

# Corning Union High School District Annual Board Retreat Minutes

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Date: Friday, March 23, 2018

Time: 6:00 pm

Location: Corning Union High School Library

## **1. Call to Order**

The meeting was called to order by Board President Jim Bingham at 6:02 pm.

## **2. Pledge of Allegiance**

Board member Scott Patton led the Pledge of Allegiance.

## **3. Roll Call**

Present: Jim Bingham, Todd Henderson, Scott Patton, Bill Mache.

Absent: Ken Vaughan

## **4. Reports**

### **a. Superintendent Report –Jared Caylor**

Superintendent Jared Caylor welcomed the Board, and thanked the administrators and management for being present and contributing to the retreat. Superintendent Caylor then presented the Board with information on “Effective Governance” and stated that the evening’s goal would be for the Board to set priorities for the District for the coming year. He reviewed the “Core values of the CUHSD Board and asked the Board to consider those values as they heard presentations from the administration and tried to prioritize tasks for the District leadership team. (Presentation Attached). Jim Bingham stated that he believed the governance standards were very important because they were necessary for everything else. Scott Patton stated he believes professional development for the Board is important for them to stay up to date on governance standards from CSBA.

### **b. Principal Report – Charlie Troughton**

Principal Charlie Troughton presented information on the upcoming WASC accreditation visit. The visit will be taking place in January of 2019. Staff will spend a lot of time in the fall semester preparing for the visit and writing the self-study report. Mr. Troughton also presented information about CUHS's ELD program and shared that the Promise Neighborhood grant was providing funding for an outside consultant to come in and help staff assess strengths and areas for growth in the program. (Presentation attached).

c. Associate Principal Report – Sally Tollison

Associate Principal Sally Tollison began her presentation by comparing the structure and needs of a school in 1987 with the structure and needs of a school in 2018. She then gave an overview of the various programs and departments that she oversees. The programs discussed are either legally mandated or a fiscally responsible way to serve students with special needs. Several Board members commented at the end of the presentation that they had a better understanding of the programs now and could see how they were beneficial for the students and the District. They suggested that the presentation be shared with the staff. (Presentation attached).

d. Associate Principal Report – Jason Armstrong

Associate Principal Jason Armstrong presented the Board with an update on all alternative education programs, including Centennial and Independent Study. He then spoke about Adult Education and how there have been several positive changes in the last year. He then updated the Board on changes and improvements in CTE program over the last year. He finished his presentation with an update on possible additions that could be made to the CTE program, including a pre-apprenticeship class. (Presentation attached).

e. Associate Principal Report – Justine Felton

Associate Principal Justine Felton presented on school safety, discipline, attendance, and athletics. She began with an overview of current practices related to active threats on campus and updated the Board on goals for the future. She summarized CUHS's oversight of attendance, including ways attendance is tracked and how the school deals with chronic absenteeism. She also gave a brief update on athletics and how she works with Athletic Director John Studer to oversee the department. (Presentation attached).

## 5. Board Priorities

### Info/Discussion

Superintendent Caylor asked the Board if, based on the presentations from the evening, there were any priorities they'd like the administration to focus on in the coming year.

Scott Patton said he thought the presentations were informative, especially the portion about R Farm House and thinks the staff would benefit from hearing it.

Bill Mache said that he believed school safety and discipline have to continue to be priorities for the District. He also said that improving communication in a lot of ways with the staff would go a long way for morale.

Mr. Patton said that he also would like to see continued development of the programs where the District partners with Shasta College and he liked the idea of working with apprenticeship programs.

Todd Henderson said he'd like to see more focus on the performance of the counseling department. He said he thinks school safety is being handled well. He also stated he is still interested in seeing Rodgers Ranch develop into something more than it currently is, but he's not sure how to make that happen. Bill Mache stated that he believes it would be good if counselors could present to the Board sometime.

Jim Bingham stated again that he believed governance protocols should be a focus of the Board. He also said he thinks as we plan construction of new classrooms, we should take safety into consideration and see if there are ways we can construct the classrooms to optimize safety.

Scott Patton said he thought the ELD program evaluation and improvements were important. Todd Henderson then said he thought it is important that the high school district improve its articulation with the elementary district. Superintendent Jared Caylor suggested that this might be a goal that is able to include the ELD and math programs.

Scott Patton said he thinks it is important that the District aim to have a 10% reserve rather than just the 8% required by Board policy. Jim Bingham agreed and said that the District has to reverse its trend of deficit spending. With this, staff need to understand that the District cannot give raises every year.

Superintendent Jared Caylor said that he will take all of the Board's input and try to condense it down to a few specific priorities. He will bring that back to the Board at the regular April meeting.

## **6. Adjourn**

The meeting was adjourned at 9:15 pm.

# Corning Union High School District Annual Board Retreat Minutes

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Date: Saturday, March 24, 2018

Time: 8:00 am

Location: Corning Union High School Library

**1. Call to Order**

The meeting was called to order by Board President Jim Bingham at 8:00.

**2. Pledge of Allegiance**

**3. Roll Call**

Present: Jim Bingham, Scott Patton, Ken Vaughan, Todd Henderson, Bill Mache  
No Absences.

**4. Public Comment on Closed Session**

*Under this item on the Agenda, the public is invited to address the Board regarding items that will be discussed in closed session. 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.*

There was no public comment.

**5. Closed Session**

The Board adjourned to closed session at 8:02 am.

**6. Reopen to Public Session**

The Board returned from closed session at 11:15 am.

**7. Announcement of Action Taken in Closed Session, If Any**



No action was taken in closed session.

**8. Adjourn**

The meeting was adjourned at 11:16 am.

