504	CUHS ELECTRIC/GAS 6218	1,170.57	16,379.12
40258869	12/01/2023	PITNEY BOWES PURCHASE POWER	01-5904	23/24 PURCHASE POWER 4538		1,232.19
40258870	12/01/2023	SOUTH AVENUE ACE HARDWARE	01-4300	M&O SUPPLIES		522.03
40258871	12/01/2023	TEHAMA CO DEPT OF EDUCATION	01-5200	11/14-15, 1/24 K NEEVEL TOOLS FOR TEACHING TCDE	400.00	
				11/14-15, 1/24 TOOLS FOR TEACHING TCDE	400.00	
40258872	12/01/2023	TORRES, CLEMENTINA	01-5830	FINGERPRINTING SERVICE	47.00	847.00
40258873	12/01/2023	W.W. GRAINGER, INC.	01-5211	REIMBURSEMENT		89.08
40258874	12/01/2023	WEST COAST PAPER	01-4300	CUSTODIAL SUPPLIES	683.82	89.30
				CTE COPY CENTER	3.18-	
40259054	12/05/2023	U.S. BANK CORPORATE PAYMENT SYSTEM	01-4300	Unpaid Sales Tax	298.00	680.64
				ADV AG FFA ITEMS	607.78	
				AG MECHANICS PIPE MATERIALS	37.40	
				FLORAL RIBBONS AND CONSUMABLES	1,184.53	
				FOOD	245.40	
				TULIPS		

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.

ERP for California  
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## ReqPay12c

## Board Report

Checks Dated 12/01/2023 through 12/18/2023

Board Meeting Date 1/18/23

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40259054	12/05/2023	U.S. BANK CORPORATE PAYMENT SYSTEM	01-4300	VISITOR PASSES FOR ATTENDANCE	224.95	
				WEEKLY LOCAL FLOWERS	560.00	
			01-4307	AG ADVISORY FOOD	197.66	
				CORNING OC FOOD	156.35	
				FOOD FOR STUDENT ASSEMBLY SPEAKERS	190.30	
			01-4400	SECCO LEVEL	804.88	
			01-5200	1/9-1/12 H FELCIANO ACSA EVERY CHILD PALM DESERT	791.96	
				3/19-3/24 J JOHNSON NSTA CONF DENVER CO	341.96	
				3/19-3/24 S FREDRICKSON NSTA CONF DEN CO	341.96	
				3/19-3/24 T LENCI NSTA CONF DENVER CO	141.96	
			01-5800	STUDENT INCENTIVES - CSI GRANT	447.05	
			01-5833	SUBSCRIPTION TO ED PUZZLE FOR YEAR	13.50	
				VARIOUS SOFTWARE SUBSCRIPTIONS	75.01-	6,510.63
40259491	12/11/2023	AMAZON CAPITAL SERVICES, INC	01-4300	M&O SUPPLIES		
40259492	12/11/2023	ARAMARK	01-5500	LAUNDRY CLEANING SVC	368.67	183.18
			01-5508	UNIFORMS	158.05	
			13-5500	CAFE LAUNDRY	51.95	578.67
40259493	12/11/2023	AT&T	01-5901	CALNET 3 - TELEPHONE SVC 581/582/57893		356.24
40259494	12/11/2023	AT&T MOBILITY SPECTRUM	01-5901	AT&T MOBILITY		1,790.27
40259495	12/11/2023	BIG TIME PEST CONTROL BULLERT ENTERPRISES	01-5600	CENT. TERMITE TREATMENT		11,475.00
40259496	12/11/2023	COASTAL BUSINESS SYSTEMS, INC.	01-5620	COPY CENTER COPIERS	2,882.38	
				CUHSD COPIERS	3,167.90	
			13-5620	CUHSD COPIERS	44.72	6,095.00
40259497	12/11/2023	CORNING LUMBER COMPANY	01-4300	M&O SUPPLIES	89.72	
				OPEN PO	156.43	246.15
40259498	12/11/2023	CRYSTAL CREAMERY	13-4700	CACFP DAIRY	340.50	
				NSLP DAIRY	1,068.55	1,409.05
40259499	12/11/2023	EWING IRRIGATION	01-4300	M&O SUPPLIES	400.07	
				Unpaid Sales Tax	1.86	401.93
40259500	12/11/2023	FLORA FRESH	01-4300	FLOWERS FOR ARRANGEMENTS	866.21	
				Unpaid Sales Tax	8.04	874.25
40259501	12/11/2023	GENERAL PRODUCE	13-4700	NSLP FRUIT/ VEGETABLES		1,321.20

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.



## ReqPay12c

## Board Report

Checks Dated 12/01/2023 through 12/18/2023

Board Meeting Date 1/18/23

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40259502	12/11/2023	GOLD STAR FOODS, INC	13-4700	NSLP FOOD	6,516.91	
			13-5800	FEE FOR COMMODITY STORAGE	49.95	6,566.86
40259503	12/11/2023	HAPPY VALLEY FRESH FRUIT CO. WESTABY ENTERPRISES	13-4700	NSLP PRODUCE		315.00
40259504	12/11/2023	HUNT & SONS, INC	01-4311	FUEL GAS	1,202.26	
			01-4312	FUEL DIESEL	2,170.91	3,373.17
40259505	12/11/2023	IEC POWER, LLC	01-5699	SOLAR MAINTENANCE		1,370.01
40259506	12/11/2023	J.J. KELLER & ASSOCIATES, INC	01-5800	FMCSACOMP/DRUG & ALCOHOL	2,441.99	2,441.99
40259507	12/11/2023	JACK SCHREDER & ASSOCIATES	35-5800	2023 SCHOOL FACILITY PROGRAM	740.00	740.00
40259508	12/11/2023	LA RUE COMMUNICATIONS	01-5900	BUS RADIOS		300.00
40259509	12/11/2023	MILLER GLASS ORLAND	01-5600	GLASS REPAIR		175.00
40259510	12/11/2023	MJB WELDING SUPPLY	01-4300	AG MECH WELDING SUPPLIES	139.93	
				CONSUMABLES FOR CLASSES	3,169.48	
				CYLINDER EXCHANGE FOR 23-24	588.56	
				AG MECH WELDING SUPPLIES	662.13	
				Unpaid Sales Tax	21.11-	4,538.99
40259511	12/11/2023	MT. SHASTA SPRING WATER CO. INC	01-5800	WATER SERVICES		55.20
40259512	12/11/2023	NICHOLS-MELBURG & ROSSETTO AIA & ASSOCIATES, INC	01-6170	BUS LOADING PROJECT		9,395.53
40259513	12/11/2023	NOR-CAL TOILET RENTALS	01-5600	TOILET RENTAL - SOCCER FIELD	199.12	199.12
40259514	12/11/2023	O'REILLY AUTO PARTS	01-4300	MATERIALS/SUPPLIES	144.93	144.93
40259515	12/11/2023	P G & E	01-5503	R FARM 3914 ELECTRIC/8947-8 START 12/2022	293.07	293.07
40259516	12/11/2023	P G & E	19-5503	RANCH 4916 & 7250 ELECTRIC	505.65	505.65
40259517	12/11/2023	P G & E	19-5503	RANCH 4916 & 7250 ELECTRIC	2,338.21	2,338.21
40259518	12/11/2023	P G & E	01-5503	R FARM 3914 ELECTRIC/8947-8 START 12/2022	547.41	547.41
40259519	12/11/2023	PITNEY BOWES PURCHASE POWER	01-5620	POSTAGE LEASE 15823703	581.22	581.22
40259520	12/11/2023	RENAISSANCE LEARNING, INC.	01-5833	CSI GRANT PURCHASE	4,390.00	4,390.00
40259521	12/11/2023	SMARTTRASH	01-5800	COMPACTOR MONITOR	80.00	80.00
40259522	12/11/2023	SOUTH AVENUE ACE HARDWARE	01-4300	M&O SUPPLIES	232.69	232.69
			14-4300	PAINT SUPPLIES	27.14	259.83
40259523	12/11/2023	TEHAMA CO DEPT OF EDUCATION	01-5800	DATA TRACKING SERVICES MOU		701.96
40259524	12/11/2023	THE DANIELSEN COMPANY	13-4300	NSLP SUPPLIES	431.78	
			13-4700	NSLP FOOD	1,353.03	1,784.81
40259525	12/11/2023	VERIZON WIRELESS SERVICES LLC	01-5902	DISTRICT CELL PHONE SERVICE	40.17	40.17
40259526	12/11/2023	W.W. GRAINGER, INC.	01-4300	CUSTODIAL SUPPLIES	40.05	
				MAINTENANCE SUPPLIES	239.79	279.84

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.

ERP for California  
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## ReqPay12c

## Board Report

Checks Dated 12/01/2023 through 12/18/2023

Board Meeting Date 1/18/23

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40259527	12/11/2023	WEST COAST PAPER	01-4300	CTE COPY CENTER	527.29	
				Unpaid Sales Tax	2.45-	524.84
40259727	12/14/2023	AMAZON CAPITAL SERVICES, INC	01-4300	HORIZONTAL TRIPOD ATTACHMENT	47.40	
				SUPPLIES FOR CLASSES	530.63	578.03
40259728	12/14/2023	ARAMARK	01-5500	TRANS LAUNDRY SVC	4,811.00	50.07
40259729	12/14/2023	CDW GOVERNMENT	01-5833	SYSCLOUD RENEWAL	4,980.00	
				VMWARE SUPPORT RENEWAL	3,632.03	9,791.00
40259730	12/14/2023	CITY OF CORNING	01-5502	COR 154,155,194 CUHSD WATERSEWER	67.39	
				COR 157 TRANS WATERSEWER	479.01	4,178.43
				COR 37,176 CENT WATERSEWER	958.75	
40259731	12/14/2023	CRYSTAL CREAMERY	13-4700	NSLP DAIRY	55.20	
40259732	12/14/2023	ENVOY PLAN SERVICES C/O US OMNI-TSACG COMPLIANCE	76-9519	TSA 403B FEES		
40259733	12/14/2023	FIRST ADVANTAGE OCCUPATIONAL IRS # 1365611	01-5831	DRUG TESTING	160.16	
40259734	12/14/2023	FLORA FRESH	01-4300	FLOWERS FOR ARRANGMENTS	560.84	
40259735	12/14/2023	FREEZING POINT, LLC.	13-4700	SNACK BAR BEVERAGE	2,148.00	
40259736	12/14/2023	GENERAL PRODUCE	13-4700	NSLP FRUIT/VEGETABLES	774.85	
40259737	12/14/2023	GREEN WASTE OF TEHAMA	01-5506	DISPOSAL R-FARM 4018-2763626	209.87	
				DISPOSAL FARM-RANCH 4018-2783982	209.87	419.74
40259738	12/14/2023	HUNT & SONS, INC	19-5506	FUEL GAS	2,238.66	
				FUEL DIESEL	4,410.19	6,648.85
40259739	12/14/2023	INDUSTRIAL POWER PRODUCTS	01-4300	RANCH EQUIPMENT PARTS	1,171.20	
40259740	12/14/2023	JRD FOOD SERVICES CORNING PAPA MURPHY'S PIZZA	13-4700	NSLP FOOD	5,670.00	
40259741	12/14/2023	MT. SHASTA SPRING WATER CO.INC	01-5800	TRANS WATER SERVICE	43.88	
40259742	12/14/2023	NATIONAL CENTER	01-5800	10/01/23 EVALUATION OF SUPERINTENDENT	4,100.00	
40259743	12/14/2023	NSTA NATIONAL SCIENCE TEACHERS ASN	01-5200	3/19-3/24 J JOHNSON NSTA CONF DENVER CO	365.00	
				3/19-3/24 S FREDRICKSON NSTA CONF DEN CO	365.00	
				3/19-3/24 T LENCI NSTA CONF DENVER CO	365.00	1,095.00
40259744	12/14/2023	P G & E	01-5503	CENT ELECTRIC 0308-1	324.86	27.11
40259745	12/14/2023	P G & E	01-5503	TRANS ELECTRIC/GAS 1749-6	170.87	
				TRANS ELECTRIC/GAS 1749-6	495.73	
40259746	12/14/2023	PROGRESS ADVISER	01-5833	6/28/23 ANNUAL SITE LICENSE	1,198.00	
40259747	12/14/2023	SAN DIEGO COE	01-5800	23-24 SDCOE INDUCTION M NELSON	1,000.00	
40259748	12/14/2023	SOUTH AVENUE ACE HARDWARE	01-4300	R-FARM SOUTH AVE ACE	3.59	

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.

ERIP for California  
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## Checks Dated 12/01/2023 through 12/18/2023

Board Meeting Date 1/18/23

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40259748	12/14/2023	SOUTH AVENUE ACE HARDWARE	19-4300	RANCH-VARIOUS MATERIALS/SUPPLIES	26.63	30.22
40259749	12/14/2023	SYSCO SACRAMENTO, INC.	13-4300	NSLP SUPPLIES		965.21
40259750	12/14/2023	TEHAMA COUNTY MOSQUITO C/O SCI CONSULTING GROUP	01-5800	ASSESSMENT 823 NORTH ST.		7.36
40259751	12/14/2023	THE DANIELSEN COMPANY	13-4300	CACFP SUPPLIES	452.42	
			13-4700	NSLP FOOD	1,245.70	1,698.12
40259752	12/14/2023	VISTA HIGHER LEARNING, INC.	01-4200	VISTA ELD CURRICULUM		89.90
40259753	12/14/2023	WASTE MANAGEMENT	01-5506	CENT DISPOSAL 4-02058-55008	370.85	
				CUHS DISP 13-88262-43003/4-02058-75004	1,286.83	
				CUHS DISPOSAL 4-02058-65006	535.89	2,193.57
Total Number of Checks					86	152,570.94

## Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL	71	124,990.17
13	CAFETERIA SPEC REV	13	23,708.52
14	DEFERRED MAINTENANCE	1	27.14
19	FOUNDATION SPECIAL	4	3,080.36
35	COUNTY SCH FACILITY	1	740.00
76	WARRANT/PASS-THRU	1	55.20
Total Number of Checks		86	152,601.39
Less Unpaid Sales Tax Liability			30.45
Net (Check Amount)			152,570.94

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.



Register 001183 - 01/02/2024

Bank Account COUNTY - COUNTY

Payment Id	Comment	Check Amt	Status	Printed	U.S. BANK CORPORATE PAYMENT SYSTEM (000681/1)	
Check # 40260431	19	7,914.45				
0693-1215	SECURITY - BODY METAL SEARCH TOOL			01-0000-0-0000-8300-4300-410-000-010	366.24	
3148-1204	SWECCO			19-0000-0-0000-8100-4300-410-000-650	1,610.72	
3148-1205	STAFF APPRECIATION			13-5310-0-0000-3700-4307-410-000-000	56.55	
3585-1214	J-5 BLIND			01-8150-0-0000-8100-4300-410-000-000	71.62	
4118-1128	FOOD			01-1100-0-6141-1000-4300-410-000-310	430.04	
4118-1206-23	FOOD			01-1100-0-6141-1000-4300-410-000-310	428.54	
4118-1214-01	FOOD			01-1100-0-6141-1000-4300-410-000-310	71.42	
4118-1214-02	FOOD			01-1100-0-6141-1000-4300-410-000-310	313.09	
4118-1215	FOOD			01-1100-0-6141-1000-4300-410-000-310	23.96	
5107-1204	WIPESORDERFORSTRIVE			01-3310-0-5760-1110-4300-410-000-402	47.39	
5107-1205	WIPESORDERFORSTRIVE			01-3310-0-5760-1110-4300-410-000-402	23.69	
5107-1211	4 GIMKIT SUBS			01-1100-0-1160-1000-5833-410-000-000	59.88	
5247-1122	EDPUZZLE MONTHLY SUBSCRIPTION			01-0220-0-3200-1000-5833-411-000-603	13.50	
5247-1205-01	STUDENT INCENTIVES - CSI GRANT			01-3182-3-3200-1000-4300-411-000-000	13.83	
5247-1205-02	STUDENT INCENTIVES - CSI GRANT			01-3182-3-3200-1000-4300-411-000-000	30.70	
5247-1206	STUDENT INCENTIVES - CSI GRANT			01-3182-3-3200-1000-4300-411-000-000	29.98	
5247-1215	STUDENT INCENTIVES - CSI GRANT			01-3182-3-3200-1000-4300-411-000-000	44.21	
5702-1127	HATS			01-0650-0-6101-1000-5800-410-000-304	547.50	
5702-12-11-02	WHEELBARROWS			01-0650-0-6101-1000-4300-410-000-303	544.97	
5702-1205-01	SUBSCRIPTION TO ED PUZZLE FOR YEAR			01-0650-0-6101-1000-5833-410-000-302	13.50	
5702-1205-02	WINTER RETREAT ACTIVITY TICKETS			01-7010-0-3800-1000-5800-410-000-000	205.90	
5702-1206	FLORAL RIBBONS AND CONSUMABLES			01-0650-0-6102-1000-4300-410-000-321	20.30	
5702-1207	HEAT LAMPS			01-0650-0-6101-1000-4300-410-000-304	576.47	
5702-1211-01	ROPING STUFF			01-0650-0-6101-1000-4300-410-000-323	767.28	
5702-1213	FLORAL RIBBONS AND CONSUMABLES			01-0650-0-6102-1000-4300-410-000-321	119.06	
6218-1205	CHRISTMAS CARDS STAFF			01-0000-0-0000-7200-5800-410-000-000	248.56	
6342-1129-23	CPR			01-6300-0-6104-1000-4200-410-000-313	60.00	
6342-12-02-04	FUEL FOR DISTRICT VANS WRESTLING			01-1100-0-1110-4200-4311-410-000-000	.01	
6342-1201	FUEL FOR DISTRICT VANS WRESTLING			01-1100-0-1110-4200-4311-410-000-000	129.00	
6342-1202-01	FUEL FOR DISTRICT VANS WRESTLING			01-1100-0-1110-4200-4311-410-000-000	114.10	
6342-1202-02	FUEL FOR DISTRICT VANS WRESTLING			01-1100-0-1110-4200-4311-410-000-000	.01	
6342-1202-03	FUEL FOR DISTRICT VANS WRESTLING			01-1100-0-1110-4200-4311-410-000-000	.01	
6342-1205-01	REEDS, STRINGS, DRUMHEADS			01-6300-0-1222-1000-4300-410-000-000	75.78	
6342-1205-02	WELLMEST - FOOD INCENTIVES			01-6500-0-5760-1110-4300-410-000-406	253.50	
6342-1210	FUEL FOR DISTRICT VANS WRESTLING			01-1100-0-1110-4200-4311-410-000-000	80.00	
6342-1215-01	STARS ROBOTICS REGISTRATION			01-4124-0-1135-1000-5800-410-000-201	154.50	
6342-1215-02	STRIVE FOOD ORDER			01-3310-0-5760-1110-4307-410-000-402	208.99	
6342-1215-03	STARS ROBOTICS REGISTRATION			01-4124-0-1135-1000-5800-410-000-201	159.65	

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 905, Source = N, Pay To = N, Payment Method = N, Check Number(s) = 40260431, 40260803, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 = )



Payment Id Comment

Number of Items 1

7,914.45

Totals for Register 001183

## 2024 FUND-OBJ Expense Summary / Register 001183

01-4200	60.00	
01-4300	4,252.07	
01-4307	208.99	
01-4311	323.13	
01-5800	1,316.11	
01-5833	86.88	
01-9110*		6,247.18-
Totals for Fund 01	6,247.18	6,247.18-
13-4307	56.55	
13-9110*		56.55-
Totals for Fund 13	56.55	56.55-
19-4300	1,610.72	
19-9110*		1,610.72-
Totals for Fund 19	1,610.72	1,610.72-
Totals for Register 001183	7,914.45	7,914.45-

\* denotes System Generated entry

Net change to Cash 9110

7,914.45- Credit

Selection

Sorted by Check Number, Inv #, Include Address=No, (Org = 905, Source = N, Pay To = N, Payment Method = N, Check Number(s) = 40260431, 40260803, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 = )

905 - Corning Union High School

Generated for DIANA DAVISSON (DDAVISSON905), Jan 10 2024

1:19PM

Register 001185 - 01/09/2024

Bank Account COUNTY - COUNTY

Payment Id	Comment	Check Amt	Status	Printed	U.S. BANK CORPORATE PAYMENT SYSTEM (000681/1)
Check # 40260803	01	2,996.49			
0693-1222	FELTON/BARRIGA INSTITUTE FOR CAMPUS SAFETY		01-0000-0-0000-2700-5200-410-000-000		99.00
3585-1220-01	ONLINE		01-0723-0-0000-3600-5800-410-000-000		210.00
3585-1220-02	CA AIR RESOURCE BOARD		01-0723-0-0000-3600-5800-410-000-000		6.28
4118-1221	FOOD		01-1100-0-6141-1000-4300-410-000-310		41.40
5063-1221	STAFF CHRISTMAS BREAKFAST		01-0000-0-0000-7200-4307-410-000-000		194.60
5247-1219	PANTRY SUPPLIES FOR STUDENT KITCHEN		01-0220-0-3200-3900-4300-411-000-011		33.23
5702-1221	WINTER RETREAT ACTIVITY TICKETS		01-7010-0-3800-1000-5800-410-000-000		20.59
6342-1222-01	2/20-2/25 A LOPEZ-RIVERA CABE 2024 ANAHEIM		01-4127-0-4760-1000-5200-410-000-000		470.00
6342-1222-02	2/20-2/25 A DIAZ CABE 2024 ANAHEIM		01-4127-0-4760-1000-5200-410-000-000		470.00
6342-1222-03	2/20-2/25 R MONTROYA CABE 2024 ANAHEIM		01-4127-0-4760-1000-5200-410-000-000		470.00
6342-1222-04	2/20-2/25 A DIAZ CABE 2024 ANAHEIM		01-4127-0-4760-1000-5200-410-000-000		327.13
6342-1222-05	2/20-2/25 R MONTROYA CABE 2024 ANAHEIM		01-4127-0-4760-1000-5200-410-000-000		327.13
6342-1222-06	2/20-2/25 A LOPEZ-RIVERA CABE 2024 ANAHEIM		01-4127-0-4760-1000-5200-410-000-000		327.13

Number of Items

1

2,996.49

Totals for Register 001185

## 2024 FUND-OBJ Expense Summary / Register 001185

01-4300	74.63
01-4307	194.60
01-5200	2,490.39
01-5800	236.87
01-9110*	2,996.49-
Totals for Register 001185	2,996.49
	2,996.49-

\* denotes System Generated entry

Net change to Cash 9110

2,996.49-Credit

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 905, Source = N, Pay To = N, Payment Method = N, Check Number(s) = 40260431, 40260803, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 = )

905 - Corning Union High School

Generated for DIANA DAVISSON (DDAVISSON905), Jan 10 2024

1:19PM



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Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 905, Source = N, Pay To = N, Payment Method = N, Check Number(s) =

40260431, 40260803, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 = )

905 - Corning Union High School

Generated for DIANA DAVISSON (DDAVISSON905), Jan 10 2024

1:19PM

Number of Items	2	10,910.94	Totals for Org 905 - Corning Union High School
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Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 905, Source = N, Pay To = N, Payment Method = N, Check Number(s) = 40260431,40260803, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 = )

905 - Corning Union High School



2023-24 School Year -

Outgoing

Updated: 12/11/23

Last Name	First	Grade	To	Code	Outcome/ Date
Alexander	Roy	10th	Orland Unified	1	Established 10/31/23
Brooks	Jack	9th	Orland Unified	1	Established 7/26/23
Cameron	Malachi	9th	Orland Unified	1	Established 8/14/23
Chamberlin	Sophie	10th	Red Bluff	1	Established 8/9/23
Cruz	Miranda	9th	Orland Unified	1	Established 8/9/23
Drake	Chyna	10th	Orland Unified	1	Established 11/7/23
Favela	Itzia	10th	Red Bluff	1	Established 8/7/23
Figueroa	Yaritza	10th	Red Bluff	1	Established 8/7/23
Flournoy	Bree	11th	Los Molinos	1	Established 8/16/23
Freeman	Coalby	10th	Orland Unified	1	Established 8/16/23
Gilbert	Taylor	10th	Los Molinos	1	Established 8/7/23
Gilego	Mia	12th	Los Molinos	1	Established 8/8/23
Gutierrez	Jimena	12th	Chico Unified	1	Established 5/23/23
Hagan	Jonathan	9th	Orland Unified	1	Established 3/13/23
Hernandez Reyes	Jose	12th	Red Bluff	1	Established 10/6/23
Infente	Kamila	9th	Hamilton Unified	1	Established 8/14/23
Johnson	Kyle	10th	Orland Unified	1	Established 5/18/23
Kampmann	Tucker	12th	Orland Unified	1	Renewal from 2020-21 school year Established 6/25/20
Lacindola	Madeline	9th	Chico Unified	1	Established 1/19/23
Lawrence	Chance	10th	Orland Unified	1	Established 10/26/23
Madrigal	Aiden	9th	Red Bluff	1	Established 6/26/23
Madrigal	Jocelyn	11th	Red Bluff	1	Established 6/26/23
Maloney	Arien	10th	Hamilton Unified	1	Established 8/22/23
McKenzie	Kaylen	12th	Orland Unified	1	Denied per Orland- currently full
Moreno	Andres	9th	Los Molinos	1	Established 4/3/23
Morfin	Sergio	9th	Los Molinos	1	Established 12/11/23
Murillo	Anthony	9th	Orland Unified	1	Established 2/7/23
Negrete	Valerie	10th	Los Molinos	1	Established 5/18/23
Nunes	Madelyn	9th	Orland Unified	1	Established 11/16/23
Padilla	Jonathan	11th	Chico Unified	1	Denied per Chico Unified 5/23 -approved 5/24
Parker	Jeti	11th	Red Bluff	1	Established 12/8/23
Perez	Omar	9th	Chico Unified	1	Established 4/13/23
Prouly	Samantha	11th	Orland Unified	1	Established 10/31/23
Ross	Kaden	11th	Los Molinos	1	Established 11/29/23
Salazar	Mayvynn	10th	Red Bluff	1	Established 5/3/23
Staton	Christa	9th	Chico Unified	1	Denied 4/19 per CH (no room in SPED program)
Staton	Rosehannah	10th	Chico Unified	1	Denied 4/19 per CH (no room in SPED program)
Talley	Alyssa	9th	Red Bluff	1	Established 8/10/23
Talley	David	11th	Red Bluff	1	Established 8/10/23
Talley	Emilia	12th	Red Bluff	1	Established 8/10/23
Talley	Jackson	9th	Chico Unified	1	Pending Chico's approval in January when they review
Taylor	Lilliana	9th	Orland Unified	1	Established 2/7/23
Taylor	River	10th	Orland Unified	1	Established 2/7/23
Toney	Conley	10th	Orland Unified	1	Established 5/8/23
Valladarez	Alaan	9th	Los Molinos	1	Established 7/11/23
Walker	Ladarus	10th	Orland Unified	1	Denied per Orland 10/30/23
Wilson	Bryce	9th	Orland Unified	1	Established 11/7/23



2023-2024 School Year				Incoming		Updated: 10/25/23	
Last Name	First	Grade	From	Code	Reason / Date		
Bain	Ivy	12th	Red Bluff	1	Established 8/24/23		
Barnejo	Miguel Servin	12th	Orland Unified	1	Established 9/6/23		
Blanco	Elena	12th	Willows Unified	1	Established 10/25/23		
Carranza	Luis	9th	Red Bluff	1	Established 8/11/23		
Carter	Hayden	12th	Orland Unified	1	Established 9/19/23		
Carter	Lily	11th	Orland Unified	1	Established 9/19/23		
Castillo	Liliyana	12th	Red Bluff	1	Established 10/17/23		
Castro	Alexander	9th	Red Bluff	1	Established 8/8/23		
Ceja	Luis	9th	Red Bluff	1	Established 5/8/23		
Coats	Reagan	10th	Red Bluff	1	Established 6/26/23		
Dutra	Gavin	10th	Orland Unified	1	Established 9/5/23		
Edmiston	Ashleigh	11	Red Bluff	1	Established 10/25/23		
Ezzat	Nathan	9th	Red Bluff	1	Established 10/13/23		
Feelo	Nicholas	10th	Red Bluff	1	Established 9/28/23		
Freund	Aubree	9th	Red Bluff	1	Established 2/9/23		
Gallardo	Joanna	11th	Willows	1	Established 10/10/23		
Godinez	Luis	9th	Red Bluff	1	Established 8/1/23		
Godinez Ceja	Antonio	11th	Red Bluff	1	Established 8/22/23		
Guillen-Calderon	Jairo	11th	Red Bluff	1	Established 9/12/23		
Guy	Tapanga	11th	Orland Unified	1	Established 10/10/23		
Hernandez	Natalia	11th	Los Molinos	1	Established 6/5/23		
Houchins	Anthonyrie	12th	Red Bluff	1	Established 7/18/23		
Jones	Kayden	10th	Orland Unified	1	Established 9/1/23		
Linder	Caitlyn	9th	Red Bluff	1	Established 9/7/23		
Linder	Taylor	11th	Red Bluff	1	Established 9/7/23		
Miron	Jose	12th	Chico	1	Established 9/6/23		
Mackintosh	Nicolas	12	Red Bluff	1	Established 9/19/23		
Monarez	Elizabeth	10th	Red Bluff	1	Pending final approval		
McKibbin	Ketura	12th	Red Bluff	1	Established 6/26/23		
Ochs	Cade	12th	Los Molinos	1	Renewal Established 8/14/20		
Osorio	Briana	9th	Los Molinos	1	Established 3/9/23		
Pastron	Aleexandria	11th	Orland Unified	1	Established 9/19/23		
Paulson	Brian	12th	Los Molinos	1	Denied per CUHSD 8/11/23		
Pintor-Gonzalez	Xiomara	9th	Willows	1	Established 10/10/23		
Reilly	Lillian	10th	Anderson Unified	1	Established 7/10/23		
Rosales	Ricardo	11th	Los Molinos	1	Established 8/31/23		
Stever	Livia	10th	Red Bluff	1	Established 6/26/23		
Valdovinos	Jose	12th	Red Bluff	1	Established 10/16/23		
Williams	Devin	12th	Los Molinos	1	Established 9/20/23		
Wright	Claudia	12th	Red Bluff	1	Established 9/22/23		
Wright	Jenny	11th	Red Bluff	1	Established 9/26/23		

Board Meeting Date:		1/18/24			
<b><u>Action</u></b>	<b><u>Type</u></b>	<b><u>Name</u></b>	<b><u>Position</u></b>	<b><u>Effective</u></b>	<b><u>Background</u></b>
New Hire	Position	Dowdy, Dawn	Para I	12/15/23	Filling New approved Position
Resignation	Voluntary	Garcia, Anthony	Cust/Maint. I	1/8/24	Voluntary Resignation
New Hire	Position	Jones, Melissa	Ag Teacher	1/16/24	Filling Vacancy for E. Brown
Resignation	Voluntary	Bolmanski, Jessica	Para I	1/22/24	Voluntary Resignation
<b>Extra Duty/Stipend/Temporary/Coaching Authorizations</b>					
10/24/23	Stipend	Alldrin, Lance	ISP Stipend	Annually	1/7 of salary for 4 students



**Quarterly Report on Williams Uniform Complaints**  
Education Code 35186(d)

District: Corning Union High School District

Person completing this form: Jason Armstrong Title: Principal

Quarterly Report Submission Date: January 2024  
Month Year

Date for information to be reported publicly at governing board meeting: 01/18/24

Please check the box that applies:

☒ No complaints were filed with any school in the district during the quarter indicated above.

☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials			
Teacher Vacancy or Misassignment			
Facilities Conditions			
<b>TOTALS</b>	0	0	0

Jared Caylor  
Print Name of District Superintendent

\_\_\_\_\_  
Signature of District Superintendent

01/09/2024  
Date





1433 Fifth Street  
Santa Monica CA90401  
US

## INCHARGE ENERGY, INC.,

Name: Tony Lumino  
Phone: (714) 473-3595  
Email: tony.lumino@inchargeus.com

Sales Order #: Q-04650-1  
SO Issue Date: 9/19/2023  
Expiration Date: 12/19/2023  
Estimated Delivery Date: 2/28/2024

### Customer Info

Purchaser Company Name : Corning Union High School District  
Purchaser Contact Name : Jason Enos  
Purchaser Contact Phone : (530) 824-8000  
Purchaser Contact Email : jenos@corninghs.org

Monthly Subscription Term : 12

Type of Install : Equipment & Software Customer

Product Name	PART #	DESCRIPTION	QTY	Sales Price	Net Price
Hardware Products	Hardware Products	Hardware Products	1	\$0.00	\$0.00
ICE-60 CCS1 Long / CCS1 Long	IDC-60-480-C1LC1L-AC1R	DC Fastcharger, 60kW max. output, 150 - 1000Vdc out, 480V 3p Input, Dual CCS1 (25ft), All-in-One, Cellular, RFID	3	\$39,255.00	\$117,765.00
Installation	Installation	Installation	1	\$0.00	\$0.00
Commissioning DCFC Station	INST-CSN-DCFC	Commissioning & Startup of equipment of EVSE DC Fast Charging Station. Testing with a production Battery Electric Vehicle, warranty verification of installation, submission of OEM commissioning documents. Includes labor & travel.	1	\$1,500.00	\$1,500.00
Commissioning additional DCFC Station for the same site ONLY	INST-CSN-DCFC-ADD	Commissioning additional DCFC Station for the same site ONLY. Commissioning & Startup of equipment of EVSE DC Fast Charging Station. Testing with a production Battery Electric Vehicle, warranty verification of installation, submission of OEM commissioning documents. Includes labor & travel.	2	\$750.00	\$1,500.00
Software Products	Software Products	Software Products	1	\$0.00	\$0.00



Product Name	PART #	DESCRIPTION	QTY	Sales Price	Net Price
InControl Smart for DC Chargers	INC-DCSMART	InControl Smart for DC Chargers. Renewal required after term expiration.	3	\$468.00	\$1,404.00
InControl Add-on Parallel Charging Session Integration	INC-ADDON-PARALLEL	InControl Add-on per charger. Required for parallel, sequential charging session integration. Renewal required after term expiration.	3	\$468.00	\$1,404.00
InControl Setup	INC-SETUP	One-time software, hardware configuration and setup fee for the InControl portal (per site)	1	\$499.00	\$499.00
InControl Data Plan	INC-ADDON-DATA	InControl Data Plan to ensure connectivity - Cellular Data 4G/5G. Renewal required after term expiration.	3	\$120.00	\$360.00
Shipping for DC All-in-One or Dispenser	SHIP-DCFC	Ground Shipping Costs for one DCFC Charger	3	\$650.00	\$1,950.00
<b>TOTAL:</b>					\$126,382.00
<b>Net Total:</b>					<b>\$126,382.00</b>

### Tax Terms

The price does not include any federal, state, or local property, license, privilege, sales, use, excise, gross receipts, or other like taxes that may now or hereafter be applicable. Purchaser agrees to pay or reimburse any such taxes which Seller or its suppliers are required to pay or collect. If Purchaser is exempt from the payment of any tax or holds a direct payment permit, Purchaser will, upon purchase order placement, provide Seller a copy, acceptable to the relevant governmental authorities of any such certificate or permit.

### Payment Terms

For Environmental Protection Agency (EPA) Clean School Bus (CSB) program rebates, 100% of the rebate is due once funds are distributed to recipient. Method of payment is ACH with net 30 terms. Upon receiving EPA CSB rebate funding, recipient will notify the InCharge Energy account representative by email and an invoice will be sent with our electronic payment information for the rebate total plus an Advance Payment of 50% of remaining project amount. For equipment, warranty and software orders, the remaining 50% will be invoiced upon shipping. For final bolt down and turnkey projects, the remaining 50% will be invoiced upon substantial completion..

#### Advance Request

#### Final Invoice with Sales Tax for Total Amount

Payment	Due	Amount	Due
100% of EPA grant award infrastructure and 50% of any balance beyond grant award value.	Due Upon Receipt of Grant Refund	Remaining Balance (including tax)	Net30

### Terms & Conditions



## **SALES ORDER TERMS AND CONDITIONS**

### **1 Document Components; Binding Agreement.**

(a) The face of the sales quote ( the "Face" ) to which these Purchase Order Terms and Conditions (these "Terms") are attached set forth certain details regarding the purchase and/or license (as applicable, the "Purchase") of certain goods, software, and/or services (together, the "Goods and Services"). (i) The Face, (ii) these Terms, (iii) any document mutually executed and delivered by Buyer and Seller that is referenced on the Face (a "Referenced Document"), and (iv) any other document mutually executed and delivered by Buyer and Seller that expressly covers the Purchase of the Goods and Services but that is not referenced on the Face (an "Unreferenced Document") constitute the entire agreement between Buyer and Seller with respect to the Purchase referenced on the Face ((i), (ii), (iii) and (iv) together, this "Agreement"). This Agreement is binding with respect to the Purchase of the Goods and Services described on the Face.

(b) In the event of any conflicting provision(s) between or among components of this Agreement, the following order of priorities shall govern (in descending order, with the lower number superseding the higher number): (i) the description of the Goods and Services and the amount and timing of the payment in respect of the Purchase, each as set forth on the Face, (ii) a Referenced Document, (iii) an Unreferenced Document, but only to the extent that Buyer and Seller mutually agree that such Unreferenced Document was intended to cover the Purchase of the Goods and Services described on the Face, and (iv) these Terms.

### **2 Parties.**

The entity listed as the "Company" on the Face identified as the purchaser of the Goods and Services is the "Buyer". InCharge Energy, Inc. is the "Seller".

### **3 Offer and Acceptance; Other Terms Not Binding.**

(a) The issuance of any quote by Seller is an offer by Seller to sell and provide the Goods and Services, and such offer is expressly conditioned upon Buyer's acceptance of these Terms. This Agreement is the entire contract between Buyer and Seller relating to the Purchase of the Goods and Services. (b) An acknowledgement of this Agreement by Buyer (including execution of the Face) operates as an acceptance of Seller's offer upon these Terms even if such acknowledgement states terms and conditions (the "Acknowledgement's Terms") that are additional to or different from these Terms. (c) Any terms and conditions stated in the Acknowledgement's Terms and any other terms and conditions of Buyer are not binding upon Seller except to the extent Seller has (i) specifically executed by hand (or placed an electronic signature on) a document in which such terms and conditions are explicitly agreed upon and (ii) delivered to Buyer that signed document.

### **4 Specifications; License and Support.**

(a) The Goods and Services will be provided in accordance with any specification agreed upon by Buyer and Seller in writing in connection with the Purchase contemplated on the Face (the "Specifications"). The Specifications are incorporated herein by this reference and are made part of this Agreement. (b) If any software or software-as-a-service is referenced on the Face or if any software is otherwise incorporated into or provided with any goods provided by Seller, then Seller hereby grants to Buyer: (i) for software that has a fixed term stated on the Face, a non-transferable, non-exclusive, paid-up, worldwide license to access, use, duplicate, display and benefit from such software for the period of the term stated on the Face; and (ii) for software that does not have a fixed term stated on the Face, a non-transferable, non-exclusive, paid-up, perpetual, worldwide license to access, use, duplicate, display and benefit from such software. (c) If any maintenance or support for any goods or software is referenced on the Face, then Seller shall provide to Buyer such maintenance and support in accordance with its then-current standards.

### **5 Delivery; Transfer of Title.**

Delivery is deemed to have occurred as follows: (i) in respect of goods, when the goods are made available for pick-up ex-works at Seller's location as identified on the Face; (ii) in respect of software and/or other licensed rights, when the subject software and/or rights are made available to Buyer for use or download; and (iii) in respect of services, upon provision of the applicable services (in each case of (i)-(iii) above, the "Delivery"). Where the date of Delivery of the Goods and Services is to be specified after the placing of the Purchase, Seller shall give Buyer reasonable notice of the specified date. Transfer of title and risk of loss of goods provided hereunder occurs upon Delivery.

### **6 Payment Terms.**

Unless otherwise specified on the Face, Seller shall submit invoices to Buyer prior to Delivery of all Goods and Services listed on the Face, and Buyer shall pay Seller within thirty (30) days after delivery of an invoice for the Goods and Services. If Buyer



fails to timely make any payment hereunder, a late fee applicable to all amounts owed hereunder shall apply in an amount equal to 1.5% per month or the maximum amount allowable by applicable law, whichever is less.

## **7 Taxes.**

The term "Local Taxes" means all local, state, regional, VAT, GST, excise, sales and use taxes, but excludes any taxes related to Seller's income, assets, or obligations as an employer. Buyer will be responsible for all Local Taxes owing in connection with the sale and purchase of the Goods and Services.

## **8 Warranties.**

Seller represents, warrants and makes a continuing covenant to Buyer that: (a) Goods and Services furnished hereunder are free from all undisclosed charges, third party claims, encumbrances or liens and Seller has all title, right and permissions necessary to fulfill its obligations under this Agreement; (b) all Goods and Services will conform to the Specifications in all material respects; (c) Seller shall perform all services with appropriately qualified and trained personnel, with due care and diligence and to high standards of quality; and (d) Seller shall provide all goods new from the manufacturer, or, in the case of parts, such parts shall meet original manufacturer specifications unless specifically stated otherwise on the Face or a Referenced Document.

## **9 Compliance with Laws.**

Each party will comply with all applicable laws, ordinances, regulations, rules, orders, and other requirements (including requirements for licenses, permits, certifications and approvals) of governmental authorities having jurisdiction in connection with this Agreement and the purchase and sale of the Goods and Services.

## **10 No Changes or Cancellation.**

After its acceptance of this Agreement, neither party may modify or cancel in whole or in part this Agreement, including the sale and purchase of the Goods and Services, except as may be approved in writing by the other party.

## **11 Limitation of Liability.**

IN NO EVENT SHALL SELLER BE LIABLE UNDER ANY THEORY OF LIABILITY FOR ANY INDIRECT, INCIDENTAL, SPECIAL, OR CONSEQUENTIAL DAMAGES OF ANY KIND (INCLUDING, WITHOUT LIMITATION, ANY SUCH DAMAGES ARISING FROM BREACH OF CONTRACT OR WARRANTY OR FROM NEGLIGENCE OR STRICT LIABILITY), INCLUDING, WITHOUT LIMITATION, LOSS OF PROFITS, REVENUE, OR DATA, OR USE, OR FROM ANY DEFECT, ERROR, OR MALFUNCTION OF THE GOOD AND SERVICES, EVEN IF SELLER OR ANY OTHER PERSON HAS BEEN ADVISED OR SHOULD KNOW OF THE POSSIBILITY OF SUCH DAMAGES.

EXCEPT AS EXPRESSLY SET FORTH HEREIN, SELLER MAKES NO, AND SPECIFICALLY DISCLAIMS ALL, EXPRESS AND IMPLIED WARRANTIES OF EVERY KIND RELATING TO THE GOODS AND SERVICES AND USE OF THE GOODS AND SERVICES (INCLUDING, WITHOUT LIMITATION, ACTUAL AND IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT), AS WELL AS ANY WARRANTIES THAT ANY GOODS OR SERVICES (OR ANY ELEMENTS THEREOF) WILL ACHIEVE A PARTICULAR RESULT OR WILL BE ERROR-FREE.

SELLER'S LIABILITY UNDER THIS AGREEMENT, REGARDLESS OF WHETHER UNDER A CONTRACT, TORT, OR OTHER THEORY OF LIABILITY, FOR ANY AND ALL CLAIMS OR TYPES OF DAMAGES WILL NOT EXCEED THE TOTAL FEES PAID BY BUYER TO SELLER HEREUNDER.

## **12 Governing Law and Jurisdiction.**

All matters and legal proceedings arising out of or related to the transactions contemplated by this Agreement; the negotiation, making, validity, interpretation or enforcement of this Agreement; and all related matters between the parties on behalf of themselves and their respective representatives: (i) are governed by the laws of the State of California, without reference to any conflict of laws principles or the choice of law doctrine and (ii) shall be exclusively brought in the state courts of the State of California or the federal courts of the United States of America, in each case located in the County of Los Angeles (together, the "Specified Courts"). The parties irrevocably (i) submit and consent to the exclusive jurisdiction and venue of the Specified Courts and waive any objection now or hereafter to the propriety or convenience of such venues, and (ii) waive any rights they may have to a trial by jury or the determination of any factual issues by a jury. In the event that any suit or action is instituted to enforce any provision in this Agreement, the prevailing party in such dispute shall be entitled to recover from the losing party all





Jared Caylor &lt;jcaylor@corninghs.org&gt;

## California School Dashboard: Private Preview Available for the English Learner Progress, Academic and Local Indicators on the Dashboard

1 message

Dashboard &lt;dashboard@cde.ca.gov&gt;

Tue, Nov 14, 2023 at 12:00 PM

To: jcaylor@corninghs.org

Dear Dashboard Coordinators:

The California Department of Education (CDE) is pleased to announce initial Phase 1 of the local educational agency (LEA) private rolling preview of the California School Dashboard (Dashboard). The purpose of the preview is to provide LEAs with the opportunity to review the data in advance of the public release of the Dashboard on December 15, 2023.

The following state and local indicators are now available on the Dashboard for review:

- **English Learner Progress Indicator (ELPI)**
- **Academic Indicators (ELA and Math)**
- **LEA Local Indicators**

To access the state and local indicators on the Dashboard, please use the preview web address and password below beginning today through December 14, 2023.

- **Dashboard Preview Web Site:**  
<https://caschooldashboard-staging-www-west.azurewebsites.net/>

Please enter the case-sensitive password to access the site: **ColorsAREbackin2023!**

Additionally, draft editions of the respective Technical Mini-Guides will be available for your review during these preview periods. Please use the following link to download these preview copies:

- **ExFiles Web Site:** <https://www3.cde.ca.gov/exfiles/index.aspx?pid=102>

Please enter in the following two passwords to download the Introduction mini-guide along with those for the Local Indicators, ELPI, and Academic Indicators:

- **Step 1: Project Code:** Enter in the project code: **ADPAUF1**
- **Step 2: Download Password:** Enter the download password: **D@shboard2023Preview**

**These data are embargoed until these data are made available to the public by the CDE. Please do not provide the media or members of the public access to the Internet site or the data before the CDE provides this information to the public. Otherwise, we will not be able to provide a private preview for LEAs in the future.**

Please note that the deadline to submit these data to the California Longitudinal Pupil Achievement System (CALPADS) closed in August 2023. Therefore, any data revisions will not be incorporated into the Dashboard reports. Additionally, the indicator downloadable data files will be available for LEA preview the week of December 12, 2023.

### Dashboard Question and Answer (Q&A) Session

The CDE is continuing its outreach to assist LEAs by hosting Q & A sessions on the following dates for general questions regarding the Dashboard:

- **November 29, 2023, from 3 to 4 p.m.**  
The registration link can be found on the SCOE Zoom Webinar Registration web page at [https://scoe.zoom.us/webinar/register/WN\\_kJCbSPgY.SnO\\_46KWTiaRIQ](https://scoe.zoom.us/webinar/register/WN_kJCbSPgY.SnO_46KWTiaRIQ).
- **December 6, 2023, from 3 to 4 p.m.**  
The registration link can be found on the SCOE Zoom Webinar Registration web page at



[https://scoe.zoom.us/webinar/register/WN\\_5aTn-to9RUKuC-4cXU5v1Q](https://scoe.zoom.us/webinar/register/WN_5aTn-to9RUKuC-4cXU5v1Q).

- **December 13, 2023, from 3 to 4 p.m.**

The registration link can be found on the SCOE Zoom Webinar Registration web page at

[https://scoe.zoom.us/webinar/register/WN\\_FxclXropRYCYzGF7tSg9hQ](https://scoe.zoom.us/webinar/register/WN_FxclXropRYCYzGF7tSg9hQ).

If you have questions about this email or the attachment, please contact the Analysis, Measurement, and Accountability Reporting Division by e-mail at [Dashboard@cde.ca.gov](mailto:Dashboard@cde.ca.gov).

Sincerely,

/s/

Cindy Kazanis, Director

Analysis, Measurement, and Accountability Reporting Division



AUGUST	SECTION	DESCRIPTION
Dear Rosie by: Meghan Boehman	Graphic Novel	A group of animal friends navigates a new school year together as they grieve the loss of their friend, Rosie.
Lo and Behold by: Wendy Mass	Graphic Novel	"With her life recently turned upside down, 12-year-old Addie is uncomfortable in her own skin until the world of virtual reality sparks her imagination and leads to an exciting new project, a new friend, and to reconnecting with who she's always been
Fox Point's own Gemma Hopper	Graphic Novel	"Gemma Hopper is obsessed with baseball but is too busy helping out at home and navigating the perils of friendship to try out for a team
Hoops by: Matt Tavares	Graphic Novel	Inspired by a true story, this graphic novel about the ongoing battle of women striving for equality in sports follows the Wilkins Regional High School girls' basketball team in 1975 Indiana, as they push through to improbable victory after improbable victory despite their disadvantages.
Gina & the Last City on Earth by: Judd Winick Bk 9	Graphic Novel	"Gina saves the world and restores the earth to what it was before magic took over"
Parachute Kids by: Betty Tang	Graphic Novel	After their two-week family tour of Los Angeles, ten-year-old Feng Li Lin and her older brother and sister learn they will remain in California while their parents return to Taiwan, forcing them to navigate a new school, a new language, bullies, racism, and the pressures of running a household.
The Adventures of Huckleberry Finn by: Roland Mann	Graphic Novel	A graphic novel retelling of the classic story of Huck Finn, the son of the town drunk, and Jim, an escaped slave, who make a break for freedom down the Mississippi River on a raft.
Jurassic Jeff: Space Invader #1 by: Rayden Lepp	Graphic Novel	Alien Jeff's mission to take over Earth is in jeopardy when he crash-lands one hundred million years too early, and the surprises keep coming when dinosaur friends Carl, Hungry, and Spike help Jeff find their leader.



School Trip by: Jerry Craft	Graphic Novel	Eighth grader Drew Ellis recognizes that he isn't afforded the same opportunities, no matter how hard he works, that his privileged classmates at the Riverdale Academy Day School take for granted, and to make matters worse, Drew begins to feel as if his good friend Liam might be one of those privileged kids and is finding it hard not to withdraw, even as their mutual friend Jordan tries to keep their group of friends together
Crunch by: Kayla Miller	Graphic Novel	Olive is balancing the too-many things she wants to do with the too-few hours in the day to do them. When everything adds up, suddenly it's crunch time! It's no secret that Olive loves trying new things. Between taking guitar lessons, making a short film, joining Berry Scouts, and leading the charge on her school's dress code reform, Olive has her hands full! But she enjoys being busy, so staying on track with her jam-packed schedule should be no problem...right? As weeks fly by, it gets harder and harder for Olive to find time for her activities, never mind time for herself. Will she be able to accomplish her goals, or will all her sizzle turn to fizzle
Like Lave in my Veins by: Derrick Barnes	Graphic Novel	"Bobby Beacon has trouble controlling his hot temper at his superhero school
I Survived the Great Chicago Fire 1871 by: Georgia Ball	Graphic Novel	Robbed on the train platform as soon as he arrives in the city, eleven-year-old Oscar Starling soon finds himself in the middle of the Great Chicago Fire when he chases after his thief, who is herself in need of rescue.
Dog Man: Twenty Thousand Fleas under the Sea by: Dave Pilkey	Graphic Novel	"Piggy is back, and his newest plot is his most diabolical yet. Dog Man and the rest of your favorite characters must join together in this heroic and hilarious, ALL NEW adventure. WHAT new villains are on the horizon? WHERE are they all coming from? And WHO will step forward to save the city when scoundrels sabotage our Supa Buddies
Tegan & Sara Junior Highby: Tegan Quin	Graphic Novel	"Before Tegan and Sara took the music world by storm, the Quins were just two identical twins trying to find their place in a new home and new school. From first crushes to the perils of puberty, surviving junior high is something the sisters plan to face side by side, just like they've always faced things. But growing up also means growing apart, as Tegan and Sara make different friends and take separate paths to understanding their queerness. For the first time ever, they ask who one sister is without the other
Bigfoot Crossing by: Gail Anderson Dargate	Paperback	"In this high-interest accessible novel for middle readers, a young teen starts to suspect that he and his family are being followed by a Bigfoot while on a camping trip



The Lost Heir ( Wings of Fire) by: Tui T Sutherland	Pb	Tsunami, heir to the SeaWing throne, is returning home for the first time since she was stolen as an egg, her mother, Queen Coral, welcomes her, but a mysterious assassin has been killing off her heirs for years.
The Dragonet Prophecy ( Wings of Fire) by:	Pb	Clay and the other four MudWing dragonets were stolen from their homes while they were still in their eggs and hidden for years in order to fulfill a prophecy claiming that the dragonets would end the war between the dragon tribes, but not all of the dragonets want their destiny.
Below the Surface by: Allison Finley	Pb	"In this high-interest accessible novel for middle-grade readers, thirteen-year-old Theo finds a pocket watch linked to a local legend about a lost treasure
Le Dicen Fregona: poemas de un chavo de la frontera by: David Bowles	Spanish	Thirteen-year-old Güero stands by and supports his first girlfriend, Joanna, after the sudden deportation of her father.
Una Vez Fui Tu` by: María Hinojosa	Spanish	"There is no such thing as an illegal human being or an illegal immigrant.' María Hinojosa is an Emmy award-winning journalist and was the first Latina to found a national independent non-profit newsroom in the United States. But before all that, she was a girl with big hair and even bigger dreams. Born in Mexico and raised in the vibrant neighborhood of Hyde Park, Chicago, María was always looking for ways to better understand the world around her--and where she fit into it. Here, she combines stories from her life, beginning with her family's indelible experience of immigration all the way through the first time she heard her own voice on national radio, with truths about the United States' long and complicated relationship with immigrants."
Iveliz lo Explica Todo by: Andrea Beatriz Arango	Spanish	Twelve-year-old Iveliz is trying to manage her mental health and advocate for the help and understanding she deserves, but in the meantime her new friend calls her crazy and her abuela Mimi dismisses the therapy and medicine Iveliz needs to feel like herself.
Estrella de Mar by: Lisa Fipps	Spanish	Bullied and shamed her whole life for being fat, twelve-year-old Ellie finally gains the confidence to stand up for herself, with the help of some wonderful new allies



The Grimoire of Grave States by: hanna Alkat	Short Story Collection	A prestigious school for young magicians, the Galileo Academy for the Extraordinary is reinventing itself as a roaming academy in which students of all cultures and identities are celebrated-- and there are some who aren't so happy with the recent changes. Professor of Magical History Septimius Dropwort is one of them. When the professor's body is discovered on school grounds with a mysterious note clenched in his lifeless hand, the Academy's students must solve the murder themselves, because everyone's a suspect. Join Galileo's best and brightest students as they race to discover the truth. Each is confident they have the skills-- but magic doesn't always play by the rules.
The Hard Parts: a memoir of courage and triumph by: Oksana Masters	Non-Fiction Sports	"The United States' most decorated winter Paralympic or Olympic athlete tells how she overcame Chernobyl disaster-caused physical challenges through sheer determination and a drive to succeed to win the world's best in elite rowing, biathlon, cross-country skiing, and road cycling competitions
Hoop Muses:an insider's guide to pop culture and the (women's) game by : Kate Fagan	Non-Fiction Sports	Hoops Muses' tells the . . . stories--with illustrations--that celebrate the people, history and tradition of women's basketball
Work With What You Got by: Zion Clark	Non-Fiction Sports	In this inspirational story of courage, determination, strength, and self-invention, an elite wheelchair racer and wrestler recounts a childhood of abuse and neglect until he meets two saviors--a wrestling coach who sensed his "warrior spirit" and his adoptive mother who set him up for success.
Master Slave Husband Wife: an epic journey from slavery to freedom by: Llyon Woo	Non-Fiction History	Presents the remarkable true story of Ellen and William Craft, who escaped slavery through daring, determination, and disguise, with Ellen passing as a wealthy, disabled white man and William posing as 'his' slave
Hands: How will you use them? by: Torrey Maldonado	Fiction	Twelve-year-old Trevor has an adult problem to deal with: how to protect himself, his sisters, and his mother from his abusive stepfather (currently in prison) and he thinks the way to do that is to take up boxing--although he would really rather draw.
the Next New Syrian Girl by: Ream Shukairy	Fiction	The unlikely friendship between Syrian American boxer Khadija and Syrian refugee Leene reveals the pressures and expectations of the perfect Syrian daughter and the repercussions of the Syrian Revolution both at home and abroad
I Kick and I Fly by: Ruchira Gupta	Fiction	instead of being sold into Bihar, India's sex trade, fourteen-year-old Heera stays at a local hostel for at-risk girls where she learns, through the practice of martial arts, that her body is a vessel through which she can protect herself and those around her.



		Join Lola Barnes, a.k.a. a modern Lydia Bennet, at the beginning of a summer gone truly wrong: where a boat party-turned-fiery-fiasco ends with the ship, Lola's summer plans, and her reputation truly sunk. . . . Luckily, this disaster of a summer has another thing in store for her: a path of self-discovery she never saw coming. Given an ultimatum, jail time, or spending the summer with the nonprofit Hike Like a Girl, she laces up her hiking boots and takes to the wilderness. Along the way, she'll encounter unexpected friends, a sweet romance, strength she didn't know she had and herself, Lola, at last
Lola at Last by: J.C. Peterson	Fiction	
Bea and the New Deal Horse by: L.M. Elliott	Fiction	Abandoned by her father after Black Tuesday, thirteen-year-old Bea convinces Mrs. Scott to take in her and her sister in exchange for farm work and Bea bonds with a seemingly untrainable horse.
		Twelve-year-old Alex loves playing soccer, and she's good at it, too. Very good. When her skills land her a free ride to play for Select, an elite soccer club, it feels like a huge opportunity. Joining Select could be the key to a college scholarship and a bright future--one that Alex's family can't promise her. But as the team gets better and better, her new coach pushes the players harder and harder, until soccer starts to feel more like punishment than fun. And then there comes a point where enough is enough, and Alex and her teammates must take a stand to find a better way to make their soccer dreams come true
Select by: Christie Matheson	Fiction	
The Lake House by: Sarah Beth Durst	Fiction	Three girls who arrive to an abandoned island must outwit and outlast the mysterious killer who awaits them there
Invisible Son by: Kim Johnson	Fiction	After spending two months in a juvenile detention center for a crime he did not commit, seventeen-year-old Andre Jackson returns home and tries to adapt to a Covid-19 world and find his missing best friend.
The Melancholy of Summer by: Louisa Onome	Fiction	After seventeen-year-old Summer's parents go on the run, she is placed in the care of Olu, a cousin she barely knows, but with Olu's and friends' efforts, stoic Summer eventually learns to open up.
Gloria Buenostro is Not My Girlfriend by: Brandon Hoang	Fiction	As one of only two Asian Americans in his school and often left out, Gary jumps at the chance of breaking into the school's popular clique by befriending the most beautiful girl in school, but as he comes closer to achieving his goal, Gary also risks losing the only person who sees the real him.
Call Me Adnan by: Reem Faruqi	Fiction	Twelve-year-old Adnan dreams of making it to the Ultimate Table Tennis championship, but when tragedy strikes his family, Adnan loses his passion for table tennis and must learn to channel his grief and heal.



Manslaughter Park Bk3 by: Tirzah, Price	Fiction	When her beloved uncle Sir Thomas Bertram dies in a tragic accident, aspiring artist Fanny Price finds evidence of foul play, drawing her into London's high society where a surprising twist of fate forever changes her life as she seeks justice.
Fatima Takes the Cake by Khadijah VanBrakle	Fiction	Aspiring baker seventeen-year-old Fatima navigates the challenges of parental and communal expectations in her strict Muslim community while staying true to her dreams.
Last Chance Dance by: Lakita Wilson	Fiction	Newly single when her boyfriend breaks up with her at the end of her senior year, Leila takes part in a high school tradition called the Last Chance Dance, which gives all the students one last opportunity to find love before graduation, and, matched with her four crushes, must figure out what--and who--she wants.
Now is Not the time to Panic by: Kevin Wilson	Fiction	Twenty years after secretly causing panic in her hometown through the written word and artwork, along with a fellow loner named Zeke, famous author, mom, and wife Frances Eleanor Budge gets a call that brings her past rushing back, threatening to upend everything"
My Dear Henry: a Jekyll & Hyde remix by: Kalynn Bayron	Fiction	"In this reimagination of Dr. Jekyll and Mr. Hyde, a teen boy tries to discover the reason behind his best friend's disappearance and the arrival of a mysterious and magnetic stranger"
The Book No one Wanted to Read by: Richard Ayode	Fiction	The life of a book isn't easy, especially when people judge you by your cover (not every book can be adorned with sparkly unicorns!). And this narrator should know--it's the book itself, and it has a lot of opinions. It gets irritated when readers bend its pages back, and it finds authors quite annoying. But it does have a story to tell. Through witty direct address and charming illustrations, readers meet a book that has never been read, with a cover the boring color of a school lunch table and pages so dry they give bookworms indigestion. But what happens when this book meets you, a curious reader?
The Jump by: Brittany Morris	Fiction	The stress of an oil refinery being built in their backyard, threatening their families' livelihood, prompts four working-class teens to join a dangerous scavenger hunt where the reward of power could change their families' fates and save the city they love so much.
Brighter than the Sun by: Daniel Aleman	Fiction	After the loss of her mother, high school junior Soledad finds herself struggling to balance classes and her new job in California to support her family in Tijuana, Mexico, in this thoughtful story about identity, immigration, and family



		Priscilla is first-generation Korean American, a former high school cheerleader who expects Sam to want the same all-American nightmare. Meanwhile, Sam is a girl of the times who has no energy for clichéd high school aspirations. After a huge blowup, Sam is desperate to get away from Priscilla, but instead, finds herself thrown back. Way back. To her shock, Sam lands in the '90s . . . alongside a 17-year-old Priscilla. Now, Sam has to deal with outdated tech, regressive '90s attitudes, and her growing feelings for sweet, mysterious football player Jamie, who just might be the right guy in the wrong era. With the clock ticking, Sam must figure out how to fix things with Priscilla or risk being trapped in an analog world forever
Throwback by: Maureen Goo	Fiction	
The Super Teacher Project by: Gordon Korman	Fiction	Oliver and Nathan, determined to get to the bottom of their new homeroom teacher's fishy behavior, discover Mr. Aidact is actually an AI robot from a secret experimental program.



<b>Title</b>	<b>Author</b>
180 Seconds	Jessica Park
Daisy Jones and the Six	Taylor Jenkins Reid
Girl Made of Stars	Ashley Herring Blake
GORDO	Jaime Cortez
Gravity	Sarah Beth
Heart Bones	Colleen Hoover
How I Used To Be	Amber Smith
If He Had Been with Me	Laura Nowlin
Looking for Alaska	John Green
My Sister's Bones	Cathi Hanauer
Speak	Anderson
Stay Gold	Tobly McSmith
The book of Ruth	Jane Hamilton
The Kite Runner	Khaled Hosseini
The Master Plan	Chris Wilsion
The Summer of Broken Rules	K. L. Walther
Tomorrow and Tomorrow and Tomorrow	Gabrielle Zevin
Tomorrow Will be Different	Sarah McBride
Tortilla Curtain	T. Coraghessan Boyle
Where the Crawdads Sing	Delia Owens
From Farmworker to Astronaut	Jose M. Hernandez



# CUHSD Scholarship Deferment Requests

Recipient	Amount	Deferral Request Reason	Deadlines Met	Approval/Denial
Armstrong, Aspen	\$1,500	Part time student for this semester due to schedule conflicts	Yes	Approved
Rodgers, Brice	\$500	Did not see email response from District Office stating paperwork was insufficient	No	Denied



# GOVERNOR'S BUDGET SUMMARY

Gavin Newsom, Governor  
STATE OF CALIFORNIA



2024-25





GOVERNOR  
Gavin Newsom

January 10, 2024

Dear Members of the Legislature,

Over the last five years, we have worked together to pass budgets that have reflected our priorities—expanding access to education and health care, combatting crime of all kinds, getting tens of thousands of people out of encampments and into housing, building the infrastructure for California's clean future while creating jobs, and addressing the accelerating threats of global climate change. In that time, we have paid tens of billions toward the state's long-term debt, including the "Wall of Debt" and retirement liabilities, and set aside record reserves to help the state deal with its highly volatile, progressive tax system.

I am proud that California remains the home of innovation and extraordinary entrepreneurship and has so many high-income earners. We ask them to pay their fair share to a state that has provided so much for so many. But this tax system inherently creates swings in revenue. As we experienced in the past couple of years, our well-intentioned laws meant to create big reserves and budget resiliency actually end up limiting how much we can put away for rainy days—we should improve the rules governing how much we are able to save in the good times, so we can be even more resilient during the tougher times.

While we have worked together to be responsible fiscal stewards, this year, we must correct for more volatility than originally anticipated. Because the Internal Revenue Service delayed the tax filing and payment deadline for the majority of our state, our work last year was based on revenue projections that did not include essential cash receipts. We knew the risks of being forced to budget with a blindfold on. Now that the receipts are in, we must bring our books back into balance.

Thankfully, because of our approach over the last several years, we are in a strong position to close this budget gap. Together, we have emphasized one-time spending in strong budget years, limiting the expansion of ongoing programs. We shared the recent windfall with millions of Californians, returning more than \$18 billion in tax refunds over the last two years. And importantly, we set aside record budget reserves of almost \$38 billion.

This budget prioritizes the services and programs that Californians depend on most while making necessary adjustments to ensure long-term fiscal stability. And I am proud to present a balanced budget without any broad-based tax increases.



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# INTRODUCTION

Even as the state faces a shortfall, California continues to expand access to high-quality education, healthcare, and opportunities for innovation and growth—fulfilling promises made while responsibly managing finances into the future. This budget maintains the state's fiscal stability using some of the money saved in historic budget reserves and responsibly closes the shortfall. This balanced budget will allow California to continue to drive important public policy, protect the services Californians depend on most, and support a private sector whose innovation is unmatched anywhere in the world.

The budget shortfall facing lawmakers in 2024—estimated at \$37.9 billion—is rooted in two separate but related developments during the past two years—the substantial decline in the stock market that drove down revenues in 2022 and the unprecedented delay in critical income tax collections. Normally, the bulk of cash data relating to the prior tax year is available by April, leading to a revised May budget informed by actual cash collections. Last year, due to federal tax deadline delays and California's subsequent conformity, the majority of the state's revenues did not arrive until October and November. That means the correction that would have come as part of last year's May Revision is instead being made in this January budget.

The Governor's proposed budgets in January and May 2023 warned of this increased uncertainty, and in June, the state passed a budget that planned accordingly, setting aside record reserves of just under \$38 billion. Now, the state faces a budget that must solve for last year's shortfall while adjusting state spending to ensure continued fiscal stability for years to come.



which measures more than 2,500 stocks concentrated in technology companies that are a California mainstay—declined by 33 percent. These represent the most substantial annual declines in these key indices since the onset of the Great Recession in 2008, and a correction from strong prior market performance, a tightened monetary policy by the Federal Reserve Board that drove interest rates upward, and the expectation of a recession that never materialized.

Despite the downward revision in 2022, 2022-23 revenues are estimated to still be 23 percent higher than pre-pandemic levels in 2018-19. Furthermore, the Big Three revenues are projected to revert to levels consistent with a normal revenue growth trajectory, absent the COVID-19 surge and subsequent correction.



Shaded bars indicate previous U.S. recessions.  
Source: California Department of Finance, 2024-25 Governor's Budget Forecast.

## CONCENTRATION OF HIGH-INCOME EARNERS HEIGHTENED REVENUE IMPACT OF MARKET DROP

The 2022 market decline had an outsized impact on state revenues, since an extremely small share of California taxpayers are responsible for a large share of state revenues. Personal income tax represents roughly two-thirds of all General Fund revenues, and just



Had the filing delay not been in place, most of the revenue drop would have been reflected in lower tax receipts before the May Revision and incorporated into the 2023 Budget Act projections. This would have resulted in a larger budget gap in 2023, additional solutions to close it, and a smaller shortfall for 2024 than what is now faced.

Lastly, the filing delay resulted in an abbreviated timeline to prepare the Budget. As such, the Administration will continue to assess whether additional corrective actions are necessary during the development of the May Revision.

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## **IMPROVED CONDITIONS, BUT RISKS REMAIN**

The stock market rose throughout 2023 and made up most of its losses from 2022, with the S&P 500 increasing by 24 percent in 2023, and the NASDAQ increasing by 43 percent. California's GDP has also remained strong in 2023, averaging 3.9 percent annualized growth through the first three quarters compared to a contraction of 2.2 percent over the same period in 2022. The stock market recovery and improved economic growth support the budget forecast assumptions that revenue growth will resume in 2023-24 following the steep correction in 2022-23, with potential upside through 2024-25 if the markets continue to outperform the forecast. In addition, the Federal Reserve has indicated it intends to cut interest rates throughout 2024, which may stimulate real estate transactions and other sectors of California's economy.

However, several risk factors could negatively impact the economy going forward. For instance, a significant financial shock from tightening financial conditions, stock market and asset price volatility and declines, and geopolitical turmoil are all issues that pose a risk to ongoing economic and revenue growth.

## **BUDGET RESERVES AND BALANCED SOLUTIONS**

While closing a shortfall of \$37.9 billion poses a substantial challenge for lawmakers, it is more manageable because of the state's foresight in building the combined budgetary reserves to a record level in 2023. A withdrawal from the Budget Stabilization Account (BSA) is a significant and appropriate component of the budget's balanced solutions. As its title suggests, a withdrawal from the BSA will help the state maintain fiscal stability, continue its ongoing efforts to address priority issues, such as homelessness and combatting the effects of climate change, and avoid harmful cuts in programs that are essential to the well-being of Californians throughout the state.



- **Delays—\$5.1 billion.** The budget delays funding for multiple items and spreads it across the three-year period, beginning in 2025-26, without reducing the total amount of funding through this period. Significant solutions in this category include:
  - Transit and Intercity Rail Capital Program (\$1 billion),
  - Full Implementation of DDS Service Provider Rate Reform (\$613 million),
  - Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program (\$550 million),
  - Clean Energy Reliability Investment Plan (\$400 million),
  - Behavioral Health Bridge Housing Program (\$235 million), and
  - Vulnerable Community Toxic Clean Up (\$175 million).
- **Fund Shifts—\$3.4 billion.** The budget shifts certain expenditures from the General Fund to other funds. Significant solutions in this category include:
  - Various shifts to the Greenhouse Gas Reduction Fund (\$1.8 billion),
  - State plans retirement contribution reductions using Prop 2 Debt Repayment Funding (\$1.3 billion), and
  - Unemployment Insurance Interest Payment (\$100 million).
- **Deferrals—\$2.1 billion.** The budget defers specific obligations to the 2025-26 fiscal year. Significant solutions in this category include:
  - June to July Payroll Deferral (\$1.6 billion) and
  - University of California and California State University Deferrals (\$499 million).

In addition to the solutions listed above that address the \$37.9 billion gap, the Budget includes withdrawals from the PSSSA of \$5.7 billion to maintain support for Local Educational Agencies and Community College Districts.

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## LIFTING THE LIMITS ON DEPOSITS TO BUDGET RESERVES

Proposition 2, passed by the voters in 2014, made changes to require 1.5 percent of General Fund tax revenue and a portion of General Fund revenues derived from capital gains to be set aside in reserves and used to pay down debt. The current deposit requirements for the BSA, or Rainy-Day Fund, were established in recognition of the volatility in capital gains revenue and to allow the state to set aside funds during



## SUMMARY CHARTS

This section provides various statewide budget charts and tables.



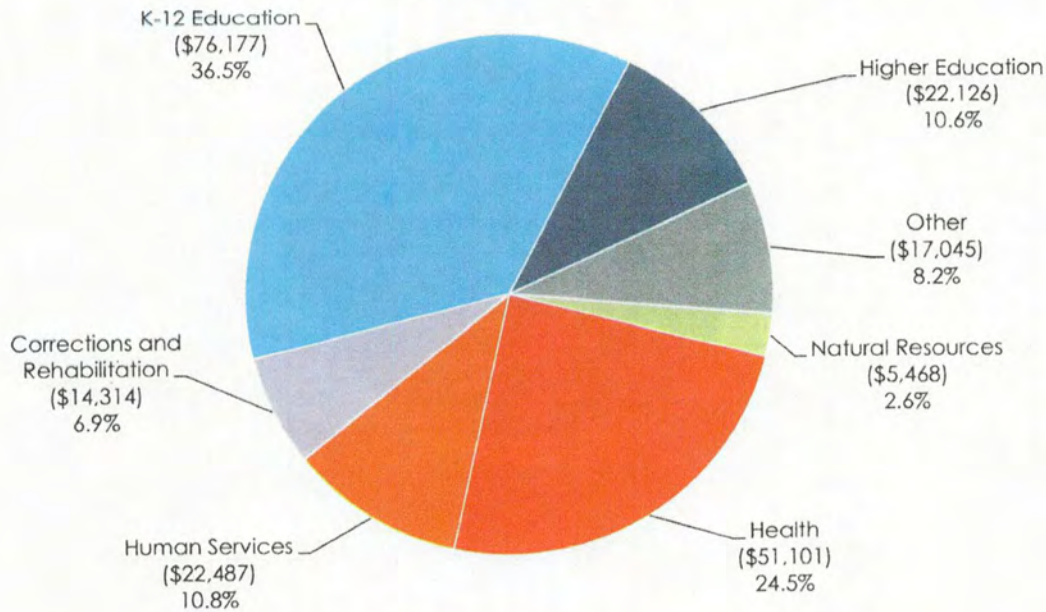
**General Fund Expenditures by Agency**

(Dollars in Millions)

	2023-24	2024-25	Change from 2023-24	
			Dollar Change	Percent Change
Legislative, Judicial, Executive	\$13,346	\$7,514	-\$5,832	-43.7%
Business, Consumer Services & Housing	3,391	654	-2,737	-80.7%
Transportation	1,121	726	-395	-35.2%
Natural Resources	12,263	5,468	-6,795	-55.4%
Environmental Protection	1,466	715	-751	-51.2%
Health and Human Services	74,136	73,588	-548	-0.7%
Corrections and Rehabilitation	15,525	14,314	-1,211	-7.8%
K-12 Education	76,134	76,177	43	0.1%
Higher Education	22,075	22,126	51	0.2%
Labor and Workforce Development	1,077	771	-306	-28.4%
Government Operations	4,791	3,239	-1,552	-32.4%
General Government:				
Non-Agency Departments	2,501	1,553	-948	-37.9%
Tax Relief/Local Government	595	579	-16	-2.7%
Statewide Expenditures	2,487	1,295	-1,192	-47.9%
<b>Total</b>	<b>\$230,908</b>	<b>\$208,718</b>	<b>-\$22,190</b>	<b>-9.6%</b>

Note: Numbers may not add due to rounding.

**2024-25**  
**General Fund Expenditures**  
 (Dollars in Millions)





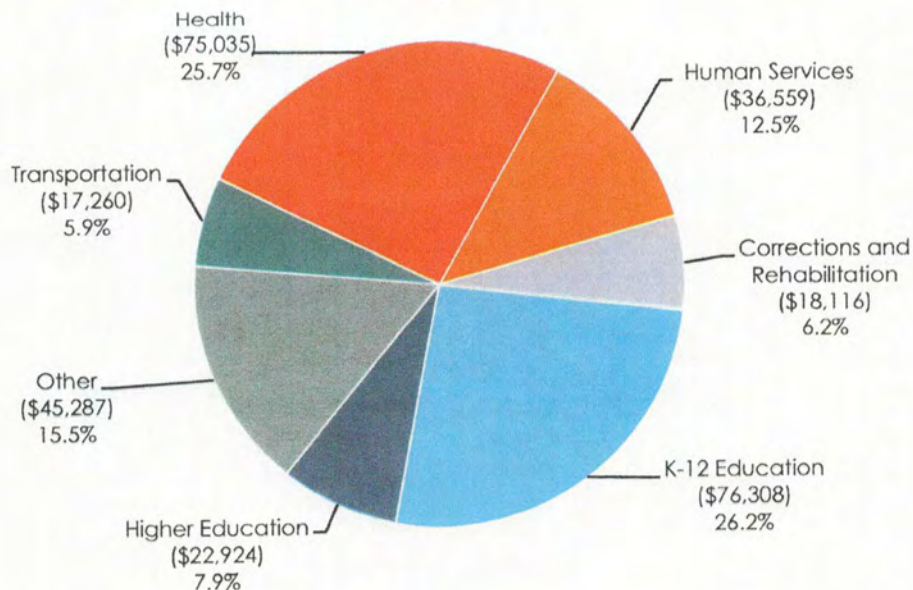
**2024-25 Total State Expenditures by Agency**

(Dollars in Millions)

	General Fund	Special Funds	Bond Funds	Totals
Legislative, Judicial, Executive	\$7,514	\$5,414	\$262	\$13,191
Business, Consumer Services & Housing	654	1,315	538	2,507
Transportation	726	16,448	86	17,260
Natural Resources	5,468	2,599	466	8,533
Environmental Protection	715	4,111	11	4,837
Health and Human Services	73,588	38,006	-	111,594
Corrections and Rehabilitation	14,314	3,803	-	18,117
K-12 Education	76,177	115	16	76,308
Higher Education	22,126	188	610	22,924
Labor and Workforce Development	771	1,147	-	1,918
Government Operations	3,239	385	-	3,624
General Government:				
Non-Agency Departments	1,553	1,980	2	3,534
Tax Relief/Local Government	579	3,546	-	4,126
Statewide Expenditures	1,295	1,720	3	3,018
<b>Total</b>	<b>\$208,718</b>	<b>\$80,777</b>	<b>\$1,994</b>	<b>\$291,490</b>

Note: Numbers may not add due to rounding.

**2024-25**  
**Total State Expenditures**  
**(Including Selected Bond Funds)**  
 (Dollars in Millions)





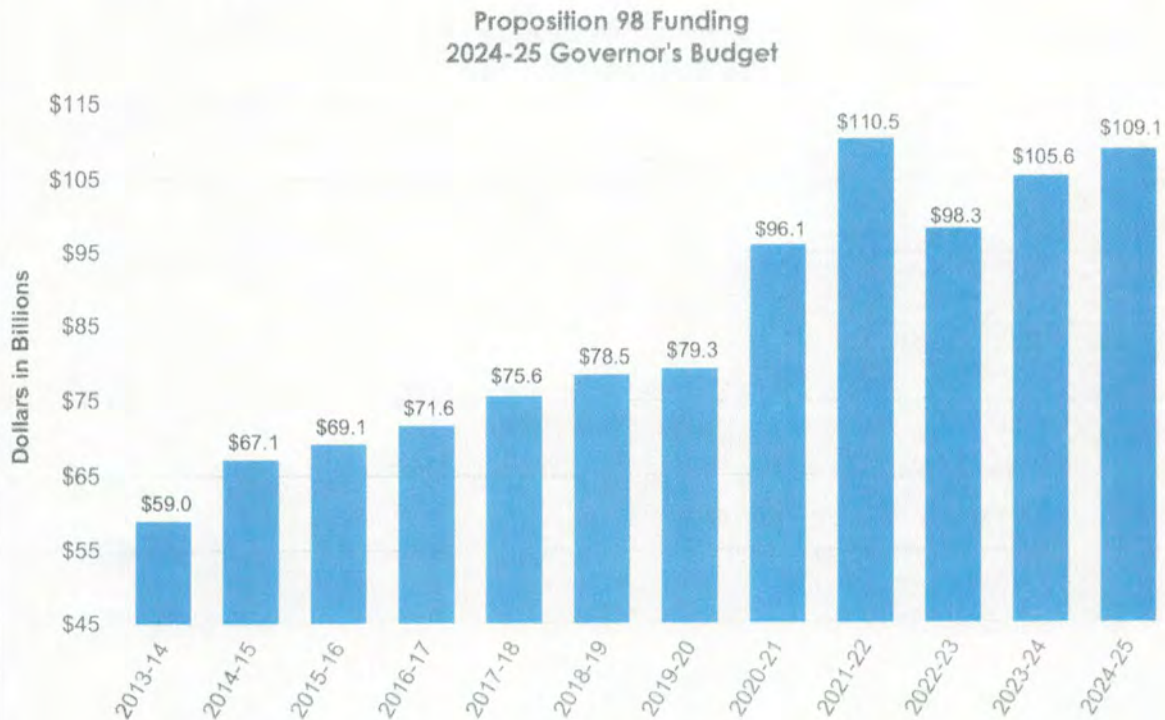
## K-12 EDUCATION

California provides academic instruction and support services to nearly six million students in grades kindergarten through twelve in more than 10,000 schools throughout the state. A system of 58 county offices of education, approximately 1,000 local school districts, and nearly 1,300 charter schools provide instruction in English, mathematics, history, science, and other core competencies to provide students with the skills they will need upon graduation to either enter the workforce or pursue higher education.

### MAINTAINING PREDICTABLE SUPPORT FOR SCHOOLS

Despite a challenging fiscal environment this year, the Governor's Budget maintains investments that are critical to improving instruction and support for students, including funding for community schools, universal school meals, expanded learning opportunities, education workforce, and continued implementation of universal transitional kindergarten. Over the past five years, the Governor and the Legislature have worked together to augment special education funding by more than \$3.5 billion. The Governor protects those historic increases in the Budget to sustain recent gains for students with disabilities. The Budget uses resources from the Public School System Stabilization Account (PSSSA) to provide fiscal stability, by supporting baseline fiscal adjustments to maintain a level of predictability for students, families, and local educational agencies (LEAs). This approach is critical to the continued implementation of the California for All Kids plan—a whole child framework designed to close opportunity gaps by accelerating learning and holistically supporting student needs.





## PROPOSITION 98 RAINY DAY FUND

The 2023 Budget Act projected a total balance of \$10.8 billion in the PSSSA. The Budget reflects revised 2022-23 and 2023-24 payments, and a 2024-25 payment, of roughly \$339 million, \$288 million, and \$752 million, respectively, into the PSSSA, and withdrawals of roughly \$3 billion in 2023-24 and \$2.7 billion in 2024-25, for a total revised account balance of more than \$3.8 billion at the end of 2024-25. Under current law, there is a cap of 10 percent on school district reserves in fiscal years immediately succeeding those in which the balance in the PSSSA is equal to or greater than 3 percent of the total K-12 share of the Proposition 98 Guarantee. The balance of \$5.7 billion in 2023-24 continues to trigger school district reserve caps in 2024-25.

## EDUCATIONAL REVENUE AUGMENTATION FUND

Beginning in 1992, the Educational Revenue Augmentation Fund (ERAF) shifted property tax revenues from cities, counties, and special districts to K-14 schools. This provides dollar-for-dollar General Fund savings equal to the amount shifted when Test 1 of Proposition 98 is not operative.



## INSTRUCTIONAL CONTINUITY

To provide students with needed instructional continuity including when facing challenges such as severe climate events, illness, or other barriers that impact attendance, the Budget proposes statutory changes to allow LEAs to provide attendance recovery opportunities to students to make up lost instructional time, thereby offsetting student absences, and mitigating learning loss and chronic absenteeism, as well as related fiscal impacts. Specifically, the proposed statutory changes would:

- Allow LEAs to add attendance recovery time to the attendance data submitted to the Department of Education, both for funding purposes (ADA reporting) and chronic absenteeism (individual student attendance reporting). Attendance recovery programs can take the form of Saturday school, intersessional school, or before/after school, and would be exempt from minimum day requirements.
- Require LEAs to provide students with access to remote instruction or support to enroll at a neighboring LEA for emergencies lasting 5 or more days.
- Encourage LEAs to provide hybrid or remote learning opportunities to students who are unable to attend school.

Additionally, the Budget includes \$6 million one-time Proposition 98 General Fund to do the following:

- (1) Research existing, and develop new, models of hybrid and remote learning to support students' attendance, including developing and disseminating guidance and resources for LEAs to develop their own hybrid and remote learning programs to enable instructional continuity; and
- (2) Investigate local student information systems to identify opportunities and make recommendations to allow LEAs to report individual student absence data to the state in a manner that allows for, at a minimum, local and statewide disaggregation of absences related to emergency events that prevent students from attending school.



The State Board of Education adopted a new Mathematics Framework in 2023, which is designed to help educators align classroom teaching with California's rigorous mathematics learning standards. Instructional materials aligned to the new mathematics framework are expected to be adopted in 2025. To further assist educators in teaching mathematics aligned to this new framework, the Budget proposes \$20 million one-time Proposition 98 General Fund for a county office of education to work with the University of California Subject Matter Projects, as well as other well-qualified governmental or non-profit providers, to develop and provide training for mathematics coaches and leaders who can in turn provide training and support to math teachers to deliver high-quality instruction. The Budget also proposes to make statutory changes to focus use of unexpended allocated Learning Recovery Emergency Block Grant funds on actions to address the needs of students most impacted by learning loss, based on an assessment of needs and incorporated into the existing Local Control and Accountability Plan development process, and to clarify that the allowable uses of the Learning Recovery Emergency Block Grant include professional development aligned to the new mathematics framework.

Additionally, the Budget proposes language to better enable school staff to be equipped with the tools needed to recognize and offer appropriate mental health supports to students in a way that is aligned with other state investments in this area, including professional development opportunities.

## SCHOOL FACILITY PROGRAM

The Kindergarten through Community College Public Education Facilities Bond Act of 2016 (Proposition 51), approved by voters in November 2016, authorized \$9 billion in state General Obligation bonds to support K-12 and community college school facilities construction. These funds support new construction, modernization, retrofitting, CTE, and charter school facility projects.