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# Corning Union High School District

Board Retreat  
March 23, 2018

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From CSBA



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# Effective Governance

The role of the school board is to ensure that school districts are responsive to the values, beliefs and priorities of their communities. Boards fulfill this role by performing five major responsibilities:

- Setting direction (TONIGHT'S FOCUS)
  - Establishing an effective and efficient structure
  - Providing support
  - Ensuring accountability
  - Providing community leadership as advocates for children, the school district and public schools
-

- At each of these levels, there are specific roles and responsibilities to accomplish district business.

- Defining and understanding those roles is more related to the second responsibility of the board, and is not tonight's focus.

- However, setting the direction, or the priorities, of the District is clearly a Board function

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## Setting Direction

# Board of Trustees



Superintendent



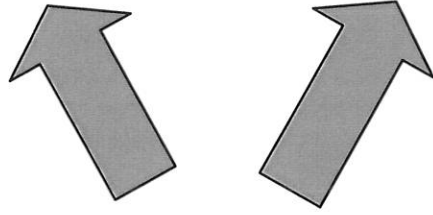
Admin, CBO,  
Directors



Certificated & Classified Staff

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**What  
we're  
doing  
tonight**



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## Setting Direction

- Each administrator will present information about their tasks and current priorities
  - Tonight's presentations are NOT all inclusive of important things happening in the District
    - Directors of M&O, Tech, Food Services, Transportation and the CBO will not present. All of these people and departments provide vital services to the District and the education of students.
    - Administrators do many things in the course of their work that you won't hear about tonight
  - Our Goal: Agree on no more than 4 specific priorities for the District in the coming year
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## Core Values of the CUHSD Board

- **Student Achievement:** Providing a quality educational experience for all students.
  - **Fiscal Solvency:** Protecting and preserving the long-term fiscal integrity of the district.
  - **Management Rights:** Protecting the rights of the administration to operate the district.
  - **Fair and Equitable Compensation:** Providing compensation and benefits that enable the district to attract and retain highly-qualified staff.
  - **Professional Governance Standards:** Adhering to California School Boards Association standards while serving the District.
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# Student Achievement

- Primary focus of other admin presentations
  - Academics, athletics, maintenance and facilities, technology, food services, transportation, school safety
  - Rodgers Ranch?
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# Fiscal Solvency

- Are there budget priorities you have?
  - How do you view our spending trends?
  - What level of reserves should we maintain?
  - How do we effectively plan for long term facility maintenance?
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# Management Rights

- Closely associated with governance standards
  - What is the Board's role?
  - What is the administration's role?
  - Other management?
  - How does this influence communication, decision making, etc?
-

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# Fair & Equitable Compensation

- How do we discuss compensation?
    - Comparisons between staff (classified, teachers, admin, management)
    - Comparisons with other districts?
      - Local
      - Same size
      - Same demographics
  - Where do we want our staff to be? In one year? In three years? In five years?
-

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# Professional Governance Standards

- How do we as a Board operate?
  - What expectations do we have for each other? For the Superintendent? For other District management?
  - What protocols or procedures need to be clarified?
    - Human Resources (vacancies, new positions, salary schedule placement, stipends, etc)
    - Negotiations
    - Oversight of warrants, travel, etc
    - Establishing an agenda, running meetings, public comment
  - The responsibilities of the Board (first slide)
-

CT Presentation  
to the board  
03/23/18

## Why WASC Accreditation?

- Assures a school community that the school's purposes are appropriate and being accomplished through a viable education program — a trustworthy institution for student learning
- Validates the integrity of the school's program and transcripts
- Facilitates transfer of credits to other English-speaking schools — critical for college/university acceptance
- Fosters the ongoing improvement of the school's programs and operations to support student learning
- Provides valuable insight from fellow educators visiting the school
- Benefits schools that choose joint accreditation or other collaborative processes, e.g., ACS WASC/CDE.

## ACS WASC Accreditation Process

### Self-Study Process/Full Visit

- Involvement of all stakeholders in the self-study process.
- Clarification of the school's purpose and the schoolwide learner outcomes.
- Assessment of the student program and its impact on student learning with respect to the ACS WASC criteria.
- Development of a schoolwide action plan that addresses identified areas for improvement.
- Visiting committee validation and enhancement based on accreditation criteria and standards, self-study, and findings from the visit.

### Follow-Up Process

- Annual assessment of the action plan progress and refinement of the plan as needed.
- Completion of progress reports and/or reviews, e.g., annual reports.
- Celebration of success.

## WASC Connection to Board Goals

a. Governance/Organization

b. Curriculum, Instruction, Assessment

c. School Culture

1. Student Achievement

2. Management Rights & Governance Standards

3. Fiscal Solvency

# CORNING UNION HIGH SCHOOL

## OUR MISSION:

To develop students who are responsible, respectful and ready for all post-secondary opportunities they choose to pursue.

**RESPONSIBLE RESPECTFUL READY**



**C A R D S**



### **Critical Thinkers:**

- Organize and process symbols, pictures, graphs, objects, and other information
- Develop higher level thinking skills from Bloom's Taxonomy (comparing, contrasting, analyzing, integrating, synthesizing, evaluating, etc.)
- Identify problems and consider ways to resolve them
- Explore, personalize, plan and prepare for post-secondary education

### **Articulate Communicators:**

- Read and write purposefully and reflectively about ideas across the curriculum
- Express themselves appropriately through art, music, video, technology, etc.
- Practice reading, writing, listening and speaking skills through participation in student interactive literacy activities and other paired and small-group structures
- Communicate in complete sentences using the academic language of various subjects
- Learn to discuss different ideas, beliefs, and practices based on facts
- Speak within a group and to a variety of audiences

### **Responsible Citizens:**

- Follow the guidelines and expectations within all school settings
- Participate actively in classrooms and other school functions
- Work collaboratively with others in pairs, small groups or on a team
- Exhibit a positive attitude and respectful behavior consistently across the campus to all members of the school community
- Contribute time, energy and talents to improve the quality of life through service within school and the larger community

### **Deliberate Learners:**

- Build a growth mindset through hard work and persistence
- Establish learning goals in each classroom that are specific, measurable, attainable, results-based and time bound (S.M.A.R.T.)
- Consistently fulfill responsibilities and monitor progress toward learning goals in all aspects of life
- Practice the skills of learning through the processes of thinking, acquiring information, developing literacy, and utilizing technology
- Develop and sustain lifelong physical, social-emotional, and behavioral health
- Persevere in the struggle to understand challenging concepts

# HOME OF THE CARDINALS

# **The English Language Development Program at CUHS**

## **I. Description of the current program we offer**

### a. Designated ELD:

1. Beginning, Intermediate, Advanced
2. Two-period blocks for beginners and intermediates; one period for advanced
3. Using the Edge curriculum w/other supplemental materials integrated
4. Beginner group split into two groups
5. No collaboration between ELD teachers and content-area teachers

### b. Integrated ELD:

1. All teachers teaching in their content areas with ELD student clusters in their rooms
2. Four bilingual para-educators going to those classrooms to assist beginners
3. All teachers to be using SDAEI strategies (most are not)
4. Bilingual paras are primarily in the room translating what teachers are saying and copying what others are writing, but not really learning any English in the process
5. No collaboration between content-area teachers and ELD teachers

## **II. Explanations and Observations of our program:**

- a. ELA/ELD State Standards
- b. ELD Expert to evaluate our program/English Learner Promise Advisory Council
- c. 152 identified EL students; 53 placed in ELD classrooms; 99 students not in ELD classrooms; 81 RFEPs (Re-designated Fluent English Proficient)
- d. Law requires that all students identified EL receive instructional services to learn English as effectively and rapidly as possible.

## **III. Preliminary Evaluation & Recommendations for Spring & Fall 2018**

- a. Analyze all EL students based on data we have and serve them accordingly
- b. Acknowledge EL types with various needs and create ELD classes to meet these needs
- c. Update our ELD curriculum in coordination with content-area curriculum
- d. Make changes to reclassification criteria as needed
- e. Vision/Mission for EL program and goals for students
- f. Training for all teachers on standards
- g. 10 other recommendations for Fall 2018/Spring 2019

\*We want to make our EL Program the best in the entire North State (a model program)

\*\*Our consultant is beginning to take us through the EL Roadmap to help us



CARDINAL



# The Men Behind CUHS

As you know, there are several reasons that young people remember this time of their lives. First, with the addition of such high school years. As we look back we remember the good times and have a tendency to see memories of the times that were not so great.

I think the only is to be associated with this time that we have spent a great deal of time and energy in the past, and to try to make a memory of it. There may be something of your own that you found it a little better.

I, the class of 1961, want to tell you memories of others.

Mark Ford

View Newspaper



There are stories on the same theme written on clay tablets, papyrus and paper which confirm a verity: you must give before you receive.

The need to nurture is missing on that which is easily attained. It has gone of your time and sweat stamped into it. It has little meaning for you.

True satisfaction and

value come when you achieve something after an investment of your energy, your heart and soul. It has this worth because you have given of yourself, you have left your investment in and which you must dig deeply to attain. You tend to cherish. It is in the act of remembering and cherishing that you will find a measure of true happiness.

Don Lewis

Contributor





Jim Singleton  
Civics

Gale Brown  
Spec. Day Class



Gary Burton  
Boys P.E.

Michelle Burton  
Dell Team  
Girls P.E.



Bruce Cole  
Spanish I, II  
Teacher

Jackie Cook  
Teacher's Asst.

Shirley Davies  
School Nurse



Cathy Evers  
Word Processing  
Key Boarding  
Offset Mechanics  
Shortland 1, II

John Flicks  
Adv. Mach. Drawing  
Reg. Mach. Drawing  
Appl. Physical Sci.

Ron Gieson  
Gen. Math  
Office Occupations  
General Business





Carol Matson  
Teacher's Aide

Don Martin  
Boys P.E.

Bert Murgula  
Advanced Art  
Beginner Art

Tom Miley  
Consumer Math  
General Math  
Retail Sales

Lois Morris  
Librarian

Doug Oiler  
Basic Ag. Mechanics  
Animal Science  
Ag. Man. and Crop Prod.  
Projects



Deloise Ottman  
Plane Geometry  
English I  
Public Speaking

Art Palmer  
English I, II  
Applied Math

Pete Patrick  
Adv. Woodshop  
Woodshop I

Clair Peterson  
Adv. Auto Shop  
Intro. Auto Shop  
Brg. Auto Shop

Rebecca Ramsey  
Bridging English  
Band and Comp.  
Appl. Health Science

Ed Rasmussen  
Adv. Ag. Mechanics  
Bas. Ag. Mechanics  
Ag. Welding  
Brg. O. II.





Consider the *phone*....



*Today this is a phone*

...





# Schools have changed too

reading, writing, math,  
citizenship



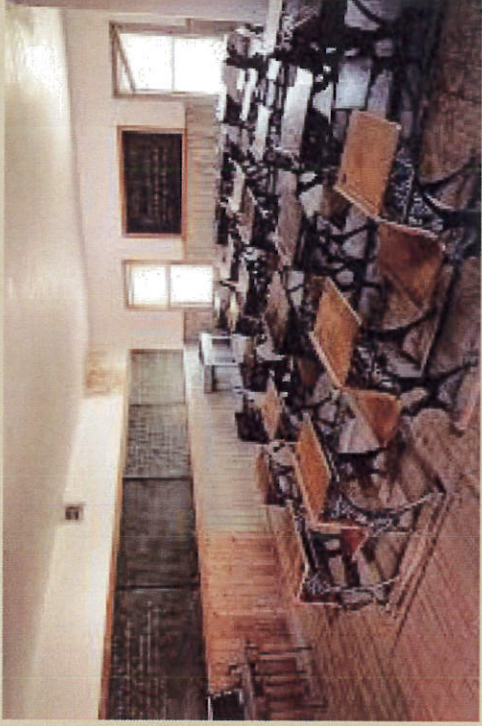
## 21<sup>st</sup> Century School

safety, reading, writing, math,  
breakfast, lunch, supper,  
transportation, equity, athletics,  
special education, title IX, LCFF,  
academic standards, English  
Language Learners, online bullying,  
parent engagement, college and  
career readiness, social-emotional  
health, No Child Left Behind (NCLB)  
, Every Student Succeeds Act  
(ESSA), etc.