With Proposition 51 bond authority funds nearly exhausted, the 2022 and 2023 Budget Acts provided roughly \$1.3 billion one-time General Fund and \$2 billion one-time General Fund, respectively, for the School Facility Program (SFP), for K-12 school facilities construction. To address the projected budget shortfall, the Budget adjusts a planned 2024-25 investment for the SFP from \$875 million to \$375 million one-time General Fund.

This spring, the Administration expects to enter into negotiations with the Legislature on their education facilities bond proposals to reach agreement on a bond proposal to be considered in the November 2024 election.



and assessment through the development of a bank of curriculum-embedded performance tasks. Once developed, these performance tasks will be used to develop and measure a student's science subject matter knowledge and critical thinking skills through real world investigations and simulations.

- **Cradle-to-Career Data System**—An increase of \$5 million ongoing Proposition 98 General Fund to support the California College Guidance Initiative.
- **Nutrition**—An increase of \$122.2 million ongoing Proposition 98 General Fund to fully fund the universal school meals program in 2024-25. Over 845 million meals are projected to be served through this program in 2024-25.
- **Broadband Infrastructure Grant**—An increase of \$5 million one-time non-Proposition 98 General Fund to extend the program through 2029. The initial funding for this program was one-time through June 30, 2024. In addition to providing fiber broadband connectivity to the most poorly connected school sites, this funding would also be available for joint projects connecting schools, local libraries and telehealth providers to high-speed fiber broadband.
- **K-12 High Speed Network**—An increase of \$3.2 million ongoing Proposition 98 General Fund to support the K-12 High Speed Network program.
- **Parks Access**—An increase of \$2.1 million ongoing Proposition 98 General Fund for a county office of education to enable fourth graders attending public schools to access California state parks.
- **Inclusive College Technical Assistance Center**—An increase of \$2 million ongoing Proposition 98 General Fund to establish a Technical Assistance Center to:
  - Assist LEAs with the development and submittal of federal comprehensive transition and postsecondary program applications, so that students can apply for the Free Application for Federal Student Aid.
  - Facilitate collaboration between LEAs and institutions of Higher Education to support students, including those with intellectual disabilities, and their parents to plan for postsecondary transition.
  - Assist LEAs with the identification of potential funding sources and student financial assistance opportunities.
- **Homeless Education Technical Assistance Centers**—An increase of \$1.5 million ongoing Proposition 98 General Fund to maintain support for Homeless Education Technical Assistance Centers that were first established through the American Rescue Plan Act's, Homeless Children and Youth Program. This funding would



## DISTRICT PERFORMANCE OVERVIEW

# Corning Union High

Explore the performance of Corning Union High under California's Accountability System.

### Suspension Rate



Red

### English Learner Progress



Red

### Graduation Rate



Blue

### College/Career



Medium

### English Language Arts



Orange

### Mathematics



Red

### Basics: Teachers, Instructional Materials, Facilities

STANDARD NOT MET

### Implementation of Academic Standards

STANDARD NOT MET

### Parent and Family Engagement

STANDARD NOT MET

### Local Climate Survey

STANDARD NOT MET

### Access to a Broad Course of Study

STANDARD NOT MET

## District Details

### Optional Narrative Summary

Completed By Corning Union High

CUHSD did not complete its local indicator submission by the CDE deadline of 9/29/23. A link to the meeting where the local indicator data was presented to the public and Governing Board for approval can be found here (copy and paste into your browser):

<https://www.cuhsdistrict.org/documents/Board-of-Trustees/Board-Documents/June-22-2023-Boarad-Agenda-with-Supplemental-Materials.pdf>

#### NAME

Corning Union High

#### ADDRESS

643 Blackburn Avenue  
Corning, CA 96021-2216

#### WEBSITE

<http://www.corninghs.org>

#### GRADES SERVED

9-Adult

## CORNING UNION HIGH

# Student Population



population.

Enrollment

1,138

Socioeconomically  
Disadvantaged

77.2%

English Learners

26.9%

Foster Youth

1.1%

CORNING UNION HIGH

# Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts



Orange

55.4 points below standard

Increased 18.8 Points ▲

EQUITY REPORT

Number of Student Groups in Each Level



LEARN MORE

Mathematics



Red

146.1 points below standard

Maintained 2.4 Points

EQUITY REPORT

Number of Student Groups in Each Level



LEARN MORE

English Learner  
Progress



Red

24.6% making progress

Declined 24% ▼

LEARN MORE

College/Career



Medium

47.7% prepared

EQUITY REPORT

Number of Student Groups in Each Level



## Local Indicators

LEARN MORE

Implementation of  
Academic Standards

STANDARD NOT MET



**The Corning Union High School District  
and the  
Corning Independent Teachers' Association**

*Agree to the following:*

General Terms:

- 1) The term of the successor collective bargaining agreement shall be July 1, 2024 through June 30, 2027.
- 2) Terms of this agreement apply only to those actively employed with the District at the time of ratification.
- 3) This agreement shall close bargaining for the 2023-24 school year. Openers for the 2024-25 school year will be addressed according to Article XVI.

ARTICLE XV

Adjust Article XV to read as follows:

**15.7 Bereavement**

A certificated employee is entitled to up to 3 days of bereavement leave in the event of the death of any member of his/her immediate family (parent/spouse/child/child's spouse/sibling/sibling's spouse/grandparent/ aunt/uncle/niece/ nephew/ grandchild of the employee/any relative living in the immediate household of the employee). The first 3 days taken will not reduce any of the employees leave banks. The employee may take up to 7 additional days to come from their personal necessity leave bank. At the discretion of the Superintendent and where unusual circumstances exist, bereavement leave may be granted for a period longer than 10 days or because of the death of some other person than covered in the foregoing definition. A written request shall be made by the employee to the District Superintendent. If granted, this additional leave will come from the employee's sick leave balance. If accumulated sick leave is exhausted, the employee may request Catastrophic Leave.

Appendix A-1

Adjust Article A-1 to read as follows:

Alternative Education Counselors shall be paid based on the 190-day Certificated Salary Schedule. When mutually agreed upon with the Superintendent or designee, the alternative education counselor may work additional days. Compensation for these days shall be paid at the counselor's appropriate daily rate and will be paid in the month they are worked.

ARTICLE XIII

**ISP Teacher Caseload**

The caseload for Corning Independent High School Caseload/A-G ISP shall be determined as follows:

The caseload maximum for non-computer-based ISP students will be 25. In the event that a teacher has less than 25 non-computer-based ISP students, they may be assigned up to 2 computer-based ISP

Board Approved:



students for each student vacancy (below 25) until they reach a maximum of 40 students in both computer based and non-computer based ISP programs combined.

#### ARTICLE XIII

##### 13.5 Utility Credit

A unit member who is required to supervise students (covering another class or otherwise) during his/her utility period will be allowed to accumulate one period credit for each hour and/or period covered.

##### 13.6.1

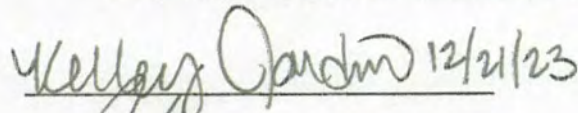
With pre-approval, unit members may be allowed to use a utility period for sick or personal business as outlined in contract 5 times per year without a reduction in their leave banks. These periods may attach to other sick and personal necessity requests for no more than 3 periods in a row.

##### NEW ARTICLE 13.13

For unit members present for the duration of the last instructional period of a full-length school day, unit members may be excused from AST (20-minute academic student time after school) with pre-approval from their supervisors 5 times during the school year without a reduction in their leave banks.

#### Compensation

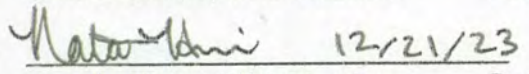
- 1) 8.5% one time paid based on unit member's 2023-24 salary
- 2) \$35,000 increase in stipends Administration will work with CITA to come up with a manner by which the \$35000 will be allocated between FFA and Ballet Folklorico stipends. A list of duties required to receive the FFA stipend will be developed and agreed upon by the department and the administration. This work is to be completed by March 1, 2024.

 12/21/23

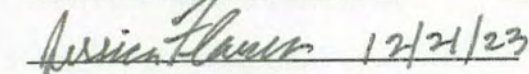
Kelley Jardin, CITA President Date

 12/21/23

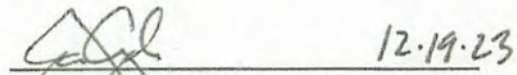
Jared Stearns, CITA Member Date

 12/21/23

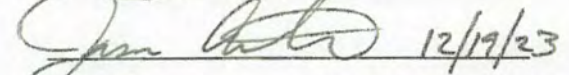
Natalie Hicks, CITA Member Date

 12/21/23

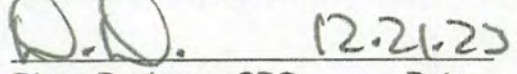
Jessica Flores, CITA Member Date

 12.19.23

Jared Caylor, Superintendent Date

 12/19/23

Jason Armstrong, CUHS Principal Date

 12.21.23

Diana Davisson, CBO Date

Board Approved:



**PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT**  
in accordance with AB 1200 (Chapter 1213/Statutes 1991), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District:	Corning Union High School District
Name of Bargaining Unit:	CITA
Certificated, Classified, Other:	Certificated

The proposed agreement covers the period beginning: July 1, 2023 and ending: June 30, 2024  
(date) (date)

The Governing Board will act upon this agreement on: January 18, 2024  
(date)

**Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.**

**A. Proposed Change in Compensation**

Bargaining Unit Compensation  All Funds - Combined		Fiscal Impact of Proposed Agreement (Complete Years 2 and 3 multiyear and overlapping agreements and Step & Column increases)		
		Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease)	Year 2 Increase/(Decrease)
			2023-24	2024-25
1. Salary Schedule Including Step and Column		\$ 4,780,540	\$ -	
			0.00%	0.00%
2. Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.		\$ -	\$ 441,345	
			0.00%	0.00%
Description of Other Compensation				
3. Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.		\$ 1,211,687	\$ 104,359	
			8.61%	0.00%
4. Health/Welfare Plans		\$ 824,843		
			0.00%	0.00%
5. Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5		\$ 6,817,070	\$ 545,704	\$ -
			8.00%	0.00%
6. Total Number of Bargaining Unit Employees (Use FTEs if appropriate)		63.00		
7. Total Compensation Average Cost per Bargaining Unit Employee		\$ 108,207	\$ 8,662	\$ -
			8.00%	0.00%



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

Page 4a

**G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

**Unrestricted General Fund**

Bargaining Unit:

CITA

		Column 1	Column 2	Column 3	Column 4
		Latest Board- Approved Budget Before Settlement (As of December 14, 2023)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
Object Code					
<b>REVENUES</b>					
LCFF Revenue	8010-8099	\$ 16,703,722		\$ -	\$ 16,703,722
Federal Revenue	8100-8299	\$ -		\$ -	\$ -
Other State Revenue	8300-8599	\$ 237,924		\$ -	\$ 237,924
Other Local Revenue	8600-8799	\$ 492,583		\$ -	\$ 492,583
<b>TOTAL REVENUES</b>		\$ 17,434,229		\$ -	\$ 17,434,229
<b>EXPENDITURES</b>					
Certificated Salaries	1000-1999	\$ 5,754,545	\$ 35,000	\$ (123,280)	\$ 5,666,265
Classified Salaries	2000-2999	\$ 2,452,440			\$ 2,452,440
Employee Benefits	3000-3999	\$ 3,275,774	\$ 8,276	\$ -	\$ 3,284,050
Books and Supplies	4000-4999	\$ 669,965		\$ -	\$ 669,965
Services and Other Operating Expenditures	5000-5999	\$ 958,151		\$ -	\$ 958,151
Capital Outlay	6000-6999	\$ 2,438,860		\$ -	\$ 2,438,860
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 272,183		\$ -	\$ 272,183
Transfers of Indirect Costs	7300-7399	\$ (149,920)		\$ -	\$ (149,920)
<b>TOTAL EXPENDITURES</b>		\$ 15,671,998	\$ 43,276	\$ (123,280)	\$ 15,591,994
<b>OTHER FINANCING SOURCES/USES</b>					
Transfers In and Other Sources	8900-8979		\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ 70,000	\$ -	\$ -	\$ 70,000
Contributions	8980-8999	\$ (2,442,900)	\$ -	\$ (281,906)	\$ (2,724,806)
<b>OPERATING SURPLUS (DEFICIT)*</b>		\$ (750,669)	\$ (43,276)	\$ (158,626)	\$ (952,571)
<b>BEGINNING FUND BALANCE</b>					
	9791	\$ 8,505,712			\$ 8,505,712
Audit Adjustments/Other Restatements	9793/9795				\$ -
<b>ENDING FUND BALANCE</b>		\$ 7,755,043	\$ (43,276)	\$ (158,626)	\$ 7,553,141
<b>COMPONENTS OF ENDING FUND BALANCE:</b>					
Nonspendable	9711-9719		\$ -	\$ -	\$ -
Restricted	9740				
Committed	9750-9760		\$ -	\$ -	\$ -
Assigned	9780	\$ 6,834,125	\$ (43,276)	\$ (158,626)	\$ 6,632,223
Reserve for Economic Uncertainties	9789	\$ 920,918	\$ -	\$ -	\$ 920,918
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

\*Net Increase (Decrease) in Fund Balance

**NOTE: 9790 amounts in Columns 1 and 4 must be positive**



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

Page 4b

**G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

Bargaining Unit:		Restricted General Fund CITA			
	Object Code	Column 1 Latest Board- Approved Budget Before Settlement (As of December 14, 2023)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
<b>REVENUES</b>					
LCFF Revenue	8010-8099	\$ -		\$ -	\$ -
Federal Revenue	8100-8299	\$ 1,081,661		\$ -	\$ 1,081,661
Other State Revenue	8300-8599	\$ 2,051,520		\$ -	\$ 2,051,520
Other Local Revenue	8600-8799	\$ 1,010,680		\$ -	\$ 1,010,680
<b>TOTAL REVENUES</b>		\$ 4,143,861		\$ -	\$ 4,143,861
<b>EXPENDITURES</b>					
Certificated Salaries	1000-1999	\$ 1,379,474	\$ -	\$ 185,823	\$ 1,565,297
Classified Salaries	2000-2999	\$ 1,333,756	\$ -	\$ -	\$ 1,333,756
Employee Benefits	3000-3999	\$ 1,713,567	\$ -	\$ 96,083	\$ 1,809,650
Books and Supplies	4000-4999	\$ 642,766		\$ -	\$ 642,766
Services and Other Operating Expenditures	5000-5999	\$ 1,672,694		\$ -	\$ 1,672,694
Capital Outlay	6000-6999	\$ 216,624		\$ -	\$ 216,624
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 173,628		\$ -	\$ 173,628
Transfers of Indirect Costs	7300-7399	\$ 148,420		\$ -	\$ 148,420
<b>TOTAL EXPENDITURES</b>		\$ 7,280,929	\$ -	\$ 281,906	\$ 7,562,835
<b>OTHER FINANCING SOURCES/USES</b>					
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -	\$ -
Contributions	8980-8999	\$ 2,442,900	\$ -	\$ 281,906	\$ 2,724,806
<b>OPERATING SURPLUS (DEFICIT)*</b>		\$ (694,168)	\$ -	\$ -	\$ (694,168)
<b>BEGINNING FUND BALANCE</b>					
	9791	\$ 2,943,951			\$ 2,943,951
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
<b>ENDING FUND BALANCE</b>		\$ 2,249,783	\$ -	\$ -	\$ 2,249,783
<b>COMPONENTS OF ENDING FUND BALANCE:</b>					
Nonspendable	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted	9740	\$ 2,249,783	\$ -	\$ -	\$ 2,249,783
Committed	9750-9760				
Assigned Amounts	9780				
Reserve for Economic Uncertainties	9789		\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

\*Net Increase (Decrease) in Fund Balance

**NOTE: 9790 amounts in Columns 1 and 4 must be positive**



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

Page 4c

**G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

		Combined General Fund			
Bargaining Unit:		CITA			
Object Code		Column 1	Column 2	Column 3	Column 4
		Latest Board- Approved Budget Before Settlement (As of December 14, 2023)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	\$ 16,703,722		\$ -	\$ 16,703,722
Federal Revenue	8100-8299	\$ 1,081,661		\$ -	\$ 1,081,661
Other State Revenue	8300-8599	\$ 2,289,444		\$ -	\$ 2,289,444
Other Local Revenue	8600-8799	\$ 1,503,263		\$ -	\$ 1,503,263
TOTAL REVENUES		\$ 21,578,090		\$ -	\$ 21,578,090
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 7,134,019	\$ 35,000	\$ 62,543	\$ 7,231,562
Classified Salaries	2000-2999	\$ 3,786,196	\$ -	\$ -	\$ 3,786,196
Employee Benefits	3000-3999	\$ 4,989,341	\$ 8,276	\$ 96,083	\$ 5,093,700
Books and Supplies	4000-4999	\$ 1,312,731		\$ -	\$ 1,312,731
Services and Other Operating Expenditures	5000-5999	\$ 2,630,845		\$ -	\$ 2,630,845
Capital Outlay	6000-6999	\$ 2,655,484		\$ -	\$ 2,655,484
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 445,811		\$ -	\$ 445,811
Transfers of Indirect Costs	7300-7399	\$ (1,500)		\$ -	\$ (1,500)
TOTAL EXPENDITURES		\$ 22,952,927	\$ 43,276	\$ 158,626	\$ 23,154,829
OTHER FINANCING SOURCES/USES					
Transfer In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ 70,000	\$ -	\$ -	\$ 70,000
Contributions	8980-8999	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ (1,444,837)	\$ (43,276)	\$ (158,626)	\$ (1,646,739)
BEGINNING FUND BALANCE	9791	\$ 11,449,663			\$ 11,449,663
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 10,004,826	\$ (43,276)	\$ (158,626)	\$ 9,802,924
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted	9740	\$ 2,249,783	\$ -	\$ -	\$ 2,249,783
Committed	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned	9780	\$ 6,834,125	\$ (43,276)	\$ (158,626)	\$ 6,632,223
Reserve for Economic Uncertainties	9789	\$ 920,918	\$ -	\$ -	\$ 920,918
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

\*Net Increase (Decrease) in Fund Balance

**NOTE: 9790 amounts in Columns 1 and 4 must be positive**



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

Page 4i

**Explanations for Column 3 "Other Revisions" entered on Pages 4a through 4h:**

Page 4a: Unrestricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ (123,280)	Realignment of existing funds
Other Financing Sources/Uses	\$ (281,906)	Realignment of existing funds

Page 4b: Restricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ 281,906	Realignment of existing funds
Other Financing Sources/Uses	\$ 281,906	increase contribution from unrestricted funds

Page 4d: Fund 11 - Adult Education Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4e: Fund 12 - Child Development Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4f: Fund 13/61 - Cafeteria Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4g: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4h: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Additional Comments:



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

Page 5a

**H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**

**Unrestricted General Fund MYP**

Bargaining Unit:

CITA

Object Code	2023-24	2024-25	2025-26
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 16,703,722	\$ 16,988,342	\$ 17,224,102
Federal Revenue 8100-8299	\$ -	\$ -	\$ -
Other State Revenue 8300-8599	\$ 237,924	\$ 237,924	\$ 237,524
Other Local Revenue 8600-8799	\$ 492,583	\$ 492,583	\$ 492,583
TOTAL REVENUES	\$ 17,434,229	\$ 17,718,849	\$ 17,954,209
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 5,666,265	\$ 5,747,521	\$ 5,885,691
Classified Salaries 2000-2999	\$ 2,452,440	\$ 2,501,440	\$ 2,551,440
Employee Benefits 3000-3999	\$ 3,284,050	\$ 3,284,673	\$ 3,331,673
Books and Supplies 4000-4999	\$ 669,965	\$ 669,965	\$ 669,965
Services and Other Operating Expenditures 5000-5999	\$ 958,151	\$ 958,151	\$ 958,151
Capital Outlay 6000-6999	\$ 2,438,860	\$ 2,438,860	\$ 2,438,860
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 272,183	\$ 272,183	\$ 272,183
Transfers of Indirect Costs 7300-7399	\$ (149,920)	\$ (148,420)	\$ (148,420)
Other Adjustments			\$ -
TOTAL EXPENDITURES	\$ 15,591,994	\$ 15,724,373	\$ 15,959,543
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 70,000	\$ 70,000	\$ 70,000
Contributions 8980-8999	\$ (2,724,806)	\$ (2,516,187)	\$ (2,591,673)
OPERATING SURPLUS (DEFICIT)*	\$ (952,571)	\$ (591,711)	\$ (667,007)
BEGINNING FUND BALANCE 9791	\$ 8,505,712	\$ 7,553,141	\$ 6,961,430
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 7,553,141	\$ 6,961,430	\$ 6,294,423
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ -	\$ -	\$ -
Restricted 9740			
Committed 9750-9760	\$ -	\$ -	\$ -
Assigned 9780	\$ 6,632,223	\$ 6,096,850	\$ 5,444,423
Reserve for Economic Uncertainties 9789	\$ 920,918	\$ 864,580	\$ 850,000
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -

\*Net Increase (Decrease) in Fund Balance

**NOTE: 9790 amounts must be positive**



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

Page 5b

**H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**

**Restricted General Fund MYP**

Bargaining Unit:

CITA

		2023-24	2024-25	2025-26
		Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
Object Code				
REVENUES				
LCFF Revenue	8010-8099	\$ -	\$ -	\$ -
Federal Revenue	8100-8299	\$ 1,081,661	\$ 1,056,661	\$ 1,056,661
Other State Revenue	8300-8599	\$ 2,051,520	\$ 1,625,614	\$ 1,625,614
Other Local Revenue	8600-8799	\$ 1,010,680	\$ 903,871	\$ 523,871
TOTAL REVENUES		\$ 4,143,861	\$ 3,586,146	\$ 3,206,146
EXPENDITURES				
Certificated Salaries	1000-1999	\$ 1,565,297	\$ 1,072,328	\$ 941,502
Classified Salaries	2000-2999	\$ 1,333,756	\$ 1,360,456	\$ 1,387,156
Employee Benefits	3000-3999	\$ 1,809,650	\$ 1,725,044	\$ 1,741,954
Books and Supplies	4000-4999	\$ 642,766	\$ 574,606	\$ 419,099
Services and Other Operating Expenditures	5000-5999	\$ 1,672,694	\$ 808,802	\$ 428,802
Capital Outlay	6000-6999	\$ 216,624	\$ -	\$ -
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 173,628	\$ 173,628	\$ 173,628
Transfers of Indirect Costs	7300-7399	\$ 148,420	\$ 148,420	\$ 148,420
Other Adjustments			\$ -	\$ -
TOTAL EXPENDITURES		\$ 7,562,835	\$ 5,863,284	\$ 5,240,561
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -
Contributions	8980-8999	\$ 2,724,806	\$ 2,502,891	\$ 2,578,278
OPERATING SURPLUS (DEFICIT)*		\$ (694,168)	\$ 225,753	\$ 543,863
BEGINNING FUND BALANCE	9791	\$ 2,943,951	\$ 2,249,783	\$ 2,475,536
Audit Adjustments/Other Restatements	9793/9795	\$ -		
ENDING FUND BALANCE		\$ 2,249,783	\$ 2,475,536	\$ 3,019,399
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	\$ -	\$ -	\$ -
Restricted	9740	\$ 2,249,783	\$ 2,475,536	\$ 3,019,399
Committed	9750-9760			
Assigned	9780			
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -

\*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

Page 5c

**H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**

**Combined General Fund MYP**

Bargaining Unit:

CITA

Object Code	2023-24	2024-25	2025-26
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 16,703,722	\$ 16,988,342	\$ 17,224,102
Federal Revenue 8100-8299	\$ 1,081,661	\$ 1,056,661	\$ 1,056,661
Other State Revenue 8300-8599	\$ 2,289,444	\$ 1,863,538	\$ 1,863,138
Other Local Revenue 8600-8799	\$ 1,503,263	\$ 1,396,454	\$ 1,016,454
TOTAL REVENUES	\$ 21,578,090	\$ 21,304,995	\$ 21,160,355
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 7,231,562	\$ 6,819,849	\$ 6,827,193
Classified Salaries 2000-2999	\$ 3,786,196	\$ 3,861,896	\$ 3,938,596
Employee Benefits 3000-3999	\$ 5,093,700	\$ 5,009,717	\$ 5,073,627
Books and Supplies 4000-4999	\$ 1,312,731	\$ 1,244,571	\$ 1,089,064
Services and Other Operating Expenditures 5000-5999	\$ 2,630,845	\$ 1,766,953	\$ 1,386,953
Capital Outlay 6000-6999	\$ 2,655,484	\$ 2,438,860	\$ 2,438,860
Other Outgo (excuding Indirect Costs) 7100-7299 7400-7499	\$ 445,811	\$ 445,811	\$ 445,811
Transfers of Indirect Costs 7300-7399	\$ (1,500)	\$ -	\$ -
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 23,154,829	\$ 21,587,657	\$ 21,200,104
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 70,000	\$ 70,000	\$ 70,000
Contributions 8980-8999	\$ -	\$ (13,296)	\$ (13,395)
OPERATING SURPLUS (DEFICIT)*	\$ (1,646,739)	\$ (365,958)	\$ (123,144)
BEGINNING FUND BALANCE 9791	\$ 11,449,663	\$ 9,802,924	\$ 9,436,966
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 9,802,924	\$ 9,436,966	\$ 9,313,822
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ -	\$ -	\$ -
Restricted 9740	\$ 2,249,783	\$ 2,475,536	\$ 3,019,399
Committed 9750-9760	\$ -	\$ -	\$ -
Assigned 9780	\$ 6,632,223	\$ 6,096,850	\$ 5,444,423
Reserve for Economic Uncertainties 9789	\$ 920,918	\$ 864,580	\$ 850,000
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -

\*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

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**I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES**

**1. State Reserve Standard**

		2023-24	2024-25	2025-26
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 23,224,829	\$ 21,657,657	\$ 21,270,104
b.	Less: Special Education Pass-Through Funds		\$ -	\$ -
c.	Net Expenditures, Transfers Out, and Uses	\$ 23,224,829	\$ 21,657,657	\$ 21,270,104
d.	State Standard Minimum Reserve Percentage for this District <b>Enter percentage</b>	4.00%	4.00%	4.00%
e.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, or \$50,000)	\$ 928,993	\$ 866,306	\$ 850,804

**2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)**

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$ 920,918	\$ 864,580	\$ 850,000
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 920,918	\$ 864,580	\$ 850,000
f.	Reserve for Economic Uncertainties Percentage	3.97%	3.99%	4.00%

**3. Do unrestricted reserves meet the state minimum reserve amount?**

2023-24	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
2024-25	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
2025-26	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>

**4. If no, how do you plan to restore your reserves?**

At 2nd interim the district will increase the funds to the minimum using funds from the general fund ending fund balance.



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

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**I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES (CONTINUED)**

5. Does the Total Compensation Increase/(Decrease) on Page 1, Section A, #5 agree with the Total Increase/(Decrease) for all funds as a result of the settlement(s)? Please explain any variance.

Total Compensation Increase/(Decrease) on Page 1, Section A, #5	\$	545,704
General Fund balance Increase/(Decrease), Page 4c, Column 2	\$	(43,276)
Adult Education Fund balance Increase/(Decrease), Page 4d, Column 2	\$	-
Child Development Fund balance Increase/(Decrease), Page 4e, Column 2	\$	-
Cafeteria Fund balance Increase/(Decrease), Page 4f, Column 2	\$	-
Other Fund balance Increase/(Decrease), Page 4g, Column 2	\$	-
Other Fund balance Increase/(Decrease), Page 4h, Column 2	\$	-
Total all fund balances Increase/(Decrease) as a result of the settlement(s)	\$	(43,276)

Variance \$ 502,428

**Variance Explanation:**

The district is using existing one time funds and general fund reserves to fund the compensation.

6. Will this agreement create or increase deficit financing in the current or subsequent years?

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If a deficit is shown below, provide an explanation and any deficit reduction plan, as necessary.

<u>General Fund Combined</u>	<u>Surplus/ (Deficit)</u>	<u>(Deficit) %</u>	<u>Deficit primarily due to:</u>
Current FY Surplus/(Deficit) before settlement(s)?	\$ (1,444,837)	(6.3%)	spending down general fund reserves
Current FY Surplus/(Deficit) after settlement(s)?	\$ (1,646,739)	(7.1%)	spending down general fund reserves
1st Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ (365,958)	(1.7%)	spending down general fund reserves
2nd Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ (123,144)	(0.6%)	spending down general fund reserves

**Deficit Reduction Plan (as necessary):**

7. Were "Other Adjustments" amount(s) entered in the multiyear projections (pages 5a and 5b) for 1st and 2nd Subsequent FY?

"Other Adjustments" could indicate that a budget reduction plan was/is being developed to address deficit spending, and to rebuild reserves. Any amount shown below must have an explanation. If additional space is needed, attach a separate sheet, or use page 8a.

<u>MYP</u>	<u>Amount</u>	<u>"Other Adjustments" Explanation</u>
1st Subsequent FY Unrestricted, Page 5a	\$ -	
1st Subsequent FY Restricted, Page 5b	\$ -	
2nd Subsequent FY Unrestricted, Page 5a	\$ -	
2nd Subsequent FY Restricted, Page 5b	\$ -	



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

Page 8

**J. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT**

This certification page must be signed by the district's Superintendent and Chief Business Official at the time of public disclosure and is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. The absence of a certification signature or if "I am unable to certify" is checked should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Sections 3540.2 and 3547.5, the Superintendent and Chief Business Official of the Corning Union High School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 01, 2023 to June 30, 2024.

**Board Actions**

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

**Budget Adjustment Categories:**

Revenues/Transfers In and Other Sources/Contributions  
Expenditures/Transfers Out and Other Uses  
Ending Balance(s) Increase/(Decrease)

Budget Adjustment Increase/(Decrease)	
\$	-
\$	201,902
\$	(201,902)

Subsequent Years

**Budget Adjustment Categories:**

Revenues/Transfers In and Other Sources/Contributions  
Expenditures/Transfers Out and Other Uses  
Ending Balance(s) Increase/(Decrease)

Budget Adjustment Increase/(Decrease)	
\$	-
\$	-
\$	-

**Budget Revisions**

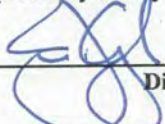
If the district does not adopt and submit within 45 days all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

**Assumptions**

See attached page for a list of the assumptions upon which this certification is based.

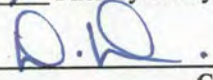
**Certifications**

☒ I hereby certify ☐ I am unable to certify

  
\_\_\_\_\_  
District Superintendent  
(Signature)

1.4.24  
\_\_\_\_\_  
Date

☒ I hereby certify ☐ I am unable to certify

  
\_\_\_\_\_  
Chief Business Official  
(Signature)

01.04.2024  
\_\_\_\_\_  
Date

**Special Note:** The Tehama County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

Page 8a

**Assumptions and Explanations** (enter or attach documentation)

The assumptions upon which this certification is made are as follows:

Giving a one time off schedule payment is securing teacher efforts related to getting/keeping students in the classrooms.

Concerns regarding affordability of agreement in subsequent years (if any):

This is not a concern as it is one time and not on going.



Public Disclosure of Proposed Collective Bargaining Agreement

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K. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.

Corning Union High School

District Name



District Superintendent  
(Signature)

1.4.23

Date

Diana Davisson

Contact Person

530-824-8002

Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on January 18, 2024, took action to approve the proposed agreement with the CTA Bargaining Unit(s).

President (or Clerk), Governing Board  
(Signature)

Date

Special Note: The Tehama County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.





Jared Caylor <jcaylor@corninghs.org>

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## 2024 SSDA State Conference -- Register & View the Agenda Overview!

1 message

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**Taylor Smith** <taylor.smith15@mailgun.smore.com>


Fri, Jan 5, 2024 at 8:01 AM

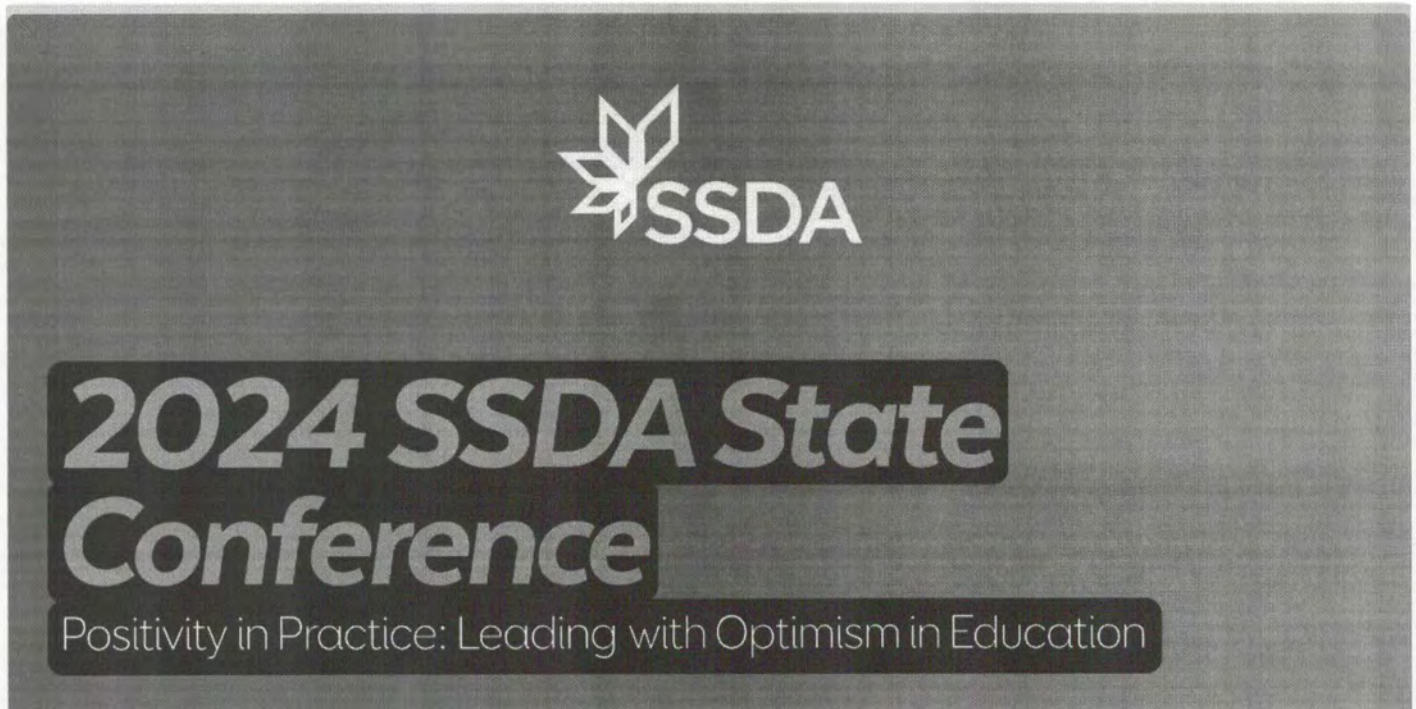
Reply-To: taylor@ssda.org

To: jcaylor@corninghs.org

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 Translate



Join us for the 2024 SSDA State Conference on March 10-12, 2024, at the Sheraton Grand in Sacramento, California! Get ready for valuable experience as we dive into the theme of positivity in practice, emphasizing leading with optimism in education. The curriculum is thoughtfully designed for superintendents and board members, but we welcome all educators from small school districts. Keynote speakers and breakout sessions will enhance professional development for educators to ensure that all students from small school districts receive a quality education.

We had a great time last year and can't wait to reconnect with familiar attendees and meet new ones!





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# 2024 SSDA STATE CONFERENCE

Sheraton Grand Hotel  
1230 J Street  
Sacramento, CA 95814



**MARCH 10 - 12, 2024**

**Register Here!**

For more information,  
Visit: [www.ssda.org/o/ssdacon](http://www.ssda.org/o/ssdacon)

## **Registration**

Claim your spot at the 2024 State Conference by registering now!



## Register Here

For more conference information, visit [www.ssda.org/o/ssdacon](http://www.ssda.org/o/ssdacon).

The [agenda overview](#) for our Conference is now available to view. **Please note that agenda items may undergo changes.**

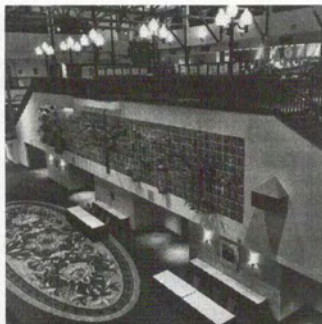
## Agenda Overview

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### *Reserve your Room*

Book your stay for the 2024 SSDA State Conference at the group rate now! **Please book by Monday, February 12, 2024.**

**Address:** 1230 J St, Sacramento, CA 95814



**Book your stay here!**

---

### *Keynote Speakers*

Our keynote speakers are booked for the state conference; learn more about them below.





### **Michelle Trujillo**

Educator, Author, and Co-Founder of the Center for Learning and Well-Being

[Learn more about Michelle Trujillo here.](#)



### **Ron Clark**

Math & Global Studies Teacher and Co-Founder of the Ron Clark Academy

[Learn more about Ron Clark here.](#)



### **Alex Kajitani**

Middle School Math Teacher & Founder of Multiplication Nation

[Learn more about Alex Kajitani here.](#)



**SSDA**

Small School Districts' Association

[ssda.org/o/ssdacon](http://ssda.org/o/ssdacon)

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**PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT**  
in accordance with AB 1200 (Chapter 1213/Statutes 1991), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District:	Corning Union High School District
Name of Bargaining Unit:	Unrepresented
Certificated, Classified, Other:	Certificated Management, Classified Management, Confidential

The proposed agreement covers the period beginning: July 1, 2023 and ending: June 30, 2024  
(date) (date)

The Governing Board will act upon this agreement on: January 18, 2024  
(date)

**Note:** This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

**A. Proposed Change in Compensation**

Bargaining Unit Compensation  All Funds - Combined		Fiscal Impact of Proposed Agreement (Complete Years 2 and 3 multiyear and overlapping agreements and Step & Column increases)			
		Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease)	Year 2 Increase/(Decrease)	Year 3 Increase/(Decrease)
			2023-24	2024-25	2025-26
1. Salary Schedule Including Step and Column	\$ 285,169	\$ 29,059	\$ 29,059	\$ 29,059	\$ 29,059
			10.19%	9.25%	8.46%
2. Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.	\$ 1,148,479	\$ 97,621			
			8.50%	0.00%	0.00%
Description of Other Compensation					
3. Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 436,750	\$ 38,928	\$ 10,876	\$ 10,876	\$ 10,876
			8.91%	2.29%	2.24%
4. Health/Welfare Plans	\$ 173,154	\$ -	\$ -	\$ -	\$ -
			0.00%	0.00%	0.00%
5. Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 2,043,553	\$ 165,607	\$ 39,935	\$ 39,935	\$ 39,935
			8.10%	1.81%	1.78%
6. Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	14.00				
7. Total Compensation Average Cost per Bargaining Unit Employee	\$ 145,968	\$ 11,829	\$ 2,852	\$ 2,852	\$ 2,852
			8.10%	1.81%	1.78%



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

Page 4a

**G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

Bargaining Unit:

**Unrestricted General Fund**

Unrepresented

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of December 14, 2023)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
<b>REVENUES</b>				
LCFF Revenue 8010-8099	\$ 16,703,722		\$ -	\$ 16,703,722
Federal Revenue 8100-8299	\$ -		\$ -	\$ -
Other State Revenue 8300-8599	\$ 237,924		\$ -	\$ 237,924
Other Local Revenue 8600-8799	\$ 492,583		\$ -	\$ 492,583
<b>TOTAL REVENUES</b>	\$ 17,434,229		\$ -	\$ 17,434,229
<b>EXPENDITURES</b>				
Certificated Salaries 1000-1999	\$ 5,754,545	\$ 4,969	\$ (88,280)	\$ 5,671,234
Classified Salaries 2000-2999	\$ 2,452,440	\$ 2,411		\$ 2,454,851
Employee Benefits 3000-3999	\$ 3,275,774	\$ 7,855	\$ 8,276	\$ 3,291,905
Books and Supplies 4000-4999	\$ 669,965		\$ -	\$ 669,965
Services and Other Operating Expenditures 5000-5999	\$ 958,151		\$ -	\$ 958,151
Capital Outlay 6000-6999	\$ 2,438,860		\$ -	\$ 2,438,860
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 272,183		\$ -	\$ 272,183
Transfers of Indirect Costs 7300-7399	\$ (149,920)		\$ -	\$ (149,920)
<b>TOTAL EXPENDITURES</b>	\$ 15,671,998	\$ 15,235	\$ (80,004)	\$ 15,607,229
<b>OTHER FINANCING SOURCES/USES</b>				
Transfers In and Other Sources 8900-8979		\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 70,000	\$ -	\$ -	\$ 70,000
Contributions 8980-8999	\$ (2,442,900)	\$ -	\$ (281,906)	\$ (2,724,806)
<b>OPERATING SURPLUS (DEFICIT)*</b>	\$ (750,669)	\$ (15,235)	\$ (201,902)	\$ (967,806)
<b>BEGINNING FUND BALANCE</b>				
9791	\$ 8,505,712			\$ 8,505,712
Audit Adjustments/Other Restatements 9793/9795				\$ -
<b>ENDING FUND BALANCE</b>	\$ 7,755,043	\$ (15,235)	\$ (201,902)	\$ 7,537,906
<b>COMPONENTS OF ENDING FUND BALANCE:</b>				
Nonspendable 9711-9719		\$ -	\$ -	\$ -
Restricted 9740				
Committed 9750-9760		\$ -	\$ -	\$ -
Assigned 9780	\$ 6,834,125	\$ (15,235)	\$ (201,902)	\$ 6,616,988
Reserve for Economic Uncertainties 9789	\$ 920,918	\$ -	\$ -	\$ 920,918
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -	\$ -

\*Net Increase (Decrease) in Fund Balance

**NOTE: 9790 amounts in Columns 1 and 4 must be positive**



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

Page 4b

**G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

Bargaining Unit:		Restricted General Fund Unrepresented			
Object Code		Column 1	Column 2	Column 3	Column 4
		Latest Board- Approved Budget Before Settlement (As of December 14, 2023)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	\$ -		\$ -	\$ -
Federal Revenue	8100-8299	\$ 1,081,661		\$ -	\$ 1,081,661
Other State Revenue	8300-8599	\$ 2,051,520		\$ -	\$ 2,051,520
Other Local Revenue	8600-8799	\$ 1,010,680		\$ -	\$ 1,010,680
TOTAL REVENUES		\$ 4,143,861		\$ -	\$ 4,143,861
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 1,379,474	\$ -	\$ 185,823	\$ 1,565,297
Classified Salaries	2000-2999	\$ 1,333,756	\$ -	\$ -	\$ 1,333,756
Employee Benefits	3000-3999	\$ 1,713,567	\$ -	\$ 96,083	\$ 1,809,650
Books and Supplies	4000-4999	\$ 642,766		\$ -	\$ 642,766
Services and Other Operating Expenditures	5000-5999	\$ 1,672,694		\$ -	\$ 1,672,694
Capital Outlay	6000-6999	\$ 216,624		\$ -	\$ 216,624
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 173,628		\$ -	\$ 173,628
Transfers of Indirect Costs	7300-7399	\$ 148,420		\$ -	\$ 148,420
TOTAL EXPENDITURES		\$ 7,280,929	\$ -	\$ 281,906	\$ 7,562,835
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -	\$ -
Contributions	8980-8999	\$ 2,442,900	\$ -	\$ 281,906	\$ 2,724,806
OPERATING SURPLUS (DEFICIT)*		\$ (694,168)	\$ -	\$ -	\$ (694,168)
BEGINNING FUND BALANCE	9791	\$ 2,943,951			\$ 2,943,951
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
ENDING FUND BALANCE		\$ 2,249,783	\$ -	\$ -	\$ 2,249,783
COMPONENTS OF ENDING FUND BALANCE:					
Nonspendable	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted	9740	\$ 2,249,783	\$ -	\$ -	\$ 2,249,783
Committed	9750-9760				
Assigned Amounts	9780				
Reserve for Economic Uncertainties	9789		\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

\*Net Increase (Decrease) in Fund Balance

**NOTE: 9790 amounts in Columns 1 and 4 must be positive**



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

Page 4c

**G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

Bargaining Unit:		Combined General Fund Unrepresented			
	Object Code	Column 1 Latest Board- Approved Budget Before Settlement (As of December 14, 2023)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
<b>REVENUES</b>					
LCFF Revenue	8010-8099	\$ 16,703,722		\$ -	\$ 16,703,722
Federal Revenue	8100-8299	\$ 1,081,661		\$ -	\$ 1,081,661
Other State Revenue	8300-8599	\$ 2,289,444		\$ -	\$ 2,289,444
Other Local Revenue	8600-8799	\$ 1,503,263		\$ -	\$ 1,503,263
<b>TOTAL REVENUES</b>		\$ 21,578,090		\$ -	\$ 21,578,090
<b>EXPENDITURES</b>					
Certificated Salaries	1000-1999	\$ 7,134,019	\$ 4,969	\$ 97,543	\$ 7,236,531
Classified Salaries	2000-2999	\$ 3,786,196	\$ 2,411	\$ -	\$ 3,788,607
Employee Benefits	3000-3999	\$ 4,989,341	\$ 7,855	\$ 104,359	\$ 5,101,555
Books and Supplies	4000-4999	\$ 1,312,731		\$ -	\$ 1,312,731
Services and Other Operating Expenditures	5000-5999	\$ 2,630,845		\$ -	\$ 2,630,845
Capital Outlay	6000-6999	\$ 2,655,484		\$ -	\$ 2,655,484
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 445,811		\$ -	\$ 445,811
Transfers of Indirect Costs	7300-7399	\$ (1,500)		\$ -	\$ (1,500)
<b>TOTAL EXPENDITURES</b>		\$ 22,952,927	\$ 15,235	\$ 201,902	\$ 23,170,064
<b>OTHER FINANCING SOURCES/USES</b>					
Transfer In and Other Sources	8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ 70,000	\$ -	\$ -	\$ 70,000
Contributions	8980-8999	\$ -	\$ -	\$ -	\$ -
<b>OPERATING SURPLUS (DEFICIT)*</b>		\$ (1,444,837)	\$ (15,235)	\$ (201,902)	\$ (1,661,974)
<b>BEGINNING FUND BALANCE</b>					
	9791	\$ 11,449,663			\$ 11,449,663
Audit Adjustments/Other Restatements	9793/9795	\$ -			\$ -
<b>ENDING FUND BALANCE</b>		\$ 10,004,826	\$ (15,235)	\$ (201,902)	\$ 9,787,689
<b>COMPONENTS OF ENDING FUND BALANCE:</b>					
Nonspendable	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted	9740	\$ 2,249,783	\$ -	\$ -	\$ 2,249,783
Committed	9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned	9780	\$ 6,834,125	\$ (15,235)	\$ (201,902)	\$ 6,616,988
Reserve for Economic Uncertainties	9789	\$ 920,918	\$ -	\$ -	\$ 920,918
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -	\$ -

\*Net Increase (Decrease) in Fund Balance

**NOTE: 9790 amounts in Columns 1 and 4 must be positive**



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

Page 4i

**Explanations for Column 3 "Other Revisions" entered on Pages 4a through 4h:**

Page 4a: Unrestricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ (80,004)	Realignment of existing funds (CTA agreement)
Other Financing Sources/Uses	\$ (281,906)	Realignment of existing funds (CTA agreement)

Page 4b: Restricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ 281,906	Realignment of existing funds (CTA agreement)
Other Financing Sources/Uses	\$ 281,906	Increase contribution for unrestricted funds (CTA agreement)

Page 4d: Fund 11 - Adult Education Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4e: Fund 12 - Child Development Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4f: Fund 13/61 - Cafeteria Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4g: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4h: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Additional Comments:



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

Page 5a

**H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**

Bargaining Unit:		Unrestricted General Fund MYP		
		Unrepresented		
Object Code		2023-24	2024-25	2025-26
		Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES				
LCFF Revenue	8010-8099	\$ 16,703,722	\$ 16,988,342	\$ 17,224,102
Federal Revenue	8100-8299	\$ -	\$ -	\$ -
Other State Revenue	8300-8599	\$ 237,924	\$ 237,924	\$ 237,524
Other Local Revenue	8600-8799	\$ 492,583	\$ 492,583	\$ 492,583
TOTAL REVENUES		\$ 17,434,229	\$ 17,718,849	\$ 17,954,209
EXPENDITURES				
Certificated Salaries	1000-1999	\$ 5,671,234	\$ 5,747,521	\$ 5,885,691
Classified Salaries	2000-2999	\$ 2,454,851	\$ 2,530,499	\$ 2,580,499
Employee Benefits	3000-3999	\$ 3,291,905	\$ 3,295,549	\$ 3,342,549
Books and Supplies	4000-4999	\$ 669,965	\$ 669,965	\$ 669,965
Services and Other Operating Expenditures	5000-5999	\$ 958,151	\$ 958,151	\$ 958,151
Capital Outlay	6000-6999	\$ 2,438,860	\$ 2,438,860	\$ 2,438,860
Other Outgo (excluding Indirect Costs)	7100-7299 7400-7499	\$ 272,183	\$ 272,183	\$ 272,183
Transfers of Indirect Costs	7300-7399	\$ (149,920)	\$ (148,420)	\$ (148,420)
Other Adjustments				\$ -
TOTAL EXPENDITURES		\$ 15,607,229	\$ 15,764,308	\$ 15,999,478
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ 70,000	\$ 70,000	\$ 70,000
Contributions	8980-8999	\$ (2,724,806)	\$ (2,516,187)	\$ (2,591,673)
OPERATING SURPLUS (DEFICIT)*		\$ (967,806)	\$ (631,646)	\$ (706,942)
BEGINNING FUND BALANCE	9791	\$ 8,505,712	\$ 7,537,906	\$ 6,906,260
Audit Adjustments/Other Restatements	9793/9795	\$ -		
ENDING FUND BALANCE		\$ 7,537,906	\$ 6,906,260	\$ 6,199,318
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	\$ -	\$ -	\$ -
Restricted	9740			
Committed	9750-9760	\$ -	\$ -	\$ -
Assigned	9780	\$ 6,616,988	\$ 6,041,680	\$ 5,349,318
Reserve for Economic Uncertainties	9789	\$ 920,918	\$ 864,580	\$ 850,000
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -

\*Net Increase (Decrease) in Fund Balance

**NOTE: 9790 amounts must be positive**



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

Page 5b

**H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**

**Restricted General Fund MYP**

Bargaining Unit:

Unrepresented

Object Code	2023-24	2024-25	2025-26
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ -	\$ -	\$ -
Federal Revenue 8100-8299	\$ 1,081,661	\$ 1,056,661	\$ 1,056,661
Other State Revenue 8300-8599	\$ 2,051,520	\$ 1,625,614	\$ 1,625,614
Other Local Revenue 8600-8799	\$ 1,010,680	\$ 903,871	\$ 523,871
TOTAL REVENUES	\$ 4,143,861	\$ 3,586,146	\$ 3,206,146
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 1,565,297	\$ 1,072,328	\$ 941,502
Classified Salaries 2000-2999	\$ 1,333,756	\$ 1,360,456	\$ 1,387,156
Employee Benefits 3000-3999	\$ 1,809,650	\$ 1,725,044	\$ 1,741,954
Books and Supplies 4000-4999	\$ 642,766	\$ 574,606	\$ 419,099
Services and Other Operating Expenditures 5000-5999	\$ 1,672,694	\$ 808,802	\$ 428,802
Capital Outlay 6000-6999	\$ 216,624	\$ -	\$ -
Other Outgo (excluding Indirect Costs) 7100-7299 7400-7499	\$ 173,628	\$ 173,628	\$ 173,628
Transfers of Indirect Costs 7300-7399	\$ 148,420	\$ 148,420	\$ 148,420
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 7,562,835	\$ 5,863,284	\$ 5,240,561
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -
Contributions 8980-8999	\$ 2,724,806	\$ 2,502,891	\$ 2,578,278
OPERATING SURPLUS (DEFICIT)*	\$ (694,168)	\$ 225,753	\$ 543,863
BEGINNING FUND BALANCE 9791	\$ 2,943,951	\$ 2,249,783	\$ 2,475,536
Audit Adjustments/Other Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 2,249,783	\$ 2,475,536	\$ 3,019,399
COMPONENTS OF ENDING FUND BALANCE:			
Nonspendable 9711-9719	\$ -	\$ -	\$ -
Restricted 9740	\$ 2,249,783	\$ 2,475,536	\$ 3,019,399
Committed 9750-9760			
Assigned 9780			
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -

\*Net Increase (Decrease) in Fund Balance

**NOTE: 9790 amounts must be positive**



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

Page 5c

**H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**

Bargaining Unit:		Combined General Fund MYP Unrepresented		
Object Code		2023-24	2024-25	2025-26
		Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES				
LCFF Revenue	8010-8099	\$ 16,703,722	\$ 16,988,342	\$ 17,224,102
Federal Revenue	8100-8299	\$ 1,081,661	\$ 1,056,661	\$ 1,056,661
Other State Revenue	8300-8599	\$ 2,289,444	\$ 1,863,538	\$ 1,863,138
Other Local Revenue	8600-8799	\$ 1,503,263	\$ 1,396,454	\$ 1,016,454
TOTAL REVENUES		\$ 21,578,090	\$ 21,304,995	\$ 21,160,355
EXPENDITURES				
Certificated Salaries	1000-1999	\$ 7,236,531	\$ 6,819,849	\$ 6,827,193
Classified Salaries	2000-2999	\$ 3,788,607	\$ 3,890,955	\$ 3,967,655
Employee Benefits	3000-3999	\$ 5,101,555	\$ 5,020,593	\$ 5,084,503
Books and Supplies	4000-4999	\$ 1,312,731	\$ 1,244,571	\$ 1,089,064
Services and Other Operating Expenditures	5000-5999	\$ 2,630,845	\$ 1,766,953	\$ 1,386,953
Capital Outlay	6000-6999	\$ 2,655,484	\$ 2,438,860	\$ 2,438,860
Other Outgo (excuding Indirect Costs)	7100-7299 7400-7499	\$ 445,811	\$ 445,811	\$ 445,811
Transfers of Indirect Costs	7300-7399	\$ (1,500)	\$ -	\$ -
Other Adjustments			\$ -	\$ -
TOTAL EXPENDITURES		\$ 23,170,064	\$ 21,627,592	\$ 21,240,039
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ 70,000	\$ 70,000	\$ 70,000
Contributions	8980-8999	\$ -	\$ (13,296)	\$ (13,395)
OPERATING SURPLUS (DEFICIT)*		\$ (1,661,974)	\$ (405,893)	\$ (163,079)
BEGINNING FUND BALANCE	9791	\$ 11,449,663	\$ 9,787,689	\$ 9,381,796
Audit Adjustments/Other Restatements	9793/9795	\$ -		
ENDING FUND BALANCE		\$ 9,787,689	\$ 9,381,796	\$ 9,218,717
COMPONENTS OF ENDING FUND BALANCE:				
Nonspendable	9711-9719	\$ -	\$ -	\$ -
Restricted	9740	\$ 2,249,783	\$ 2,475,536	\$ 3,019,399
Committed	9750-9760	\$ -	\$ -	\$ -
Assigned	9780	\$ 6,616,988	\$ 6,041,680	\$ 5,349,318
Reserve for Economic Uncertainties	9789	\$ 920,918	\$ 864,580	\$ 850,000
Unassigned/Unappropriated Amount	9790	\$ -	\$ -	\$ -

\*Net Increase (Decrease) in Fund Balance

**NOTE: 9790 amounts must be positive**



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

Page 6

**I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES**

1. State Reserve Standard

		2023-24	2024-25	2025-26
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 23,240,064	\$ 21,697,592	\$ 21,310,039
b.	Less: Special Education Pass-Through Funds		\$ -	\$ -
c.	Net Expenditures, Transfers Out, and Uses	\$ 23,240,064	\$ 21,697,592	\$ 21,310,039
d.	State Standard Minimum Reserve Percentage for this District Enter percentage	4.00%	4.00%	4.00%
e.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, or \$50,000)	\$ 929,603	\$ 867,904	\$ 852,402

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$ 920,918	\$ 864,580	\$ 850,000
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 920,918	\$ 864,580	\$ 850,000
f.	Reserve for Economic Uncertainties Percentage	3.96%	3.98%	3.99%

3. Do unrestricted reserves meet the state minimum reserve amount?

2023-24	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
2024-25	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
2025-26	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

4. If no, how do you plan to restore your reserves?

At 2nd interim the district will increase the funds to the minimum using funds from the general fund ending fund balance.



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

Page 7

**I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES (CONTINUED)**

5. Does the Total Compensation Increase/(Decrease) on Page 1, Section A, #5 agree with the Total Increase/(Decrease) for all funds as a result of the settlement(s)? Please explain any variance.