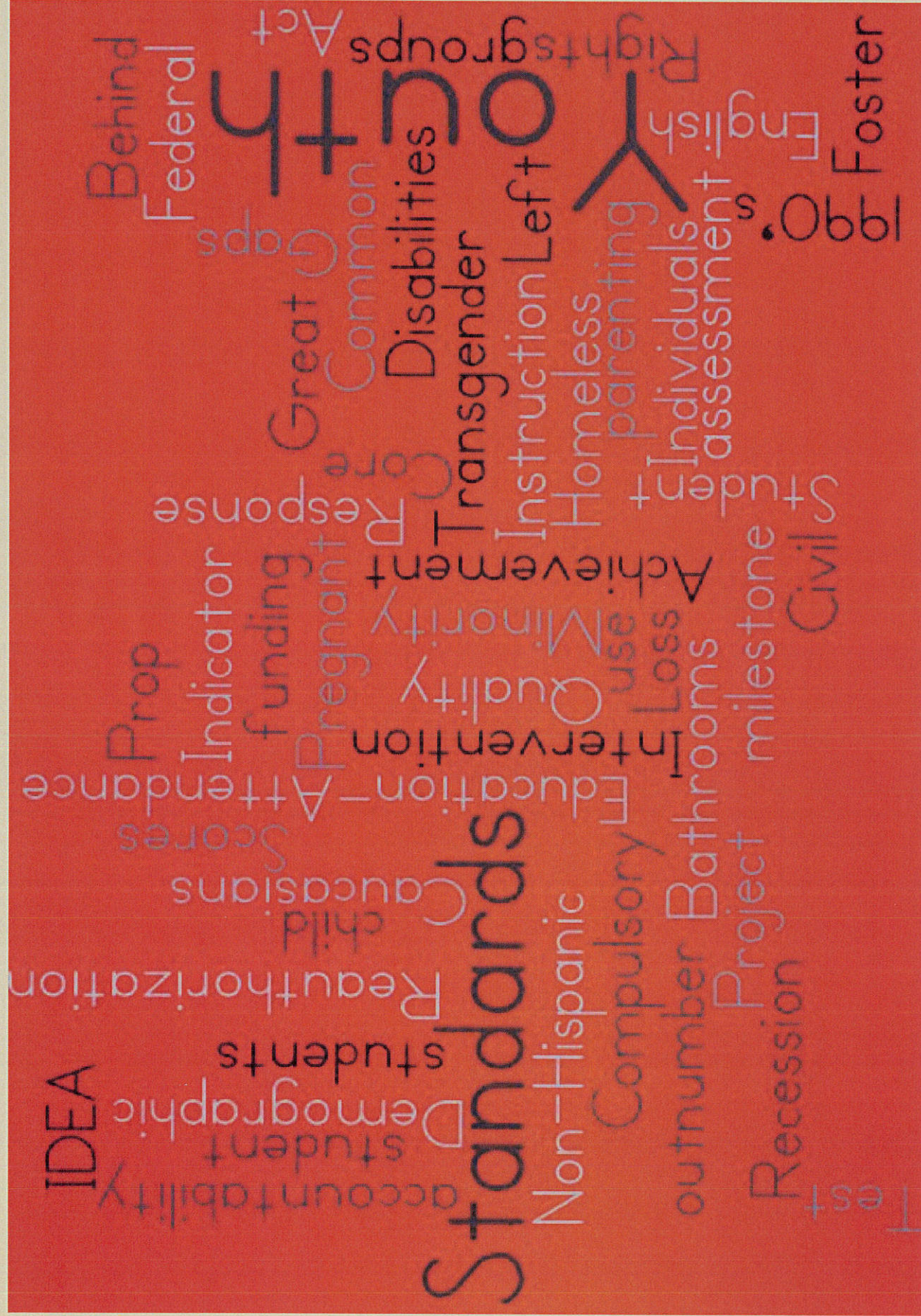




# What is a 21<sup>st</sup> Century School ?









# You Oversee a 21<sup>st</sup> Century School







Associate Principal

Support  
Services



# What I do.

What do I do?

## District Data Collection and Reporting

CALPADS, Calif. Dash Board, CBEDS, WorkAbility, SEIS (Special Educ.), Civil Rights, Grants PN, P2P, E1/E2

## MTSS & Interventions

iLab -

Reading - Teacher .5 FTE

Skill Center

504 – 27 Students / School Counselors as Case Carriers

AST – Intensive

HSSL – Credit Recovery

Health Office

HOPE – Coordination

English Language Learners

## Grants

WorkAbility

Shasta Pathway Grant

Carl Perkins

CTEIG Round 2 & 3

21<sup>st</sup> Century Grant (STARs)