Total Compensation Increase/(Decrease) on Page 1, Section A, #5	\$	165,607
General Fund balance Increase/(Decrease), Page 4c, Column 2	\$	(15,235)
Adult Education Fund balance Increase/(Decrease), Page 4d, Column 2	\$	-
Child Development Fund balance Increase/(Decrease), Page 4e, Column 2	\$	-
Cafeteria Fund balance Increase/(Decrease), Page 4f, Column 2	\$	-
Other Fund balance Increase/(Decrease), Page 4g, Column 2	\$	-
Other Fund balance Increase/(Decrease), Page 4h, Column 2	\$	-
Total all fund balances Increase/(Decrease) as a result of the settlement(s)	\$	(15,235)

Variance \$ 150,372

**Variance Explanation:**

The district is using existing one time funds and general fund reserves to fund the compensation.

6. Will this agreement create or increase deficit financing in the current or subsequent years?

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If a deficit is shown below, provide an explanation and any deficit reduction plan, as necessary.

General Fund Combined	Surplus/ (Deficit)	(Deficit) %	Deficit primarily due to:
Current FY Surplus/(Deficit) before settlement(s)?	\$ (1,444,837)	(6.3%)	spending down general fund reserves
Current FY Surplus/(Deficit) after settlement(s)?	\$ (1,661,974)	(7.2%)	spending down general fund reserves
1st Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ (405,893)	(1.9%)	spending down general fund reserves
2nd Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ (163,079)	(0.8%)	spending down general fund reserves

**Deficit Reduction Plan (as necessary):**

7. Were "Other Adjustments" amount(s) entered in the multiyear projections (pages 5a and 5b) for 1st and 2nd Subsequent FY?

"Other Adjustments" could indicate that a budget reduction plan was/is being developed to address deficit spending, and to rebuild reserves. Any amount shown below must have an explanation. If additional space is needed, attach a separate sheet, or use page 8a.

MYP	Amount	"Other Adjustments" Explanation
1st Subsequent FY Unrestricted, Page 5a	\$ -	
1st Subsequent FY Restricted, Page 5b	\$ -	
2nd Subsequent FY Unrestricted, Page 5a	\$ -	
2nd Subsequent FY Restricted, Page 5b	\$ -	



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

Page 8

**J. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT**

This certification page must be signed by the district's Superintendent and Chief Business Official at the time of public disclosure and is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. The absence of a certification signature or if "I am unable to certify" is checked should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Sections 3540.2 and 3547.5, the Superintendent and Chief Business Official of the Corning Union High School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 01, 2023 to June 30, 2024.

**Board Actions**

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

**Budget Adjustment Categories:**

Revenues/Transfers In and Other Sources/Contributions  
Expenditures/Transfers Out and Other Uses  
Ending Balance(s) Increase/(Decrease)

**Budget Adjustment  
Increase/(Decrease)**

\$	-
\$	217,137
\$	(217,137)

Subsequent Years

**Budget Adjustment Categories:**

Revenues/Transfers In and Other Sources/Contributions  
Expenditures/Transfers Out and Other Uses  
Ending Balance(s) Increase/(Decrease)

**Budget Adjustment  
Increase/(Decrease)**

\$	-
\$	-
\$	-

**Budget Revisions**


If the district does not adopt and submit within 45 days all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

**Assumptions**

See attached page for a list of the assumptions upon which this certification is based.


**Certifications**

☒ I hereby certify      ☐ I am unable to certify

  
\_\_\_\_\_  
District Superintendent  
(Signature)

1.4.24  
\_\_\_\_\_  
Date

☒ I hereby certify      ☐ I am unable to certify

  
\_\_\_\_\_  
Chief Business Official  
(Signature)

01.04.2024  
\_\_\_\_\_  
Date

**Special Note:** The Tehama County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.



Corning Union High School District  
Public Disclosure of Proposed Collective Bargaining Agreement

Page 8a

**Assumptions and Explanations** (enter or attach documentation)

The assumptions upon which this certification is made are as follows:

The district is using unrestricted reserve funds to maintain competitive wages for this group of unrepresented employees.

Concerns regarding affordability of agreement in subsequent years (if any):



Public Disclosure of Proposed Collective Bargaining Agreement

Page 9

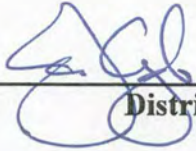
K. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.

Corning Union High School

District Name



District Superintendent  
(Signature)

1.4.24

Date

Diana Davisson

Contact Person

530-824-8002

Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on January 18, 2024, took action to approve the proposed agreement with the unrepresented Bargaining Unit(s).

\_\_\_\_\_  
President (or Clerk), Governing Board  
(Signature)

\_\_\_\_\_  
Date

**Special Note: The Tehama County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.**



# 2023-2024 Statement of Economic Interests



## Form 700

A Public Document

### ***Table of Contents***

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### ***Helpful Resources***

- Video Tutorials
- Reference Pamphlet
- Excel Version
- FAQs
- Gift and Travel Fact Sheet for State and Local Officials

## California Fair Political Practices Commission

1102 Q Street, Suite 3050 • Sacramento, CA 95811

Email Advice: [advice@fppc.ca.gov](mailto:advice@fppc.ca.gov)

Toll-free advice line: 1 (866) ASK-FPPC • 1 (866) 275-3772

Telephone: (916) 322-5660 • Website: [www.fppc.ca.gov](http://www.fppc.ca.gov)

December 2023



## Quick Start Guide

Detailed instructions begin on page 3.

### WHEN IS THE ANNUAL STATEMENT DUE?

- March 1 – Elected State Officers, Judges and Court Commissioners, State Board and Commission members listed in Government Code Section 87200
- April 2 – Most other filers

### WHERE DO I FILE?

Most people file the Form 700 with their agency. If you're not sure where to file your Form 700, contact your filing officer or the person who asked you to complete it.

### ITEMS TO NOTE!

- The Form 700 is a public document.
- Only filers serving in active military duty may receive an extension on the filing deadline.
- You must also report interests held by your spouse or registered domestic partner.
- Your agency's conflict of interest code will help you to complete the Form 700. You are encouraged to get your conflict of interest code from the person who asked you to complete the Form 700.

### NOTHING TO REPORT?

Mark the "No reportable interests" box on Part 4 of the Cover Page, and submit only the signed Cover Page. Please review each schedule carefully!

Schedule	Common Reportable Interests	Common Non-Reportable Interests
A-1: Investments	Stocks, including those held in an IRA or 401K. Each stock must be listed.	Insurance policies, government bonds, diversified mutual funds, funds similar to diversified mutual funds.
A-2: Business Entities/Trusts	Business entities, sole proprietorships, partnerships, LLCs, corporations and trusts. (e.g., Form 1099 filers).	Savings and checking accounts, cryptocurrency, and annuities.
B: Real Property	Rental property in filer's jurisdiction, or within two miles of the boundaries of the jurisdiction.	A residence used exclusively as a personal residence (such as a home or vacation property).
C: Income	Non-governmental salaries. Note that filers are required to report only half of their spouse's or partner's salary.	Governmental salary (from school district, for example).
D: Gifts	Gifts from businesses, vendors, or other contractors (meals, tickets, etc.).	Gifts from family members.
E: Travel Payments	Travel payments from third parties (not your employer).	Travel paid by your government agency.

*Note:* Like reportable interests, non-reportable interests may also create conflicts of interest and could be grounds for disqualification from certain decisions.

### QUESTIONS?

- [advice@fppc.ca.gov](mailto:advice@fppc.ca.gov)
- (866) 275-3772 Mon-Thurs, 9-11:30 a.m.

### E-FILEING ISSUES?

- If using your agency's system, please contact technical support at your agency.
- If using FPPC's e-filing system, write to [form700@fppc.ca.gov](mailto:form700@fppc.ca.gov).



## What's New

### Gift Limit Increase

The gift limit increased to **\$590** for calendar years **2023** and **2024**. The gift limit was \$520 for calendar years 2021 and 2022.

### Who must file:

- Elected and appointed officials and candidates listed in Government Code Section 87200
- Employees, appointed officials, and consultants filing pursuant to a conflict of interest code ("code filers"). **Obtain your disclosure categories, which describe the interests you must report, from your agency;** they are not part of the Form 700
- Candidates running for local elective offices that are designated in a conflict of interest code (e.g., county sheriffs, city clerks, school board trustees, and water board members)

#### Exception:

- Candidates for a county central committee are not required to file the Form 700
- Employees in newly created positions of existing agencies

For more information, see Reference Pamphlet, page 3, at [www.fppc.ca.gov](http://www.fppc.ca.gov).

### Where to file:

#### 87200 Filers

State offices	➔	Your agency
Judicial offices	➔	The clerk of your court
Retired Judges	➔	Directly with FPPC
County offices	➔	Your county filing official
City offices	➔	Your city clerk
Multi-County offices	➔	Your agency

#### Code Filers — State and Local Officials, Employees, and Consultants Designated in a Conflict of Interest

**Code:** File with your agency, board, or commission unless otherwise specified in your agency's code (e.g., Legislative staff files directly with FPPC). In most cases, the agency, board, or commission will retain the statements.

**Members of Newly Created Boards and Commissions:** File with your agency or with your agency's code reviewing body pursuant to Regulation 18754.

**Employees in Newly Created Positions of Existing Agencies:** File with your agency or with your agency's code reviewing body. (See Reference Pamphlet, page 3.)

#### Candidates file as follow:

State offices, Judicial offices and multi-county offices	➔	County elections official with whom you file your declaration of candidacy
County offices	➔	County elections official
City offices	➔	City Clerk
Public Employee's Retirement System (CalPERS)	➔	CalPERS
State Teacher's Retirement Board (CalSTRS)	➔	CalSTRS

### How to file:

The Form 700 is available at [www.fppc.ca.gov](http://www.fppc.ca.gov). Form 700 schedules are also available in Excel format. Each Statement must have a handwritten "wet" signature or "secure electronic signature," meaning either (1) a signature submitted using an approved electronic filing system or (2) if permitted by the filing officer, a digital signature submitted via the filer's agency email address. (See Regulations 18104 and 18757.) Companies such as Adobe and DocuSign offer digital signature services. All statements are signed under the penalty of perjury and must be verified by the filer. See Regulation 18723.1(c) for filing instructions for copies of expanded statements.

### When to file:

#### Annual Statements

##### ➔ March 1, 2024

- Elected State Officers
- Judges and Court Commissioners
- State Board and State Commission Members listed in Government Code Section 87200

##### ➔ April 2, 2024

- Most other filers

Individuals filing under conflict of interest codes in city and county jurisdictions should verify the annual filing date with their filing official or filing officer.

Statements postmarked by the filing deadline are considered filed on time.

Statements of 30 pages or less may be emailed or faxed by the deadline as long as the originally signed paper version is sent by first class mail to the filing official within 24 hours.

#### Assuming Office and Leaving Office Statements

Most filers file within 30 days of assuming or leaving office or within 30 days of the effective date of a newly adopted or amended conflict of interest code.

#### Exception:

If you assumed office between October 1, 2023, and December 31, 2023, and filed an assuming office statement, you are not required to file an annual statement until March 1, 2025, or April 1, 2025, whichever is applicable. The annual statement will cover the day after you assumed office through December 31, 2024. (See Reference Pamphlet, page 6, for additional exceptions.)

#### Candidate Statements

File no later than the final filing date for the declaration of candidacy or nomination documents. A candidate statement is not required if you filed an assuming office or annual statement for the same jurisdiction within 60 days before filing a declaration of candidacy or other nomination documents.

#### Late Statements

**There is no provision for filing deadline extensions unless the filer is serving in active military duty. (See page 19 for information on penalties and fines.)**

#### Amendments

Statements may be amended at any time. You are only required to amend the schedule that needs to be revised. It is not necessary to amend the entire filed form. The amended schedule(s) is attached to your original filed statement. Obtain amendment schedules at [www.fppc.ca.gov](http://www.fppc.ca.gov).



**STATEMENT OF ECONOMIC INTERESTS  
COVER PAGE  
A PUBLIC DOCUMENT**

Date Initial Filing Received  
Filing Official Use Only

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)

**1. Office, Agency, or Court**

Agency Name (Do not use acronyms)

Division, Board, Department, District, if applicable

Your Position

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: Position:

**2. Jurisdiction of Office (Check at least one box)**

☐ State

☐ Judge, Retired Judge, Pro Tem Judge, or Court Commissioner  
(Statewide Jurisdiction)

☐ Multi-County

☐ County of

☐ City of

☐ Other

**3. Type of Statement (Check at least one box)**

☐ **Annual:** The period covered is January 1, 2023, through  
December 31, 2023.

-or-

The period covered is / / , through  
December 31, 2023.

☐ **Leaving Office:** Date Left / /  
(Check one circle.)

☐ The period covered is January 1, 2023, through the date  
of leaving office.

-or-

☐ The period covered is / / , through  
the date of leaving office.

☐ **Assuming Office:** Date assumed / /

☐ **Candidate:** Date of Election and office sought, if different than Part 1:

**4. Schedule Summary (required)**

► Total number of pages including this cover page:

**Schedules attached**

☐ **Schedule A-1 - Investments** – schedule attached

☐ **Schedule C - Income, Loans, & Business Positions** – schedule attached

☐ **Schedule A-2 - Investments** – schedule attached

☐ **Schedule D - Income – Gifts** – schedule attached

☐ **Schedule B - Real Property** – schedule attached

☐ **Schedule E - Income – Gifts – Travel Payments** – schedule attached

-or- ☐ **None - No reportable interests on any schedule**

**5. Verification**

MAILING ADDRESS STREET CITY STATE ZIP CODE  
(Business or Agency Address Recommended - Public Document)

DAYTIME TELEPHONE NUMBER

EMAIL ADDRESS

( )

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

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

Date Signed (month, day, year)

Signature (File the originally signed paper statement with your filing official.)



# Corning Union High School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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



### 2023-24 School Contact Information

School Name	Corning Union High School
Street	643 Blackburn Avenue
City, State, Zip	Corning
Phone Number	530.824.8000
Principal	Jason Armstrong
Email Address	jarmstrong@corninghs.org
School Website	www.corninghs.org
County-District-School (CDS) Code	523170900000000

### 2023-24 District Contact Information

District Name	Corning Union High School District
Phone Number	530.824.8000
Superintendent	Jared Caylor
Email Address	jcaylor@corninghs.org
District Website	www.cuhsdistrict.org

### 2023-24 School Description and Mission Statement

Corning Union High School is the only comprehensive 9-12 site in the city of Corning. CUHS is situated in a small agricultural and service-industry-based community with a diverse population of students comprised mostly of Hispanic and white ethnicity. We maintain a closed campus in an effort to promote safety and focus on priorities for education. We provide a comprehensive schedule of courses that students can take to develop their college and career readiness skills. We promote student involvement in a variety of activities on our campus with an effort to develop good citizens and lifelong learners. Our teachers and staff are committed to students and to making our school a positive place to learn and work. Corning Union High School's mission is "In partnership with families and the community, CUHSD develops students who are responsible, respectful, and ready for a globally connected society. The expectations we establish for students promote our basic educational purpose of student learning and good citizenship. The fundamental school wide learning outcomes (SLOs) for the school and our students revolve around the acronym "CARD" which acknowledges our cardinal mascot. Through the curricula, programs, and activities of our school, we seek to promote these four school-wide, overarching learning goals. The acronym represents Critical thinkers, Articulate communicators, Responsible citizens, and Deliberate learners. These goals are also aligned to the common core and college-career readiness goals of increased proficiency and independence in reading, writing, listening-speaking and use of academic language. We have programs in place that provide a variety of opportunities for students in academics, athletics, career technical education and the arts. Our school wide poster also reflects these goals for CUHS students. CUHS has become an AVID school with multiple efforts to implement strategies and practices that develop college and career readiness in our students school wide. The progress indicators for CUHS rest in the results of student grades, performance on testing with CAASPP, ELPAC, Renaissance Assessments in English and Math, and the five indicators from the prior LCAP; chronic absenteeism, suspension rate, EL progress, graduation rate, and college career readiness measurements.



## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	285
Grade 10	269
Grade 11	226
Grade 12	251
Total Enrollment	1,031

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9%
Male	51.9%
American Indian or Alaska Native	1.8%
Asian	1.6%
Black or African American	0.9%
Filipino	0.3%
Hispanic or Latino	66.1%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	1.5%
White	25.9%
English Learners	26.9%
Foster Youth	1.1%
Homeless	2.8%
Migrant	2.1%
Socioeconomically Disadvantaged	76.9%
Students with Disabilities	15.7%

## A. Conditions of Learning State Priority: Basic

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

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



## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.20	75.42	41.10	71.71	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	7.70	4.00	6.99	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	5.30	10.22	8.70	15.25	12115.80	4.41
Unknown	3.40	6.64	3.40	6.04	18854.30	6.86
<b>Total Teaching Positions</b>	<b>52.00</b>	<b>100.00</b>	<b>57.30</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	48.20	92.68	50.30	88.17	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.70	1.44	1.70	3.07	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.20	4.26	4.10	7.29	11953.10	4.28
Unknown	0.80	1.57	0.80	1.44	15831.90	5.67
<b>Total Teaching Positions</b>	<b>52.00</b>	<b>100.00</b>	<b>57.00</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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



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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	4.00	0.70
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	<b>4.00</b>	<b>0.70</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	5.30	2.20
<b>Total Out-of-Field Teachers</b>	<b>5.30</b>	<b>2.20</b>

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

**Class Assignments**

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.2	1.9
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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











# CUHS Textbooks & Supplemental Materials List

English Language Arts: English I: Golding, *Lord of the Flies*; Lee, *To Kill a Mockingbird*; Shakespeare, *Romeo and Juliet*; Bradbury, *A Medicine for Melancholy*; Bradbury, *All Summer in a Day*; Cisneros, *The House on Mango Street*. The Lottery, Jackson; English 1A: Text: Zutell, *Word Wisdom* (Zaner-Bloser); DuPrau, *City of Ember*; other new books/novels are selected each year due to repeat students (w/admin approval); National Geographic Explorer Magazine----English II: ID Anthology Scholastic: Shakur, *The Rose That Grew From Concrete*; Stokes, *Students on Strike*; Korman, *The Juvie Three*; Myers, *Sunrise Over Fallujah*; Soto, *Accidental Love*; Saldana, *The Whole Sky Full of Stars*; Other Novels: Hansberry, *A Raisin in the Sun*; Knowles, *A Separate Peace*; Collins, *Hunger Games*; Upfront Magazine (Scholastic).----English III: Miller, *Death of a Salesman*; McCarthy, *All the Pretty Horses* (alternated some years with *The Great Gatsby*); Fitzgerald, *The Great Gatsby* (alternated some years with *All the Pretty Horses*); Grande, *The Distance Between Us*. ---English III AP: Twain, *The Adventures of Huckleberry Finn*; Beals, *Warriors Don't Cry*; Steinbeck, *The Grapes of Wrath*; Hawthorne, *The Scarlet Letter*; Miller, *Death of a Salesman*; Shakespeare, *A Mid-Summer Night's Dream*; Fitzgerald, *The Great Gatsby*; Grande, *The Distance Between Us*; McCarthy, *All the Pretty Horses*----English IV: Kennedy & Gioia, *Literature: An Introduction to Fiction, Poetry, and Drama*; Shakespeare, *Hamlet, The Prince of Denmark*; Stoppard, *Rosencrantz and Guildenstern Are Dead*; Jim Burke, *Uncharted Territory, A High School Reader*; Multiple online sites & articles.----English IV AP\*: Kennedy & Gioia, *Literature: An Introduction to Fiction, Poetry, and Drama*; Stoppard, *Rosencrantz and Guildenstern Are Dead*; Albee, *The Zoo Story*; Shelly, *Frankenstein*; Faulkner, *The Sound and the Fury*; Hardy, *Tess of D'Urbervilles*;-English IV Non-Fiction: Scholastic's Upfront Magazine; New books/novels each year, often connected to a movie or live performance. All English teachers also tap into the online resource of NewsELA to provide particular articles for students to read.

Mathematics: Integrated I, II, III: Core Connections Integrated 1, Second Edition, Version 6.0, CPM Inc., 2013; Spanish Book 2015; Core Connections Integrated 2, second edition, version 6.0, 2015; Core Connections Integrated 3, second edition, version 5.0, 2015; Advanced Math: Pre-Calculus with Trigonometry, second edition, version 4.0, CPM, Inc. 2009; AP Statistics: The Practice of Statistics, Fourth Edition, Starnes, Yates, Moore, W.H. Freeman & Co., 2012; Elementary Stats: Statistics through Applications, Starnes, 2015; Financial Algebra—Advanced Algebra with Financial Applications, Gerver & Sgroi, South-Western, Cengage Learning, 2014; multiple other online and teacher-created materials are being used to supplement the various textbooks; CPM online resources also utilized by teachers & students.

Science: Life Science: Medical Biology: Biology, Stephen Nowicki, Holt McDougal, 2015; HASPI curriculum and kits for medical bio;-----Living Earth: Education, D. (2019). Discovery Education Science Techbook for California NGSS - Living Earth - Core Text Companion.----Physics: Holt Physics (Serway and Faughn 2009)---- Chemistry: Modern Chemistry, Holt, Rinehart & Winston, 1999.---- AP Chemistry: Chemistry, fifth edition, Zumdah, 2000---- Natural Resources: Managing Our Natural Resources, William G. Camp, 2016.----Natural Resources 2: Introduction to Forestry Science, I. Devere Burton, 2013. ---- Nutritional Science: Food, Nutrition & Wellness, McGraw Hill, 2016. Health Science: Glencoe Health, McGraw-Hill Co., 2018 Digital;

Social Science: Geography: The Human and Physical World, McGraw Hill, 2018; Atlas of the World Rand McNally online 13th edition, 2018; World History: The Modern World, California Edition, Prentice Hall 2007/9; U.S. History: The American Nation, Holt, Rinehart & Winston, 2001; NewsELA articles; History.com resources; American Government: MaGruder's American Government, Prentice Hall, 1999; Economics: Economics, Holt, Rinehart & Winston, 1999. All Social Science teachers have created or adapted many different supplemental curricula and instructional materials from a variety of digital resources for literacy-based purposes.

ELD/Foreign Language: Spanish 1 & 2: Realidades, Pearson, 2014--- Spanish 3 Schreiber: teacher-created materials---- Spanish 4, 5 & AP Spanish: Primarily teacher-created materials and Spanish novels; Sendas Literarias Levels 1 & 2, Heinle and Heinle 1994/1995---- ELD Foundations, Intermediate: teacher-created materials; Advanced: The Edge Curriculum, Hampton Brown, National Geographic, 2009 & 2010. Almost all Spanish and ELD designated teachers also generate curriculum that is teacher-created to supplement identified texts.

Visual Arts: Art History: Art In Focus, Gene A. Mittler Ph-D, Glencoe McGraw-Hill 1986 & Fourth Edition 2000. The Annotated Mona Lisa, Carol Strickland, Ph.D. Andrews McMeel Publishing, LLC 2007 (personal reference text) Zuni Fetishes, Hal Zina Bennett, 1993 (personal reference text) The Story of Art, E.H. Gombrich, Sixteenth Edition 2003. Art 1, Art 2, Advanced Art: Art In Focus, Gene A Mittler, Teacher Wraparound Edition, 2006----History of Ceramics: Art in Focus, Gene A. Mittler Ph-D, Glencoe McGraw-Hill (Fourth Edition) 2000; Surface Decoration for Low-Fire Ceramics, Lynn Peters, Lark Books, a division of Sterling Publishing Co., Inc. New York, 1999; The Encyclopedia of Pottery Techniques, Peter Cosentino, Running Press, Philadelphia, 1990; Twentieth-Century Pattern Design, Lesley Jackson, Princeton Architectural Press, New York, 2002; Wheel-Thrown Ceramics, Don Davis, Lark Books, a division of Sterling Publishing Co., Inc. New York, 1998; Miscellaneous Texts: "Ceramics Monthly," Charles Spahr -Ceramics Publishing Company, Westerville Ohio.



Career Technical Ed.: Careers in Education: The First Days of School, Harry Wong, 2009.----Life & Work Prep: Job Hunting Handbook, Dahlstrom & Co., 2017.; CNN News, Digital Media, CNN.com.----Media & Design: Adobe Photoshop CC, classroom in a book, Adobe Press, 2012.; Beginners Guide to Photoshop & Beginners Guide to Illustrator, Digital Media, Tasytuts.com.---- Careers in Business: Succeeding in the World of Work, Glencoe, 2008.----College Career Readiness: digital media sources, i.e. careerzone.com, californiacolleges.edu, californiacareercenter.org, occupationaloutlookhandbook.org.----Cardinal Nest/Marketing/Copy Center: Glencoe Marketing Essentials, McGraw-Hill Co. Inc., 2006; Skills USA Customer Service Training Program, Intelite/SkillsUSA online, Paradigm Publishing, 2010 to present.----CSI-1 Communications: Microsoft Office 2016, Brief Edition & Workbook Marque Series, 2017; Seguin's Computer Concepts, 2nd edition & workbook, Paradigm Publishing, 2017.----Foods & Nutrition: Guide to Good Food, Goodheart Wilcox, 2006.----Culinary Arts: Culinary Arts, Pearson, 2015. --- Child Development: Children: The Early Years, Goodheart Wilcox, 2006.---- Ag Core I: Agriscience: Fundamentals and Applications, Delmar Publishing, 2002 & 2004.----Sustainable Ag Biology: Manual of Flowering Plants of California, Univ. of CA Press, 1953.; Weeds of the West, Western Society of Weed Science, 2002.----Ag & Soil Chemistry: Modern Chemistry, Holt, 1990. ----Ag Mechanics: Agricultural Mechanics-Fundamentals and Applications, Thomas Delmar Publishing, 2006; ----Ag Welding: NCCER Welding Level One, Prentice Hall, 2010. ----Ag Metal Fabrication: Agricultural Mechanics Fundamentals, Cengage Learning, 2006.; Butte College Welding curriculum, Courses 20 & 21.----Ag Power: Farm Power and Machinery Management, Waveland Press, 2016 ; Digital Media, "icevonline.com" & "cteonline.org";----Small Engines: Small Gas Engines, G-W; icevonline.com & briggsandstratton.com. All CTE courses also have elements of teacher-created materials generated from multiple print and digital resources.

Special Education: Reading Intervention: Unbroken, Random House, 2010; Rewards curriculum by Voyager Sopris; Newsela online reading resource, 2019. Course 1A RSP: Core Connections Integrated 1 CPM, 2013. Course 1B RSP: Core Connections Integrated 2, CPM, 2013. Life Skills: Attainments: Aligning Life Skills to Academics, Ellen McPeck Glisan, 2008. Basics—Three curriculum frameworks for Students with Moderate to Severe Disabilities. 2015. Courseware online learning resources. Misc. other teacher-created materials and activities.

Year and month in which the data were collected

December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	100%	No	0
Mathematics	100%	No	0
Science	100%	No	0
History-Social Science	100%	No	0
Foreign Language	100%	No	0
Health	100%	No	0
Visual and Performing Arts	100%	No	0



## School Facility Conditions and Planned Improvements

Corning Union High School has 62 classrooms, two gymnasiums, a cafeteria/multi-purpose room, a library, an administration building, a construction tech facility, a welding shop, an Ag Mechanics shop, and multiple athletics practice and game fields. The current facilities at Corning Union High School are in good condition and the maintenance and operations staff has done an outstanding job keeping our facilities in top-quality, functioning condition for the sake of safety and student learning. Several of our wings are over 50 years old and are in need of replacement, but the maintenance staff continues to make the necessary repairs to keep the facilities functioning. Ten new classrooms have been built so far to replace previous portables in the summers of 2019 and 2020. Eleven new classrooms have replaced old portable wings of classrooms. This was completed in the summer of 2021. The inspections done over the past several years have rated Corning High School in "good repair" status for all categories. Our general rating this year for an inspection completed on October 26, 2023 was at 96.02% overall and "Good" as a school rating. New construction of classrooms has resulted in a number of previous deficiencies being removed from our annual FIT report. A consistent work order process is in place to take care of all issues that surface with the facility. All COVID cleaning protocols are practiced daily. The director of maintenance and operations works daily with staff to ensure responsiveness to facility and equipment needs. Our district participates in the State School Deferred Maintenance Program. Our district has budgeted 2.5% for deferred maintenance. The primary projects using deferred maintenance money include campus interior tree trimming, erosion work on Marguerite Avenue, chemical services, new chairs in library, parking lot seal, painting supplies for entire campus, etc. Because of our bond passed in 2016, we have completed construction of 2 new class wings and a new quad area eliminated nearly all portable classrooms on campus. Additionally, we are working on a new parking lot on the South side of the school, and upgrading agriculture buildings.