Core

Family Literacy

Transportation

Promise Neighborhood

Dual Enrollment

8<sup>th</sup> Grade Transition Event

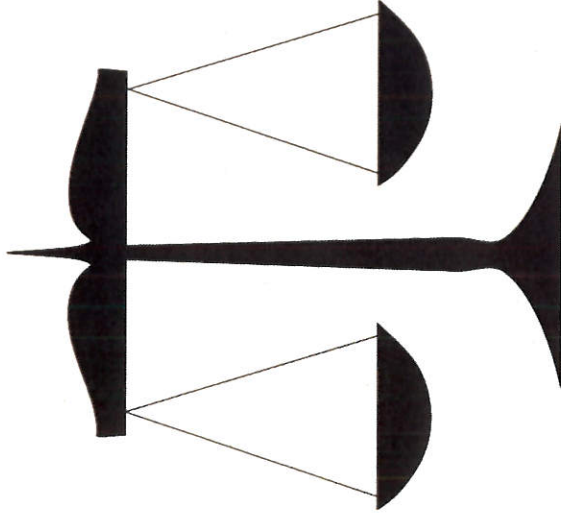
Construction Trades Transition

Academic Facilitator

EL Remediation – summer and after school

EI Program Evaluation and Planning

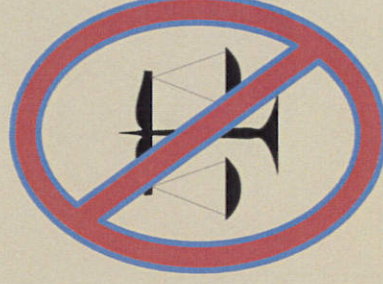
# Why I do it.





What I do.

# Grant





# Data is Collected & Reported to California Dashboard

What I do.

- *Collection*
- *Conversation*
- *Discussion*
- *Strategies*
- *Timelines*
- *Multiple Audiences*
- *Grants*





# Counseling Services

- Oversee Annual Enrollment Processes
- Oversee School Counselors
- Screen All School- year Enrollment  
Approx. 30 in summer/August + Approx. 44 Once school started
- Oversight of Counseling Activities  
CUHS College/Career Fair, 9<sup>th</sup> Grade Industry Tours, Social  
Emotional Student Concerns, Intervention Strategies, Career  
Center , Senior Exit Interviews, SAT/ACT etc.

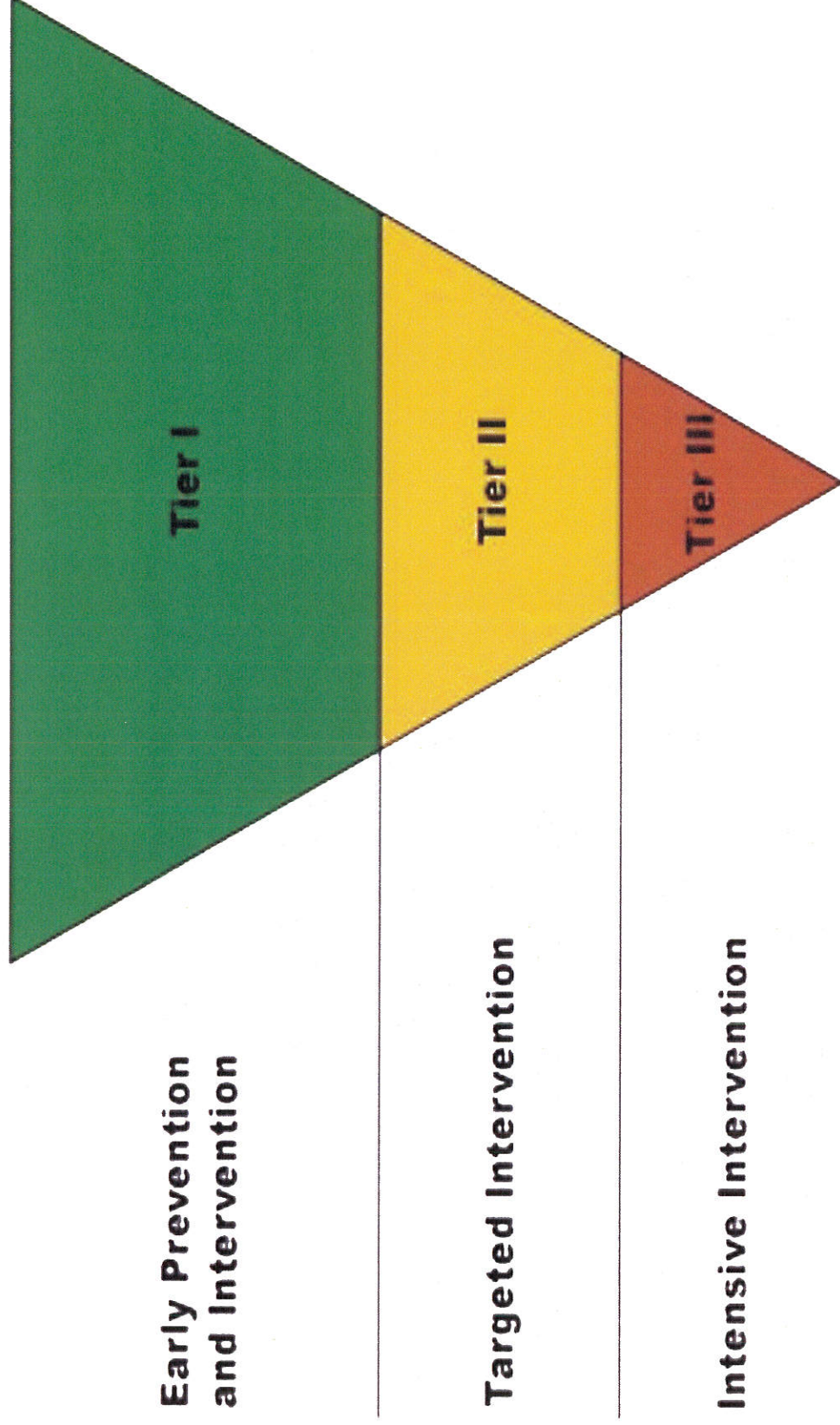
- Legal Parent Custody / Rights Issues

- FERPA – Protecting Student’s Privacy



# Multi-Tiered system of Supports MTSS

What I do.