Year and month of the most recent FIT report

October 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	31	38	29	34	47	46
Mathematics (grades 3-8 and 11)	15	11	13	10	33	34



## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	209	202	96.65	3.35	38.12
Female	105	100	95.24	4.76	44.00
Male	104	102	98.08	1.92	32.35
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	140	138	98.57	1.43	41.30
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	9	81.82	18.18	--
White	49	46	93.88	6.12	32.61
English Learners	39	37	94.87	5.13	5.41
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	165	160	96.97	3.03	35.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	35	33	94.29	5.71	3.03



## 2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	209	203	97.13	2.87	11.33
Female	105	100	95.24	4.76	9.00
Male	104	103	99.04	0.96	13.59
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	140	139	99.29	0.71	10.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	11	10	90.91	9.09	--
White	49	45	91.84	8.16	13.33
English Learners	39	39	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	165	160	96.97	3.03	10.00
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	35	33	94.29	5.71	0.00



## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	14.22	15.03	12.87	13.76	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	469	461	98.29	1.71	14.97
Female	230	225	97.83	2.17	14.67
Male	239	236	98.74	1.26	15.25
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	313	310	99.04	0.96	12.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	23	20	86.96	13.04	5.00
White	113	111	98.23	1.77	23.42
English Learners	84	84	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	19	19	100.00	0.00	5.26
Military	0	0	0	0	0
Socioeconomically Disadvantaged	358	353	98.60	1.40	14.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	75	72	96.00	4.00	4.17



## 2022-23 Career Technical Education Programs

Students are generally prepared to enter the workforce, but may inevitably require some post-secondary training to further their skills in specific workforce expectations. The CTE programs on the Corning Union High School campus are in the following fields: Agriculture and Natural Resources; Building Trades and Construction; Marketing, Sales and Service; Education, Child Development and Family Services, Engineering and Design, and Arts, Media & Entertainment. We have a full welding program that feeds students into the two local community colleges. We offer a full slate of animal and plant science courses in agriculture. Careers in Entrepreneurship and Careers in Education opportunities exist for students to gain exposure through work experience programs off campus in the community. We have a full-service copy center and student store that provide student opportunities to run businesses on campus. We offer a media and design program and a yearbook class for digital productions. We also currently have a manufacturing design course using Solid Works and several CNC machines. We have an Ag Mechanics course, a medical biology course, a medical terminology course, and a Culinary Arts program. Finally, we offer a Construction Technology course sequence and an Introduction to Health Careers class called "Foundations in Health Science".

All CTE courses are moving toward an integration of English and Math skills that correlate to the career fields. Most of our freshmen are enrolled in a College Career Readiness course that helps introduce various CTE options and opportunities to them. Career interest and aptitude assessments and exploration also occur through our career center at each grade level culminating the Senior year with a full-scale senior project based on personal goal setting, career exploration and post-secondary pathways. Our special needs population also develops life and work skills through a specially-designed program that utilizes the classroom and our school farm as a learning center and work prep laboratory. Students enrolled in any CTE program are also simultaneously enrolled in an English Language Arts course and a mathematics course to meet those requirements. All CTE programs have a tassel-earning opportunity to help motivate students to participate and meet the requirements of the tassel program.

The measurement of program effectiveness is accomplished through analysis of our CCRI, completion of course sequences, student grades, graduation, eventual entry into post-secondary programs, and/or employment in the community in various CTE fields. Each of the CTE programs are evaluated annually to determine life skill and work preparation value visible in the skills developed and work produced by students. The specific CTE contact people are the CTE department head and the CTE administrator both of which can be reached through the Corning Union High School office. In 2023-24 school year, we are adding a CTE community liaison as well as a career pathways coordinator with the goals of furthering our connections of our students with the community and post-secondary career opportunities.

## 2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	824
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	69.1
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	96.5
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	22.22



## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	90.3	91.4	90.3	90.3	90.3

## C. Engagement

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

Corning High School maintains an open door policy for parents to express their interests and concerns to the administration of the district. There is an organized, active Parents Club that meets regularly to plan activities and support Corning Union High School in a variety of ways such as fundraising, academic student recognition, sober graduation, and the annual Homecoming dinner. The District English Learners Advisory Committee (DELAC) events are held four times each year to promote communication with parents whose students are limited English speakers on our campus. There are several parent representatives on the School Site Council as well as other school committees such as the safety committee, health & wellness committee, etc. Parents can participate through support of student athletics, clubs, fundraisers, and community service activities. Parents can attend Freshmen orientations, Back-to-School nights, athletic events, various parent information nights, music concerts, Drill Team shows, Ballet Folklorico performances, and sophomore counseling. Parents always have access to communicate with teachers and administration by phone or email and can schedule meetings with school staff as needed. Parents can view the school's website or visit our social media pages to access the daily bulletin for information about our school. Email addresses are available at [www.corninghs.org](http://www.corninghs.org). In addition, parents have access to their students' grades and assignments through an online parent portal to view teacher grade books pertaining to their own students. CUHS also has a Facebook page to keep parents informed of regular events and announcements related to our school. Besides Facebook, we also use Twitter and the Aeries Communication system called Parent Square to provide information to parents. A number of parents are involved in various parent boosters clubs in such areas as athletics, music, and agriculture. Parents do need to be informed about our district priorities and regular school policies so the school handbook is available on our website for parents and students to access. The school website also provides multiple sources of information for parents to access daily. Parents have had opportunities to respond to various school surveys to obtain parent input about school practices and culture.



## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	2	2.8	0	5.6	5.7	3.3	9.4	7.8	8.2
Graduation Rate	94.5	95.8	98.7	90.4	92.8	95	83.6	87	86.2

#### 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	230	227	98.7
Female	116	115	99.1
Male	114	112	98.2
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	151	150	99.3
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	60	58	96.7
English Learners	65	65	100.0
Foster Youth	--	--	--
Homeless	16	16	100.0
Socioeconomically Disadvantaged	197	194	98.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	35	32	91.4



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1086	1059	203	19.2
Female	519	506	103	20.4
Male	565	551	98	17.8
Non-Binary	2	2	2	100.0
American Indian or Alaska Native	20	19	6	31.6
Asian	17	17	4	23.5
Black or African American	9	9	4	44.4
Filipino	3	3	1	33.3
Hispanic or Latino	718	701	116	16.5
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	16	16	8	50.0
White	281	274	61	22.3
English Learners	300	291	54	18.6
Foster Youth	16	15	3	20.0
Homeless	34	34	10	29.4
Socioeconomically Disadvantaged	844	822	158	19.2
Students Receiving Migrant Education Services	25	22	0	0.0
Students with Disabilities	173	168	48	28.6

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	3.56	7.85	8.75	4.88	8.33	10.27	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.09	0.00	0.00	0.00	0.07	0.08



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	8.75	0
Female	6.94	0
Male	10.44	0
Non-Binary		
American Indian or Alaska Native	20	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	8.5	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	9.25	0
English Learners	10.67	0
Foster Youth	12.5	0
Homeless	14.71	0
Socioeconomically Disadvantaged	9.36	0
Students Receiving Migrant Education Services	4	0
Students with Disabilities	14.45	0

## 2023-24 School Safety Plan

Corning Union High School has a comprehensive safety plan that is a separate, stand-alone document available to preview on our district website. The plan outlines committee membership, school vision, suspension/expulsion data, and goals and action plans related to safety on our campus. The safety plan also highlights such issues as disaster response, child abuse, dangerous students, sexual harassment, dress code, and school discipline. The school wide safety plan identifies various practices and protocols that Corning Union High School has in place to ensure safety for all students. We have direct communication with and support from the Corning Police Department and they provide our school with a community resource officer on site through a special grant. The administration and a team of teachers regularly supervise our campus before school, between classes, at lunch and after school. We have a relatively new phone and bell system to maintain immediate contact with school officials in case of emergencies. Additionally, in 2021 we have added a campus wide intercom system with alert and instructive capabilities in the event of an emergency. We maintain a closed campus, which means that students cannot leave the school grounds without a verified pass from the office and any non-student must register at the main office when entering the campus between 7:30 a.m. and 4:00 p.m. In the interest of safety, we have also created one single entry point for all people to visit our campus. Identification cards are required to be carried by students and staff at all times. A number of safety-specific rules are enforced on our campus for the express purpose of student safety. Emergency signals are established for active threat, soft lock down, and evacuation procedures. Our school has added the FBI's "Run, Hide, Fight" protocols to our safety responses. In addition, we have established a threat assessment team to address potential violence on campus and suicide ideation among our students. All safety related information for students and staff is posted on the school website in the student handbook. The school site is fenced on three sides moving nearly all foot and vehicle traffic to the north side of our campus. Through the passage of a bond initiative, we have been able to upgrade and increase our surveillance cameras throughout the campus. Our school safety plan was last revised and approved by the school board in February 2023.



## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	33	19	1
Mathematics	23	20	10	5
Science	27	10	6	5
Social Science	24	19	14	7

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	9	32	
Mathematics	25	12	23	
Science	25	6	14	
Social Science	25	7	32	

## 2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	15	29	0
Mathematics	23	18	17	0
Science	23	4	14	0
Social Science	26	10	29	0

## 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	343.67



## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19254	\$6229	\$13025	\$76958
District	N/A	N/A	\$12629	\$71,887
Percent Difference - School Site and District	N/A	N/A	3.1	-3.6
State	N/A	N/A	\$7,607	\$85,804
Percent Difference - School Site and State	N/A	N/A	65.6	-9.9



## Fiscal Year 2022-23 Types of Services Funded

Corning Union High School provides a variety of services funded through a number of different grants and supplemental sources beyond the basic funds we receive from the State based on ADA & LCFF formulas. Our district received a generous endowment from the Rodgers Family back in 2000 which provides a 177 acre ranch and \$3.1 million for ranch development and student scholarships. Several agriculture, science, CTE, and special education teachers and paraprofessionals use that facility and funds to offer hands-on programs and learning opportunities for students. Some special needs students access the school farm and its classrooms as an alternative to non-public school placement. A school garden is run through that facility as well. And, of course, the FFA program accesses the ranch on a regular basis for many different school activities including cattle on pasture, a walnut orchard, greenhouses, animal barn, and wetland designations.

The district continues to operate the HOPE center with 1.5 FTE Marriage & Family Therapists (MFT's) to meet the needs of students with behavior challenges or other personal hardships through the Promise Neighborhood and Byrne grants. These grants also support Corning PD's law enforcement officer on campus to assist with safety and other family challenges on site and in the community. We have also received a federal Assets grant that we call STARS (Students Taking Academic Responsibility) which opens the door for an after school program of food service, recreation, academic support and a host of other educational and recreational, activity-based opportunities for students to participate in. The Promise Neighborhood grant has also provided funding for additional programs or services on our campus including professional development and coaching/EL coordination efforts for the integration of EL strategies in EL and content-area classrooms as well as Math PD through the UCLA Curtis Center. Promise Neighborhood also provides for Butte and Shasta College counselors on site to assist graduated seniors in making the transition to post-secondary pursuits.

CUHS receives supplemental services from Upward Bound and Bridge to College and Career through part-time staff offering supportive activities and materials through a grant. One part-time staff member works to promote options of post-secondary education among our students and to help develop a stronger college-going culture. We consult with the Tehama County Department of Education to promote best instructional practices, to update our program documentation, and to implement an improvement cycle over time. We continue to use our district funds to operate most all of our programs on campus with assistance from the federal entitlement programs in a few categories such as Title I, Title II, and Title III. In 2019-20, we also began the first steps of implementation of a school wide AVID program to promote college and career readiness among students and staff. We are now an AVID school.

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,499	\$53,824
Mid-Range Teacher Salary	\$68,410	\$84,312
Highest Teacher Salary	\$100,498	\$104,930
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	
Average Principal Salary (High)	\$138,000	\$148,501
Superintendent Salary	\$153,612	\$199,596
Percent of Budget for Teacher Salaries	26.83%	28.73%
Percent of Budget for Administrative Salaries	5.43%	5.39%



## 2022-23 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
<b>Total AP Courses Offered</b>	

Where there are student course enrollments of at least one student.

## Professional Development

The Corning Union High School teaching staff participates in one full day of official staff development at the beginning of the academic school year. The focus of these pre-service trainings historically have been on the implementation of the Gradual Release of Responsibility, the transition to the Common Core through the integration of the CCR Anchor Standards in reading, writing, listening-speaking, and language. Then, on nearly every Monday afternoon throughout the school year, we engage in collaboration times in which teachers participate in a variety of activities within departments to reflect on classroom practices and focus on student learning. Two Mondays per month had been reserved for departments and subject-alike teams to meet together about curriculum, instruction and assessment, as well as, specific department issues and practices. One Monday each month had been dedicated to our school wide exploration of the AVID program in which teachers shared their PD experiences with the rest of our staff. The other Monday per month was dedicated to work on strategic planning and the LCAP. A few years back, teachers engaged in training through the Northern California Writing Project around routine argument writing across the curriculum. PD revolved around creating a culture of argument. In addition, various teachers engaged in subject-specific professional development opportunities through like-subject collaboration, and through other workshops, conferences, and seminars. Special education and bilingual para-educators have participated in a variety of professional development opportunities related to their respective responsibilities of supporting students in their academic and behavioral needs. Some online training has also been provided for our para-educators. PD has also been provided through the ELD Regional Lead to help us make necessary instructional and programmatic shifts in practice with our EL students. The counselors at CUHS have also participated in a number of specific trainings, workshops, and other professional development to keep themselves informed and improving in their student-oriented practices. In the past year, most PD has come through the AVID program with teachers participating in 1-3 day sessions around writing, inquiry, collaboration, organization and reading (WICOR). Teachers and departments have jumped in full force with these WICOR practices and more specifically with focused note taking to promote college career readiness.

The principal and associate principal have engaged in practices of classroom walkthroughs with feedback to teachers as an ongoing process of professional development with a goal to improve the regular instruction of teachers and positively impact student learning school wide. Some of the most productive professional development happens through regular teacher interaction and collaboration in both informal and structured contexts. The principal has also provided some structured interaction among the teaching staff using various professional texts from respected education leaders that have helped us develop our skills in the Gradual Release of Responsibility teaching model and in the transition to common core literacy integration in all subject areas. That reading has also focused on the themes of growth mindset and grit, as well as reminders around attentiveness and engagement. The members of the administration, student support services, and other staff also participate in professional development as needed. We have also provided specific teacher coaching through the Promise



## Professional Development

Neighborhood grant that benefits all of our first and second-year teachers using one of our teachers on site to coach them successfully through their first couple of years. Also, PN funded a position for the current year to utilize one of our teachers as a coach & coordinator for the EL program to provide feedback to teachers and analysis of school wide practices related to our EL program. This is in addition to any support they gain from the Tehama Teacher Induction Program or California Ag Teachers Induction Program (CATIP). In August of 2019, many teachers participated in follow up training on ways to integrate language strategies into mainstream curriculum courses that will help accelerate English language learning by our EL population both in designated and integrated courses. This continues to be a work in progress. We were invited in the fall of 2020 to participate in a Multilingual California Project provided through an EWIG (Educator Workforce Investment Grant) to further explore and implement additional changes in mindset and practice with our EL population. We have also been using a "teachers-teaching-teachers" model for the sharing of best practices and the building of skill and leadership capacity school wide through teachers who participated in specific AVID training programs this school year. We have an established, thriving group of teachers and a counselor that make up the AVID Site Leadership Team who is working through the practice of WICOR & FNT strategies that are shared and modeled within their departments.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2



# Centennial Continuation High School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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



## 2023-24 School Contact Information

School Name	Centennial Continuation High School
Street	250 E. Fig Lane
City, State, Zip	Corning, Ca. 96021
Phone Number	530-824-7400
Principal	Audri Bakke
Email Address	abakke@corninghs.org
School Website	<a href="https://www.cuhsdistrict.org/centennial">https://www.cuhsdistrict.org/centennial</a>
County-District-School (CDS) Code	52-71506-5231675

## 2023-24 District Contact Information

District Name	Corning Union High School District
Phone Number	530 824-8000
Superintendent	Jared Caylor
Email Address	jcaylor@corninghs.org
District Website	<a href="http://www.cuhsdistrict.org">www.cuhsdistrict.org</a>

## 2023-24 School Description and Mission Statement

Centennial Continuation High School is committed to providing a quality educational setting with a variety of options for students to be ready for all post-secondary opportunities. Our small, tight knit setting allows students to work in a variety of ways to complete the necessary work to attain a high school diploma. Our focus is on helping students who are credit deficient earn their missing credits by completing work that demonstrates mastery in that subject and grade level standard. The school offers two different sessions each day, one in the morning and one in the afternoon, to keep class sizes small as well as to meet the differing needs of our students who may need to work, take care of family, or have medical issues that make a full day of school near impossible. Student are encouraged to earn their missing credits and return to the district's comprehensive school for graduation but many choose to stay and graduate as a Centennial Tiger. The school supports students in their educational choices and help them to meet their academic goals.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	10
Grade 11	25
Grade 12	43
Total Enrollment	79



## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	35.4%
Male	64.6%
American Indian or Alaska Native	2.5%
Filipino	1.3%
Hispanic or Latino	64.6%
Two or More Races	1.3%
White	29.1%
English Learners	31.6%
Foster Youth	2.5%
Homeless	7.6%
Socioeconomically Disadvantaged	86.1%
Students with Disabilities	13.9%

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

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

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



## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.90	32.33	41.10	71.71	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.00	6.99	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.00	67.33	8.70	15.25	12115.80	4.41
Unknown	0.00	0.00	3.40	6.04	18854.30	6.86
<b>Total Teaching Positions</b>	<b>3.00</b>	<b>100.00</b>	<b>57.30</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.30	43.67	50.30	88.17	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	33.33	1.70	3.07	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.60	22.67	4.10	7.29	11953.10	4.28
Unknown	0.00	0.00	0.80	1.44	15831.90	5.67
<b>Total Teaching Positions</b>	<b>3.00</b>	<b>100.00</b>	<b>57.00</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

### Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	9		29		47	
Mathematics (grades 3-8 and 11)	0		13		33	



## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	32	27	84.38	15.62	3.85
Female	14	11	78.57	21.43	0.00
Male	18	16	88.89	11.11	6.25
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	23	19	82.61	17.39	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	9	81.82	18.18	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	24	88.89	11.11	4.35
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--



## 2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	32	27	84.38	15.62	0.00
Female	14	10	71.43	28.57	--
Male	18	17	94.44	5.56	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	23	19	82.61	17.39	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	11	9	81.82	18.18	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	24	88.89	11.11	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--



## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	3.33		12.87		29.47	

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	53	42	79.25	20.75	4.76
<b>Female</b>	19	15	78.95	21.05	0.00
<b>Male</b>	34	27	79.41	20.59	7.41
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	38	30	78.95	21.05	3.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	12	9	75.00	25.00	--
<b>English Learners</b>	23	17	73.91	26.09	0.00
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	47	38	80.85	19.15	5.26
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--



## 2022-23 Career Technical Education Programs

Centennial High School provides a variety of services funded through a number of different grants and supplemental sources. In careers in Business, our students are placed in jobs within the community to learn valuable skills that they can use after high school if they choose. The real world application skills are incorporated into literacy and math classes daily activities to reinforce core classes. In the future, we look to expand our courses further, and begin to utilize the district farm. We currently have the following industries represented: Building, Construction and Trade, Manufacturing, Business, Agriculture, Marketing, and Hospitality, Tourism, and Recreation in CUHSD.

## 2022-23 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

### State Priority: Parental Involvement

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

#### 2023-24 Opportunities for Parental Involvement

Centennial High School maintains an open door policy for parents to express their interests and concerns to the administration and staff. The staff is always looking for input and support from the family, school, and district to assist at-risk students. There are many on-site counseling opportunities available to students and their families. Parents whose students attend Centennial can choose to attend the District English Learners Advisory Committee (ELAC) events that are held four times each year on the Corning High School campus to promote communication with parents whose students are limited English speakers. Parents attend a school enrollment meeting with their student and the school counselor when new students come to our school. During the enrollment meeting, parents can ask questions, raise concerns, meet staff, tour the school, and learn more about the every day expectations for their student. This puts parents and students at ease and lets them know that they are a welcome, important part of our campus. The school hosts a Back to School Family BBQ and a Hispanic Heritage Month Celebration for families to meet staff, share a meal, and build stronger connections to the school.

## C. Engagement

### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	22.0	25.8		5.6	5.7		9.4	7.8	
Graduation Rate	75.6	71.0		90.4	92.8		83.6	87.0	



## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	59	50	84.7
Female	19	15	78.9
Male	40	35	87.5
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	43	38	88.4
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	11	8	72.7
English Learners	24	21	87.5
Foster Youth	--	--	--
Homeless	11	7	63.6
Socioeconomically Disadvantaged	58	49	84.5
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	11	10	90.9



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	135	116	85	73.3
Female	49	40	33	82.5
Male	86	76	52	68.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	2	100.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	1	1	1	100.0
Hispanic or Latino	93	79	57	72.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	1	1	1	100.0
White	33	31	23	74.2
English Learners	47	42	31	73.8
Foster Youth	5	3	1	33.3
Homeless	6	6	6	100.0
Socioeconomically Disadvantaged	108	97	74	76.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	19	17	14	82.4

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	24.66	19.75		4.88	8.33		0.20	3.17	
Expulsions	1.37	0.00		0.09	0.00		0.00	0.07	



## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	24.44	0
Female	16.33	0
Male	29.07	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	23.66	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	30.3	0
English Learners	25.53	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	24.07	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	36.84	0

## 2023-24 School Safety Plan

Centennial has a Comprehensive School Safety Plan that is a separate, stand-alone document available to preview in the main office of the high school. This plan was reviewed by site staff and approved by the school board in February 2023. The plan outlines committee membership, school vision, suspension/expulsion data, and goals and action plans related to safety on our campus. The safe school plan also highlights such issues as disaster response, child abuse, dangerous students, sexual harassment, and school discipline. The school wide safety plan identifies various practices and protocols that Centennial has in place to ensure safety for all students. We have direct communication with and support from the Corning Police Department and they provide our district with a community resource officer on site through a special grant. The administration and a team of teachers regularly supervise our campus before and after school, between classes, at lunch and after school. We maintain a closed campus, which means that students cannot leave the school grounds without a verified pass from the office and any non-student must register at the main office when entering the campus between 8:00 a.m. and 3:30p.m. Emergency signals are established for fire, lockdown and evacuation procedures.



## 2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	23		
Mathematics	6	22		
Science	7	23		
Social Science	7	41	3	1

## 2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	4	7		
Mathematics	4	8		
Science	5	2		
Social Science	7	5		

## 2022-23 Secondary Average Class Size and Class Size Distribution

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

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

## 2022-23 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	158



## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8175.50	941.70	7274.98	55234.26
District	N/A	N/A	11301.73	\$71,887
Percent Difference - School Site and District	N/A	N/A	-43.4	
State	N/A	N/A	\$7,607	\$85,804
Percent Difference - School Site and State	N/A	N/A		

## Fiscal Year 2022-23 Types of Services Funded

Centennial provides a variety of services funded through a number of different grants and supplemental sources beyond the basic funds we receive from the State based on ADA & LCFF formulas. Our school provides additional counseling and student support services through an 1802 grant that provides an additional counselor on staff. With the help of the Edward Byrne Memorial grant we received in 2013, the district continues to operate the HOPE center with 1.5 FTE Marriage & Family Therapists (MFT's) to meet the needs of students with behavior challenges or other personal hardships. That grant also supports Coming PDs law enforcement officer on our campus to assist with safety other student and family challenges on site and in the community. Centennial receives supplemental services from College Options through part-time staff offering supportive activities and materials through a grant. One part-time staff member works to promote options of post-secondary education among our students and to help develop a stronger college-going culture. In terms of services and support for dealing with our Program Improvement status as a district, we are receiving ongoing support from the Tehama County Department of Education to promote best instructional practices, to update our program documentation, and to implement an improvement cycle over time. We continue to use our district funds to operate most all of our programs on campus with assistance from the federal entitlement programs in a few categories such as Title I and Title III.



## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,499	\$53,824
Mid-Range Teacher Salary	\$68,410	\$84,312
Highest Teacher Salary	\$100,498	\$104,930
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	
Average Principal Salary (High)	\$138,000	\$148,501
Superintendent Salary	\$153,612	\$199,596
Percent of Budget for Teacher Salaries	26.83%	28.73%
Percent of Budget for Administrative Salaries	5.43%	5.39%

## 2022-23 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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

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

## Professional Development

Centennial has a renewed focus on social emotional growth to support student learning and engagement. The Centennial Continuation High School teaching staff participates in one day of official staff development at the beginning of the academic year. Then, most Monday afternoons throughout the school year, teachers participate in follow up, collaborative activities to reflect on classroom practices and focus on student learning within each of their respective departments. In addition, various teachers engage in subject-specific professional development opportunities through like-subject collaboration, and through other workshops, conferences, and seminars. The District has also provided specific training and follow up professional



Professional Development

development with our staff during these collaboration days and during other scheduled opportunities. The staff has reviewed professional development in supporting homeless and foster youth, as well as trauma-informed teaching. The principal practices classroom walk-through's with feedback given to teachers. This is an ongoing process of professional development with a goal of improving the regular instruction of teachers and positively impacting student learning school wide. Some of the most productive professional development happens through regular teacher interaction and collaboration in both informal and structured contexts. Members of the administration, student support services, and other staff also participate in professional development, as needed.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	1	1



# Corning Independent Study High School

## 2022-2023 School Accountability Report Card

(Published During the 2023-2024 School Year)

### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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



## 2023-24 School Contact Information

School Name	Corning Independent Study High School
Street	250 East Fig Lane
City, State, Zip	Corning CA 96021
Phone Number	530-824-7400
Principal	Audri Bakke
Email Address	abakke@corninghs.org
School Website	
County-District-School (CDS) Code	52-7150-0137414

## 2023-24 District Contact Information

District Name	Corning Union High School District
Phone Number	530-824-8000
Superintendent	Jared Caylor
Email Address	jcaylor@corninghs.org
District Website	<a href="https://corninguhsd-ca.schoolloop.com/">https://corninguhsd-ca.schoolloop.com/</a>

## 2023-24 School Description and Mission Statement

The Corning Independent Study High School (ISP) meets the needs of those students who cannot attend a full day comprehensive program. Students are enrolled in 7 classes as they would at the comprehensive high school, do their work at home and meet with a supervising teacher weekly. The same academic standards are enforced with ISP students that main campus students abide by. ISP fosters social and academic growth in students who sometimes have difficulty succeeding in the traditional high school.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	5
Grade 10	6
Grade 11	8
Grade 12	9
Total Enrollment	28



## 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	67.9%
Male	32.1%
Hispanic or Latino	60.7%
White	39.3%
English Learners	14.3%
Socioeconomically Disadvantaged	64.3%
Students with Disabilities	14.3%

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

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

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



## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.80	38.39	41.10	71.71	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	4.00	6.99	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.30	61.61	8.70	15.25	12115.80	4.41
Unknown	0.00	0.00	3.40	6.04	18854.30	6.86
<b>Total Teaching Positions</b>	<b>2.20</b>	<b>100.00</b>	<b>57.30</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.70	37.19	50.30	88.17	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.70	3.07	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.20	62.81	4.10	7.29	11953.10	4.28
Unknown	0.00	0.00	0.80	1.44	15831.90	5.67
<b>Total Teaching Positions</b>	<b>1.90</b>	<b>100.00</b>	<b>57.00</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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



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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.30	1.20
<b>Total Out-of-Field Teachers</b>	1.30	1.20

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

### Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

### 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		December 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Lee, To Kill a Mockingbird; Knowles, A Separate Peace; Twain, The Adventures of Huckleberry Finn; Steinbeck, The Grapes of Wrath; Fitzgerald, The Great Gatsby; Shelly,	No	0



	Frankenstein; McDougal Littell, The Language of Literature; Twain, Tom Sawyer;		
<b>Mathematics</b>	: The Practice of Statistics, Fourth Edition, Starnes, Yates, Moore, W.H. Freeman & Co., 2012; : Statistics through Applications, Starnes, 2015; AGS, Consumer Math 2003; AGS Algebra 2004; AGS Algebra 2 2004;	No	0
<b>Science</b>	Biology: The Study of Life, Schraer & Stiltze, 7th Ed. Prentice Hall, 1999; Biology, Stephen Nowicki, Holt McDougal, 2015; Earth Science, California Edition, Allison, DeGaetano & Pasachoff, Holt Rinehart Winston, 2007; Food, Nutrition & Wellness, McGraw Hill, 2016; ; Glenco, Food for Today 2006;	No	0
<b>History-Social Science</b>	The Modern World, California Edition, Prentice Hall 2007/9; McGruder's American Government, Prentice Hall, 1999; Economics, Holt, Rinehart & Winston, 1999; Pearson, The Modern World, 2007; Glenco, World Geography, 2005; Houghton, The American 2012;	No	0
<b>Foreign Language</b>	NA		NA
<b>Health</b>	Glencoe Health, McGraw-Hill Co., 2012;	No	0
<b>Visual and Performing Arts</b>	Art In Focus, Gene A. Mittler Ph-D, Glencoe McGraw-Hill 1986 & Fourth Edition 2000; Glenco, Art Talk, 2005;	No	0
<b>Science Laboratory Equipment (grades 9-12)</b>	N/A	N/A	NA

## School Facility Conditions and Planned Improvements

The current facilities at Centennial High School/Independent Study High School are in good condition and the maintenance and operations staff has done an outstanding job keeping our facilities in top-quality, functioning condition for the sake of safety and student learning. Maintenance staff continues to make the necessary repairs to keep the facilities functioning. The inspections done over the past three years have rated Centennial High School with exemplary status in all categories.

**Year and month of the most recent FIT report**

October 2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			



## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

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

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

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

#### College and Career Ready

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	18		29		47	
<b>Mathematics</b> (grades 3-8 and 11)	0		13		33	



## 2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11	6	54.55	45.45	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--



## 2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11	5	45.45	54.55	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--



## CAASPP Test Results in Science for All Students

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

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>Science</b> (grades 5, 8 and high school)	0		12.87		29.47	

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	22	15	68.18	31.82	0.00
<b>Female</b>	11	5	45.45	54.55	--
<b>Male</b>	11	10	90.91	9.09	--
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>Black or African American</b>	0	0	0	0	0
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	13	8	61.54	38.46	--
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	--	--	--	--	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	--	--	--	--



## 2022-23 Career Technical Education Programs

No programs

## 2022-23 Career Technical Education (CTE) Participation

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

## Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	88.89
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

## 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

## C. Engagement

### State Priority: Parental Involvement

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



## 2023-24 Opportunities for Parental Involvement

Independent Study students do their work off campus and return weekly to review their work with their supervising teacher. Parental involvement at home is crucial as the parent is the one responsible for seeing that students understand the assignments, assignments are completed on time and that a work space conducive to learning is maintained. Parents are welcome to attend the weekly meetings with their student.

### C. Engagement

#### State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	9.1	5.3		5.6	5.7		9.4	7.8	
Graduation Rate	72.7	94.7		90.4	92.8		83.6	87.0	



## 2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at [www.cde.ca.gov/ds/ad/acgrinfo.asp](http://www.cde.ca.gov/ds/ad/acgrinfo.asp).

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	13	10	76.9
Female	--	--	--
Male	--	--	--
Non-Binary			
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0	0	0.00
Socioeconomically Disadvantaged	12	9	75.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	--	--	--



## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	52	47	1	2.1
Female	35	33	1	3.0
Male	17	14	0	0.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	32	29	1	3.4
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	20	18	0	0.0
English Learners	9	8	0	0.0
Foster Youth	1	1	1	100.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	29	25	1	4.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	8	7	0	0.0

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00		4.88	8.33		0.20	3.17	
Expulsions	0.00	0.00		0.09	0.00		0.00	0.07	



## 2022-23 Suspensions and Expulsions by Student Group

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

## 2023-24 School Safety Plan

The CUHSD Independent Study Program meets on the Centennial High School campus. This program has a comprehensive safety plan that is a separate, stand-alone document available to preview in the main office of the high school. The plan also highlights such issues as disaster response, child abuse, dangerous students, sexual harassment, dress code, and school discipline. The school wide safety plan identifies various practices and protocols that Centennial has in place to ensure safety for all students. We have direct communication with and support from the Corning Police Department and they provide our district with a community resource officer on site through a special grant. The administration and a team of teachers regularly supervise our campus before and after school, between classes, at lunch and after school. Students cannot leave the school grounds without a verified pass from the office and any non-student must register at the main office when entering the campus between 8:00 a.m. and 3:30 p.m. A number of safety-specific rules are enforced on our campus for the express purpose of student safety. Emergency signals are established for fire, lockdown and evacuation procedures. The CSPP was presented to and approved by the CUHSD Board in February 2023.



## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8494.19	978.41	\$7,558.57	\$84,713.44
District	N/A	N/A	\$11,301.73	\$71,887
Percent Difference - School Site and District	N/A	N/A	-39.7	25.5
State	N/A	N/A	\$7,607	\$85,804
Percent Difference - School Site and State	N/A	N/A	13.6	-0.3

## Fiscal Year 2022-23 Types of Services Funded

CUHS Independent Study High School provides a variety of services funded through a number of different grants and supplemental sources beyond the basic funds we receive from the State based on ADA & LCFF formulas. With the help of the Edward Byrne Memorial grant we received in 2013, the district continues to operate the HOPE center with 1.5 FTE Marriage & Family Therapists (MFT's) to meet the needs of students with behavior challenges or other personal hardships. That grant also supports Corning PDs law enforcement officer on our campus to assist with safety other student and family challenges on site and in the community. . We continue to use our district funds to operate most all of our programs on campus with assistance from the federal entitlement programs in a few categories such as Title I and Title III.



## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$49,499	\$53,824
Mid-Range Teacher Salary	\$68,410	\$84,312
Highest Teacher Salary	\$100,498	\$104,930
Average Principal Salary (Elementary)	\$0	
Average Principal Salary (Middle)	\$0	
Average Principal Salary (High)	\$138,000	\$148,501
Superintendent Salary	\$153,612	\$199,596
Percent of Budget for Teacher Salaries	26.83%	28.73%
Percent of Budget for Administrative Salaries	5.43%	5.39%

## 2022-23 Advanced Placement (AP) Courses

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

### Percent of Students in AP Courses

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

Subject	Number of AP Courses Offered
Computer Science	
English	
Fine and Performing Arts	
Foreign Language	
Mathematics	
Science	
Social Science	
Total AP Courses Offered	

Where there are student course enrollments of at least one student.

## Professional Development

Independent Study staff are required to attend the same number of professional development days as other teachers in the district. Independent Study teachers often collaborate and attend PD with Centennial High School staff members.

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

Subject	2021-22	2022-23	2023-24
---------	---------	---------	---------



**Professional Development**

<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	2	1	1
--	---	---	---



**The Corning Union High School District  
and the  
Corning Independent Teachers' Association**

*Agree to the following:*

General Terms:

- 1) The term of the successor collective bargaining agreement shall be July 1, 2024 through June 30, 2027.
- 2) Terms of this agreement apply only to those actively employed with the District at the time of ratification.
- 3) This agreement shall close bargaining for the 2023-24 school year. Openers for the 2024-25 school year will be addressed according to Article XVI.

ARTICLE XV

Adjust Article XV to read as follows:

15.7 Bereavement

A certificated employee is entitled to up to 3 days of bereavement leave in the event of the death of any member of his/her immediate family (parent/spouse/child/child's spouse/sibling/sibling's spouse/grandparent/ aunt/uncle/niece/ nephew/ grandchild of the employee/any relative living in the immediate household of the employee). The first 3 days taken will not reduce any of the employees leave banks. The employee may take up to 7 additional days to come from their personal necessity leave bank. At the discretion of the Superintendent and where unusual circumstances exist, bereavement leave may be granted for a period longer than 10 days or because of the death of some other person than covered in the foregoing definition. A written request shall be made by the employee to the District Superintendent. If granted, this additional leave will come from the employee's sick leave balance. If accumulated sick leave is exhausted, the employee may request Catastrophic Leave.

Appendix A-1

Adjust Article A-1 to read as follows:

Alternative Education Counselors shall be paid based on the 190-day Certificated Salary Schedule. When mutually agreed upon with the Superintendent or designee, the alternative education counselor may work additional days. Compensation for these days shall be paid at the counselor's appropriate daily rate and will be paid in the month they are worked.

ARTICLE XIII

ISP Teacher Caseload

The caseload for Corning Independent High School Caseload/A-G ISP shall be determined as follows:

The caseload maximum for non-computer-based ISP students will be 25. In the event that a teacher has less than 25 non-computer-based ISP students, they may be assigned up to 2 computer-based ISP

Board Approved:



students for each student vacancy (below 25) until they reach a maximum of 40 students in both computer based and non-computer based ISP programs combined.

### ARTICLE XIII

#### 13.5 Utility Credit

A unit member who is required to supervise students (covering another class or otherwise) during his/her utility period will be allowed to accumulate one period credit for each hour and/or period covered.

#### 13.6.1

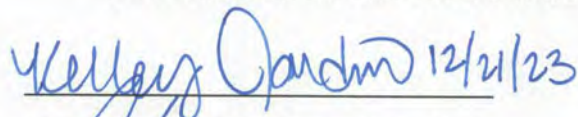
With pre-approval, unit members may be allowed to use a utility period for sick or personal business as outlined in contract 5 times per year without a reduction in their leave banks. These periods may attach to other sick and personal necessity requests for no more than 3 periods in a row.

#### NEW ARTICLE 13.13

For unit members present for the duration of the last instructional period of a full-length school day, unit members may be excused from AST (20-minute academic student time after school) with pre-approval from their supervisors 5 times during the school year without a reduction in their leave banks.

#### Compensation

- 1) 8.5% one time paid based on unit member's 2023-24 salary
- 2) \$35,000 increase in stipends Administration will work with CITA to come up with a manner by which the \$35000 will be allocated between FFA and Ballet Folklorico stipends. A list of duties required to receive the FFA stipend will be developed and agreed upon by the department and the administration. This work is to be completed by March 1, 2024.

 12/21/23


Kelley Jardin, CITA President Date

 12/21/23

Jared Stearns, CITA Member Date

 12/21/23

Natalie Hicks, CITA Member Date

 12/21/23

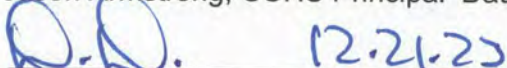
Jessica Flores, CITA Member Date

 12.19.23

Jared Caylor, Superintendent Date

 12/19/23

Jason Armstrong, CUHS Principal Date

 12.21.23

Diana Davisson, CBO Date

Board Approved:



CORNING UNION HIGH SCHOOL DISTRICT  
190 DAY CERTIFICATED SALARY SCHEDULE  
7/1/2023

		<b>CLASS 0</b>	<b>CLASS I</b>	<b>CLASS II</b>	<b>CLASS III</b>	<b>CLASSIV</b>
		<b>Less Than BA+30</b>	<b>BA+30</b>	<b>BA+45</b>	<b>BA+60 OR MA</b>	<b>BA+75 OR MA + 15</b>
1	47,142	56,760	59,786	61,245	62,775	64,344
2	48,321	58,179	61,280	62,776	64,345	65,953
3	49,529	59,635	62,812	64,345	65,953	67,602
4	50,767	61,124	64,383	65,954	67,602	69,292
5	52,036	62,652	65,992	67,603	69,292	71,024
6	53,337	64,219	67,642	69,293	71,024	72,800
7	54,671	65,824	69,333	71,025	72,800	74,620
8	56,038	67,470	71,066	72,801	74,620	76,485
9	57,438	69,156	72,843	74,621	76,486	78,397
10	58,874	70,885	74,664	76,486	78,398	80,357
11	-		76,157	78,781	80,358	82,768
12	-		77,681	81,144	82,367	85,251
13	-		79,234	83,578	84,426	87,809
14	-		80,819	86,086	86,536	90,443
15	-		82,435	88,668	88,700	93,156
16	-		84,084	90,442	90,917	95,951
18	-		85,766	92,251	93,190	98,829
20	-		87,481	94,096	95,520	101,794
22	-		89,231	95,978	97,908	104,339
24	-		91,015	97,897	100,356	106,947
26	-		92,835	99,855	102,864	109,621
28	-		94,692	101,852	105,436	112,362
30	-		96,586	103,889	108,072	115,171

MASTER STIPEND-5% of Step 1, Class I (per year) = 2,989  
07/01/21 Annual District Health Insurance contribution is \$13,200 per 1.0 FTE



**CORNING UNION HIGH SCHOOL DISTRICT**  
Confidential/Classified Management Non-Exempt Schedule  
2023/24

RANGE	1	2	3	4	5	6	7	8,9,10	11,12,13	14,15,16	17,18,19	20
<b>A</b> PAYROLL TECHNICIAN & AP TECHNICIAN	\$ 23.34	\$ 24.51	\$ 25.73	\$ 27.02	\$ 28.37	\$ 29.78	\$ 31.27	\$ 32.84	\$ 34.48	\$ 36.21	\$ 38.02	\$ 39.92
<b>B</b> SUPERINTENDENT'S SECRETARY	\$ 27.64	\$ 29.01	\$ 30.47	\$ 31.99	\$ 33.59	\$ 35.26	\$ 37.03	\$ 38.89	\$ 40.83	\$ 42.86	\$ 45.01	\$ 43.92
<b>C</b> DIRECTOR OF FOOD SERVICE	\$ 24.17	\$ 25.44	\$ 26.78	\$ 28.19	\$ 29.67	\$ 31.23	\$ 32.87	\$ 34.60	\$ 36.33	\$ 38.15	\$ 40.06	\$ 42.06
<b>H</b> DATA/HR COORDINATOR	\$ 41.35	\$ 43.43	\$ 45.60	\$ 47.88	\$ 50.27	\$ 52.78	\$ 55.43	\$ 58.19	\$ 61.10	\$ 64.16	\$ 67.37	\$ 70.73
<b>I</b> WELLNESS CNTR COORDINATOR	\$ 52.37	\$ 53.99	\$ 55.67	\$ 57.39	\$ 59.11	\$ 60.88	\$ 62.71	\$ 64.59	\$ 68.47	\$ 72.58	\$ 76.93	\$ 81.55

7/1/2021 Annual District Health Insurance contribution is \$13,200 per full-time employee  
9.84% increase retro back to 07/01/22  
Ranges A-B, H-I 10.19% increase retro back to 07/01/2023  
Board approved - 01/18/2024



**CORNING UNION HIGH SCHOOL DISTRICT**  
Classified Management Exempt Schedule  
2023/24

RANGE	1	2	3	4	5	6	7	8,9,10	11,12,13	14,15,16	17,18,19	20
<b>D</b>												
DIRECTOR OF MOT	\$ 92,713	\$ 97,349	\$ 102,216	\$ 107,327	\$ 112,693	\$ 118,328	\$ 124,244	\$ 130,456	\$ 136,979	\$ 143,828	\$ 151,019	\$ 158,571
<b>F</b>												
DIRECTOR OF TECHNOLOGY	\$ 66,597	\$ 69,927	\$ 73,423	\$ 77,094	\$ 80,949	\$ 84,997	\$ 89,246	\$ 93,709	\$ 98,394	\$ 103,314	\$ 108,480	\$ 113,904
<b>G</b>												
CHIEF BUSINESS OFFICIAL	\$ 97,593	\$ 102,472	\$ 107,596	\$ 112,976	\$ 118,625	\$ 124,556	\$ 130,784	\$ 137,323	\$ 144,189	\$ 151,399	\$ 158,968	\$ 166,917

7/1/2021 Annual District Health Insurance contribution is \$13,200 per full-time employee  
 Ranges D-G 9.84% increase retro back to 07/01/22  
 Board approved - 01/18/2024





## **FIREBOLT ELECTRICAL**

### **-Capabilities Statement-**

Firebolt Electrical is a highly skilled and trained small business for Public Works Contracting. With over two decades of experience, I have established my business to serve my community.

### **-Key Essentials-**

- EV infrastructure Certified 2021
- ChargePoint CT4000 Cert. 2023
- WECA Member Since 2022
- Certified Small Business for PW.
- Certified General Electrician  
DIR #159968

## **CONTACT**

### **Floyd Sifton**

(530) 518-1319  
14745 Whispering Oaks Dr.  
Red Bluff, Ca. 96080

Visit our Website Soon:

**Firebolt Electrical.com**

Email:

**floyd@fireboltelectrical.com**

# **CORNING HIGH SCHOOL ELECTRIC BUS CHARGING STATIONS PROJECT**

Corning, California

This is a Proposal for the Design and Construction of a  
Complete Turnkey Project.

### **INCLUDED IN THIS PROPOSAL:**

- Scope of Work Services
- Total Base Bid Cost

### **PROJECT ADDRESS:**

820 North Street  
Corning, Ca. 96021

### **PROJECT CONTACT:**

Jason Enos  
Director of Maintenance & Operations  
Corning Union High School District  
643 Blackburn Ave  
Corning, CA 96021  
[jenos@corninghs.org](mailto:jenos@corninghs.org)  
Office 530-824-8091  
Fax 530-838-69





**Firebolt Electrical**  
14745 Whispering Oaks Dr.  
Red Bluff, CA 96080  
**(530) 518-1319**

**CSL#837554** (Exp. 07/31/2024)  
**DIR#1000969819** (Exp. 06/30/2025)  
**SBE-PW#2029798** (Exp. 09/30/2024)  
**floyd@fireboltelectrical.com**

### **Scope of Work Services**

#### **Performed by Firebolt Electrical:**

1. All work will be performed to the highest of standards. This includes the execution of the electrical and other work to be included in conjunction with contract document drawings and specifications.
2. State Prevailing Wages have been applied to all work performed by Firebolt Electrical.
3. Will coordinate with PG&E to ensure that proper requirements are met at the MSB to accommodate their Service.
4. Will Provide and install Trenching and conduit for PG&E. All work to be performed to PG&E standard and needs.
5. Installation of all Electrical Equipment, Conduit and Conductors in accordance with current requirements and applicable codes (CEC, State, County, and City)
6. **Inclusions:**
  - a. Trenching, Sand, Backfill, compaction.
  - b. All proper sized conduits, and conductors for 5 Bus EV stations.
  - c. (3) 2.5inch future conduits and 17x32 traffic rated Christy box for future solar arrays.
  - d. 600 Amp MSB 277/480v Meter/Main Switch Board on a raised pad. (see attach BOM for details) in conjunction with specifications and requirements on design drawings.
  - e. Mounting and commissioning of startup for 3 EV charging stations.  
(Owner Provided)
7. **Other work also included:**
  - a. All concrete for equipment and MSB.
  - b. All saw cut and asphalt removal and repair.
  - c. PG&E Transformer pad.
8. Performance Bonding will be included as necessary.
9. Will always coordinate a safe and clean work site during the duration of the project.
10. Project Completion and coordination will coincide with equipment availability and delivery dates.
11. All details and agreements will be negotiated prior to the contract.
12. All Submittals for Electrical equipment will be approved prior to ordering.





**Firebolt Electrical**  
14745 Whispering Oaks Dr.  
Red Bluff, CA 96080  
**(530) 518-1319**

**CSL#837554** (Exp. 07/31/2024)  
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**SBE-PW#2029798** (Exp. 09/30/2024)  
**floyd@fireboltelectrical.com**

**Total Base Bid** **\$160,000**

The Base Electrical Bid price reflects the cost of the complete Turnkey Project.  
Minimal Changes and Adjustments have been Accounted for.  
Any Major changes or Adjustments to the Scope of Services or Work must be addressed prior to  
Contract.

**Terms and Conditions:**

Will adhere to the terms and conditions set forth in the project contract.  
Otherwise, all standard terms and conditions will apply.



# Agreement between the Owner and the Contractor

---

Project: Corning High School Electric  
Bus Charging Stations Add.

Project No.: 2928.03

Location: Corning, California

Dir Project No.: \_\_\_\_\_

This Agreement entered into this  
follows:

day of

, by and between the parties as

**THE OWNER:**

Corning Union High School

**THE CONTRACTOR:**

Firebolt Electrical

643 Blackburn Ave. Corning,  
California 96021  
Telephone: (530) 824-8091

14745 Whispering Oaks Dr.  
California 96080  
Telephone: (530) 518-1319

## RECITALS

WHEREAS, Firebolt Electrical has represented to Corning High School that it is specifically qualified to perform construction services of the nature contemplated by this Agreement; and

WHEREAS, Corning High School (CHS) desires to engage the construction services of Firebolt Electrical and Firebolt Electrical desires to perform such services for CHS.

The OWNER and the CONTRACTOR agree as set forth below.



## **ARTICLE 1**

### **THE CONTRACT DOCUMENTS**

The Contract Documents consist of the following:

Agreement Between Owner and Contractor  
Drawings  
Invite to Bid Letter (CUPCCAA)  
(Exhibits are attached)

Performance Bond  
Contractor Proposal  
Notice to Proceed  
Certificate of Insurance

These documents form the Contract, and all are as fully a part of the Contract as if attached to this Agreement or repeated herein. An enumeration of the Contract Documents appears in Article 7.

## **ARTICLE 2**

### **THE WORK**

The Contractor shall perform all the Work required by the Contract Documents for the following:

Corning High School Electric Bus Charging Stations Project.

## **ARTICLE 3**

### **TIME OF COMMENCEMENT AND SUBSTANTIAL COMPLETION**

The Work to be performed under this Contract shall commence not later than ten (10) consecutive calendar days after the date of written Notice to Proceed. Substantial Completion shall be achieved not later than \_\_\_\_\_ calendar days after the date of written Notice to Proceed, except as hereafter extended by valid written Change Order by the Owner.

Should the Contractor neglect, refuse, or otherwise fail to complete the Work within the time specified for Substantial Completion, the Contractor agrees, in partial consideration for the award of this Contract, to pay to the Owner, by lump sum or by monthly payments if required by the Owner, the amount of \_\_\_\_\_ Dollars (\$\_\_\_\_\_) per consecutive calendar day, not as a penalty, but as liquidated damages for such breach of this Contract.



## **ARTICLE 4**

### **CONTRACT SUM**

The Owner shall pay the Contractor in current funds for the performance of the Work, subject to additions and deductions by Change Order as provided in the Contract Documents, the Contract Sum of One Hundred and Sixty Thousand Dollars (\$ 160,000.00).

## **ARTICLE 5**

### **PROGRESS PAYMENTS**

Based upon Applications for Payment submitted to Corning High School by Firebolt Electrical, the Owner shall make progress payments on account of the Contract Sum to the Contractor as provided in the Contract Documents for the period ending the last day of the month as follows:

Not later than twenty-one (21) days following the end of the period covered by the Application for Payment of the portion of the Contract Sum properly allocable to labor, materials, and equipment incorporated in the Work and the portion of the Contract Sum properly allocable to materials and equipment suitably stored at the site or some other location agreed upon in writing for the period covered by the Application for Payment, less the aggregate of previous payments made by the Owner; less such amounts as the Design Professional shall determine for all incomplete Work and unsettled claims as provided in the Contract Documents.

Payments due and unpaid under the Contract Documents shall bear interest from the date payment is due at the rate provided by State statute regulating prompt payment.



## **ARTICLE 6**

### **FINAL PAYMENT**

Final payment, constituting the entire unpaid balance of the Contract Sum, shall be paid by the Owner to the Contractor within thirty (30) calendar days after notification to the Owner. The Contractor will provide warranty of workmanship and a certified statement of Release of Liens (AIA Document G706A or approved form) and Consent of Surety and such other documents required by the General Conditions.

## **ARTICLE 7**

### **GENERAL AND SPECIAL PROVISIONS**

**7.1** This document shall be executed in no less than two (2) counterparts, each of which shall be deemed an original.

**7.2** **Owner Provided Insurance.** See General Conditions for the Contract for Construction.

**7.3** This Agreement shall be governed exclusively by the provisions hereof and by the laws of the State of California.

**7.4** Terms used in this Agreement which are defined in the Conditions of the Contract shall have the meanings designated in those Conditions.

**7.5** As between the parties to this Agreement: As to all acts or failures to act by either party to this Agreement, any applicable statute of limitations shall commence to run and any alleged cause of action shall be deemed to have accrued in any and all events not later than the relevant Date of Substantial Completion of the Work; and as to any acts or failures to act occurring after the relevant Date of Substantial Completion, not later than the date of the Owner's approval of the Final Certificate of Payment.

**7.6** The Contractor shall hold harmless and indemnify the Owner against any and all injury, loss, or damage, including cost of defense - including but not limited to court costs and attorneys' fees - arising out of the negligent acts, errors, or omissions of the Contractor.

**7.7** This Agreement shall not become effective until signed by all parties required to sign this Agreement.

**7.8** The Contractor and his agents and employees are independent contractors and are not employees of the Owner. The Contractor and his agents and employees shall not accrue leave, retirement, insurance, bonding, use of Owner vehicles, or any other benefits afforded to employees of the Owner as a result of this Agreement.



**7.9** The Contractor, upon Final Payment of the amounts due under this Agreement, releases the Owner, his officers and employees from his liabilities and obligations arising from or under this Agreement, including but not limited to all damages, losses, costs, liability, and expenses, including but not limited to attorneys' fees and costs of litigation that the Contractor may incur.

**7.10** The Contractor agrees not to purport to bind the Owner or the State of California to any obligation not assumed herein by the Owner unless the Contractor has express written authority to do so, and then only within the strict limits of that authority.

**7.11 Notices.** All notices herein provided to be given, or which may be given, by either party to the other shall be deemed to have been fully given when made in writing and deposited in the United States mail postage prepaid, in the instance of Notice of Termination of Work, Certified Mail, Federal Express, or similar verifiable delivery method addressed as follows:

OWNER: Corning Union High School District  
Director of Building and Maintenance  
Operations  
ATTN: Jason Enos  
643 Blackburn Ave. Corning, CA. 96021  
EMAIL: (jenos@corninghs.org)

CONTRACTOR: Firebolt Electrical  
Floyd Sitton  
Owner/Operator  
14745 Whispering  
Oaks Dr. CA. 96080  
(floyd@fireboltelectrical.com)

Nothing herein contained shall preclude the giving of any such written notice by personal service. The address to which notices shall be mailed to either party may be changed by written notice given by such party to the other as herein above provided.

**Certificates and Documents Incorporated.** All certificates and documentation required of the Contractor by the provisions of this Agreement shall be attached to this Agreement at the time of execution and are hereby incorporated by reference as though set forth in full in this Agreement to the extent they are consistent with its conditions and terms.

**7.12 Separability.** If any clause or provision of this Agreement is illegal, invalid, or unenforceable under present or future laws effective during the term of this Agreement, then and in that event it is the intention of the parties hereto that the remainder of this Agreement shall not be affected thereby.



**7.13 Waiver.** No provision of this Agreement shall be deemed to have been waived by either party unless such waiver be in writing signed by the party making the waiver and addressed to the other party; nor shall any custom or practice which may evolve between the parties in the administration of the terms hereof be construed to waive or lessen the right of either party to insist upon performance by the other party in strict accordance with the terms hereof. Further, the waiver by any party of a breach by the other party of any term, covenant, or condition hereof shall not operate as a waiver of any subsequent breach of the same or any other term, covenant, or condition thereof.

**7.14 Entire Agreement.** This Agreement represents the entire contract between the parties and, except as otherwise provided herein, may not be amended, changed, modified, or altered without the written consent of the parties hereto. This Agreement incorporates all of the conditions, agreements, and understandings between the parties concerning the subject matter of this Agreement, and all such conditions, understandings, and agreements have been merged into this written Agreement. No prior condition, agreement, or understanding, verbal or otherwise, of the parties or their agents shall be valid or enforceable unless embodied in this written Agreement.

**7.15 Interchangeable Terms.** For purposes of all provisions within this Agreement and all attachments hereto, the terms "Agreement" and "Contract" shall have the same meaning and shall be interchangeable.

**7.16 Words and Phrases.** Words, phrases, and abbreviations which have well-known technical or trade meanings used in the Contract Documents shall be used according to such recognized meanings. In the event of a conflict, the more stringent meaning shall govern.

**7.17 Relationship of Contract Documents.** The Contract Documents are complementary, and any requirement of one contract document shall be as binding as if required by all.

**7.17.1** The following documents bound in the Agreement:

- Agreement between Owner and Contractor
- Drawings
- Contractor Proposal
- Invite to Bid Letter (CUPCCAA)
- Performance Bond
- Certificate of Insurance
- Notice to Proceed



#### **7.22.5 Exhibits**

Exhibit A – Contractor Proposal  
Exhibit B – List of Drawings  
Exhibit C – Invite to bid Letter (CUPCCAA)  
Exhibit D-1 – Performance Bond  
Exhibit D-2 – Certificate of Insurance  
Exhibit E – Notice to Proceed  
Exhibit F - Estimated Monthly Draw-down  
Schedule

**END OF ARTICLE 7**



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**AGREED:** This Agreement is entered into as of the day and year first written above.

**CONTRACTOR**

By: \_\_\_\_\_

Printed Name:

Title:

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

Federal Identification Number:

DIR Identification Number:



**OWNER:**

By: \_\_\_\_\_

Printed Name: *Jared Caylor*

Title: *Superintendent*

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

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