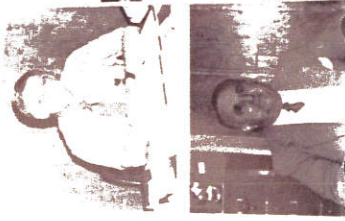


# Interventions

Academic, Behavioral and Social Emotional Needs

- Struggling Students - **Required** to respond...
- Child Find Obligation - It a **legal requirement** that schools **find all children** who have disabilities and need services.

The Men Behind CUHS

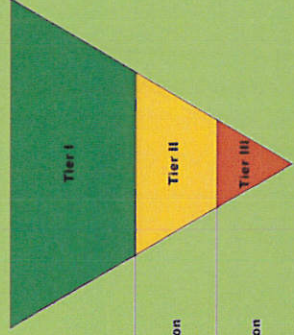




Early Prevention  
and Intervention

Targeted Intervention

Intensive Intervention



What I do.

# Tier I – Universal

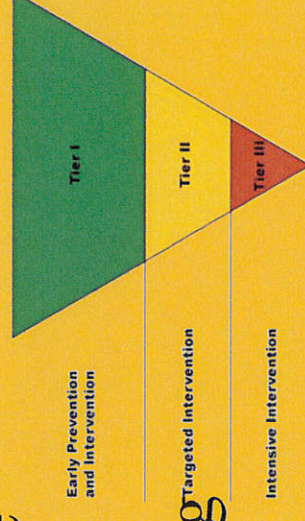
- Highly Qualified Teachers
- Highly Qualified School Counselors
- Highly Qualified Administrators
- Safe and Clean Learning Environment
- Transportation to and from school
- Nutritious and Delicious Breakfast/Lunch and Supper
- Etc..



# Targeted-Strategic Interventions

What I do.

- Reading - Below the 5<sup>th</sup> Grade
- \*Integrated I Support - 9<sup>th</sup> Grade Math support
- \*English Language Learners – Directed and Integrated
- Skill Center – Time and Support to Complete Assignments
- AST – After School - Academic Support Time
- \*HSSL – Credit Recovery to Earn Diploma
- i Lab – Social / Emotional Support for Learning
- \*HOPE – Therapy Services
- Alternative Education - Centennial & Independent Study
- \*STARs – After School Academic and Enrichment
- \*PN AST Intensive Support



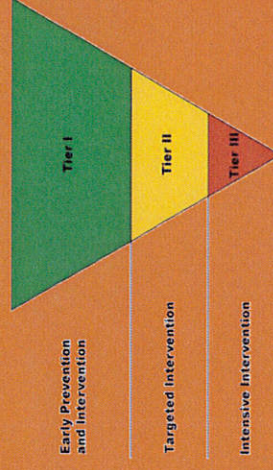
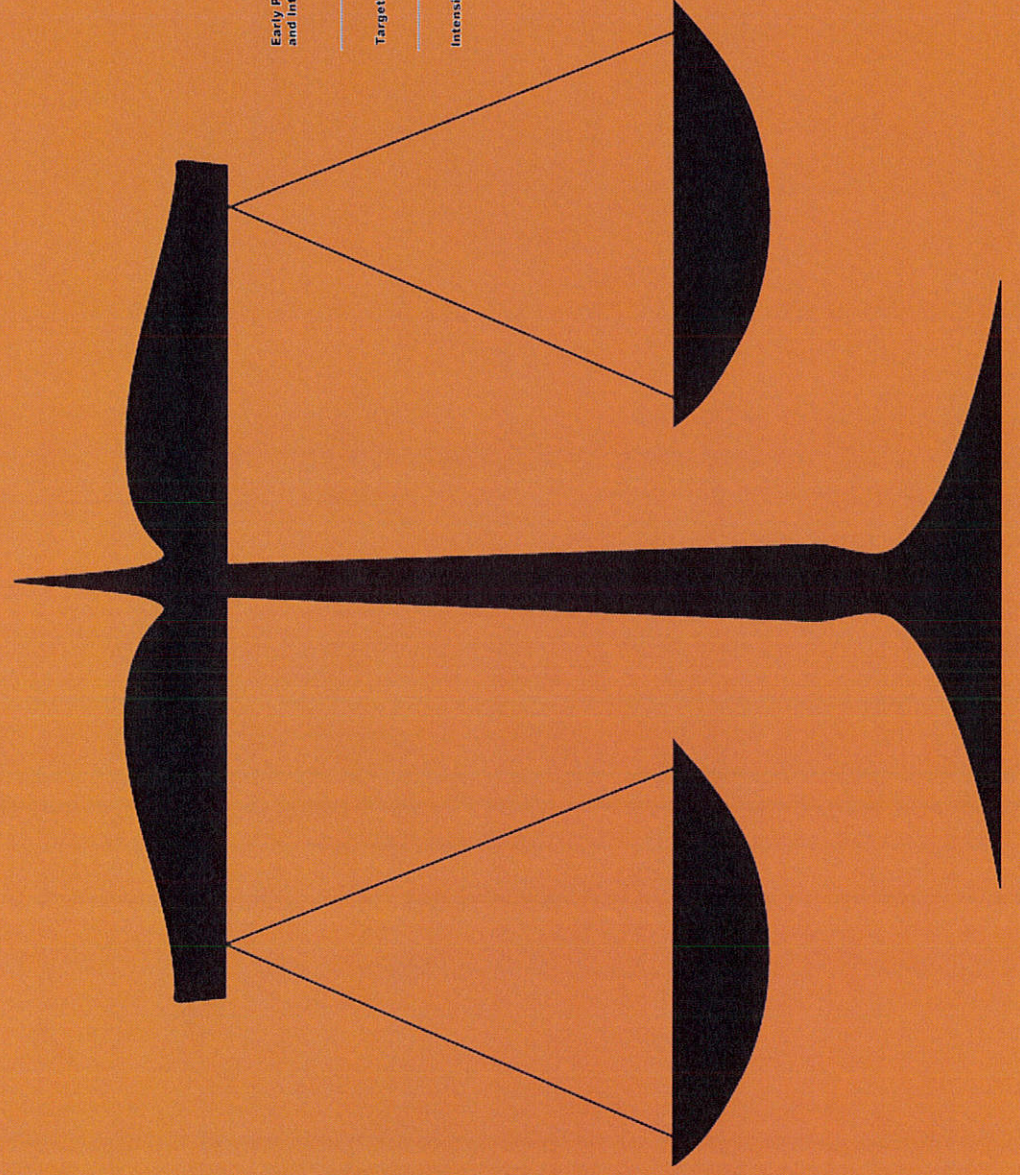
\* Grant funded in part or entirety





# Intensive Special Education

What I do.





What I do.

# Special Education

Average for CA  
School Districts



What I do.

# Special Education

Corning High School General Fund Contributions

2016-17



# Tehama County Special Education

Hi Sally!

This year I have personally been involved in 8 cases that have neared legal action, two of which had attorneys involved. Out of those 8 cases— it was 7 districts (one case had two districts involved and one district had two cases). They ranged in being preschool- high school.

We have had two independent education evaluation (IEE's ) requests at the expense of the district (we've had none in the past three years prior). One of those cases is from one of your feeder schools. The other was from a very small school. Both of these were actually from small schools who receive no sped funding at all. The average cost of IEE is probably \$2500-\$3000 for a minor case.

Between August - December I had tripled my attorney bill for the two previous years (combined) and it was 1/2 Year.

These were only the cases I was involved in. I would say I consulted on at least a dozen more that districts handled on own or I heard from parents complaining. All in all I would say out of 14, I have either dealt with or consulted with at least 10-11 of the districts. I would say there are also cases I do not even know about.

I also personally dealt with our CDE consultant on legal /compliance issues for 10 districts (one of which a district teacher called and told on a district!). One was over a caseload waiver violation. The other issues were disproportionately and I was tasked to take individual student files to CDE in California. I took 100+ from 10 Districts as you recall. This compliance is only increasing as well. I have had personal phone calls from CDE at the individual student level which has never occurred before.

I hope this helps.

V

Special Education is one of the most litigated areas of public Special Education

A student placed in non public school costs approx. \$75,000 per school plus transportation





# R Farm House

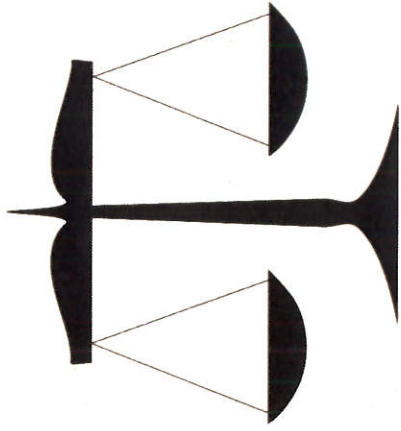
What I do.





# Associate Principal of *Support Services*

What I do.



Why I do it.

**What I do ...**

**Why I do it...**

**Where to focus in the future...**

- Passionately Protect CUHSD.
- Do what's RIGHT for kids.
- Be creative in seeking solutions to mandates.



# BOARD RETREAT 2018: PROGRAM RECAP AND CTE FUTURE FOCUS

Alternative Education, Adult Education, and CTE Programs  
Jason Armstrong, Associate Principal CUHSD



# GOALS OF PRESENTATION

1. Provide Brief Updates on Programs
2. Gather Feedback and Direction for CTE Programs



# CENTENNIAL

## Principal Role

- Evaluating Teaching
- Evaluating Classified Staff
- Evaluating Program and Makeup

## 1. Cohort Graduation Rate Trending Up

11-12: 45.8%

12-13: 46.4%

13-14: 52%

14-15: 59.3%

15-16: 67.7%

## 2. Suspension Rate: Awaiting new data.



## INDEPENDENT STUDY PROGRAM

1. Reduction in Staffing: Doing More with Less (fiscally responsible). Teachers doing great job.
2. Continuing consistent enrollment
3. Exploration of future options: Giving ISP own CDS Code
  - a. Questionable consistency of Programs



## ADULT EDUCATION

### 1. Continued Funding: Goal to not encroach on General Fund

- Grants: WIOA, AEBG, CalWorks

### 2. Accomplishments

- OSHA Forklift Certification
- Welding....Spring 2018, and full year 18-19?
- Computer Literacy (Microsoft, Google)
- Satellite Programs: Rancho Tehama

### 3. Maintained Other Courses

- Diploma
- ELD, EL Civics
- Citizenship Prep



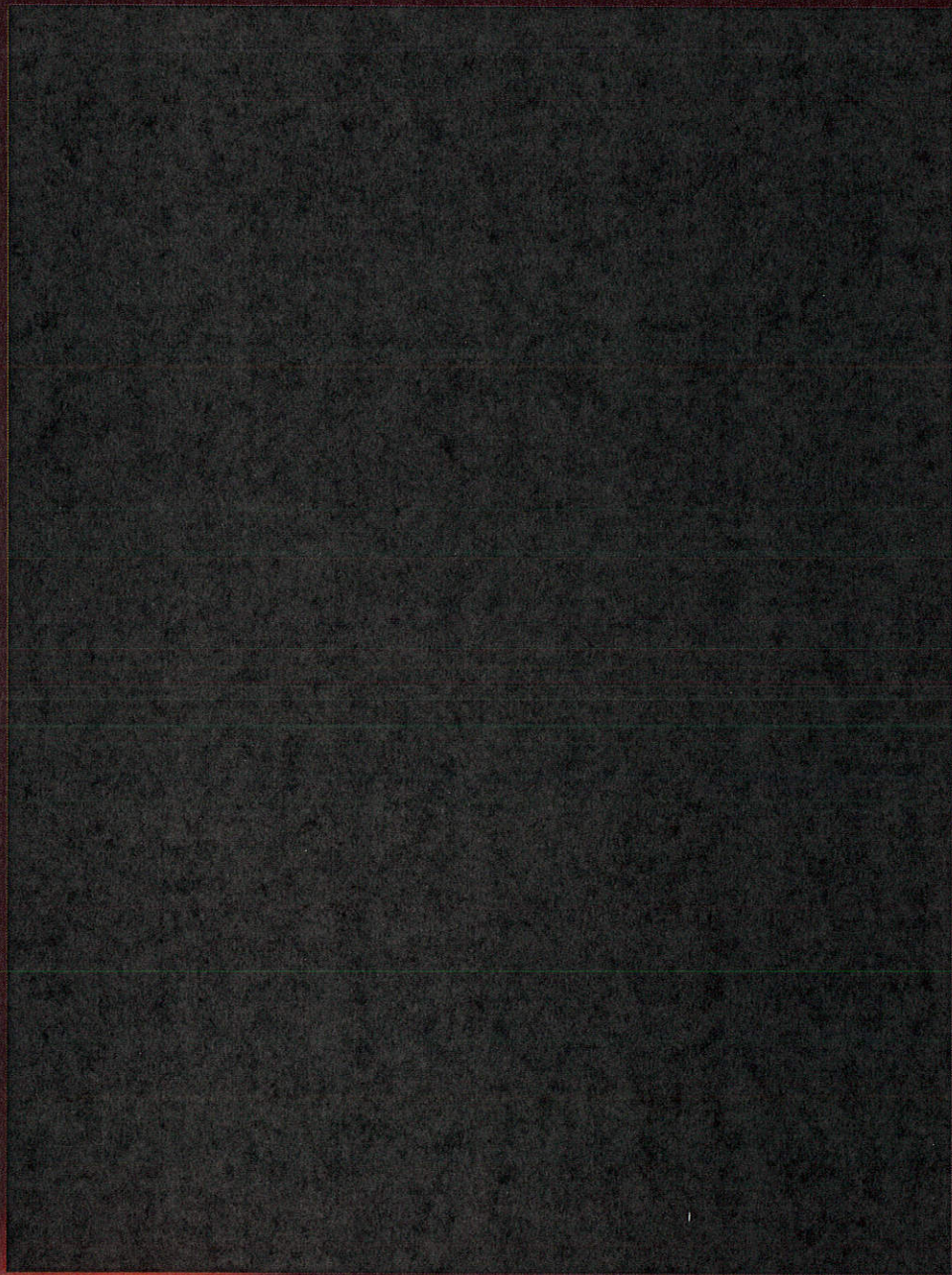
## CAREER TECHNICAL EDUCATION

### Accomplishments:

1. Woodshop Remodel/Conversion to Residential/Commercial Construction
2. Expansion of Manufacturing Room and Equipment
3. Addition of CTE Welding Classes for Adults
4. Addition of Forklift Certification for Adults
5. Continuing Dual Enrollment in Patient Care Classes Through Shasta College



# CAREER TECHNICAL EDUCATION





## CAREER TECHNICAL EDUCATION

For 2018-19:

1. Addition of Performing Arts Pathway
2. Expansion of Education Pathway
3. Retooling of Pathways to maximize completion
  - a. See Handout



## CAREER TECHNICAL EDUCATION

### Future Guidance and Possibilities:

1. Pre-Apprenticeship Program in Building Trades (Strong Possibilities)
  - a. STRIDE, MC3 (options)
    - i. Fast track to paid Apprenticeship
    - ii. Nationwide Certifications and recognition
    - iii. Capstone Class Offering
2. Partnerships with CC's (Manufacturing)
  - a. Articulation, Dual Enrolled Classes, etc.



# Board Retreat 2018



**Thank you**



# Safety & Discipline



# Current Practices

- ALICE Protocol in all rooms
- ALICE Recertification online - 89.7% of staff completed - Teachers, Para, Office, Custodial, Transportation
- On Campus Officer - Officer Prytel
- Supervision - All day
- Cardinal Culture



# Improvement

- March 27th- Lock down practice
- April 23rd- Lock down with evacuation
- Practice every 6 weeks through the course of a school year = 6 times total



# Future Practices

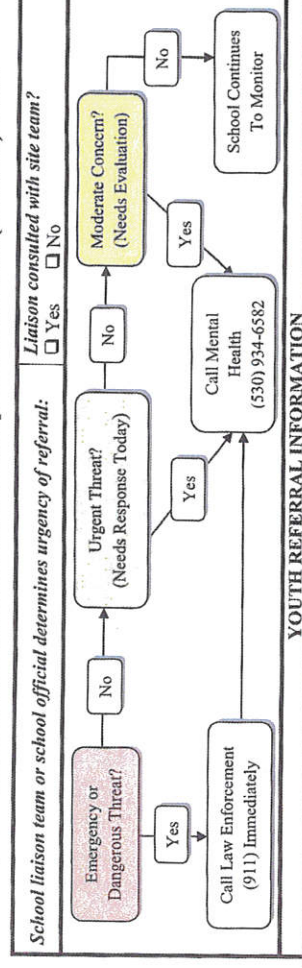
## ➤ Creation of a Threat Assessment Team

CUHS - Campus Officer, School Psychologist, School Counselor, Family Therapist, School Administrator.

## • Early Identification

## • Case Management and Monitoring

Glenn County Referral Form  
System-wide Mental Health Assessment Response Treatment (SMART) Team





# Future Practices

- Continued Education-Staff and Students
  - Data
  - Research



# Future Practices

- Physical Improvements to Campus
  - Multiple Points to Activate Lock Down
  - Public Address System
  - Fence/Gates
  - Building of new classrooms/built in safety



# Attendance



# Attendance

## ➤ Average Attendance for CUHS

- Sept 17 - 97.30%
  - Oct 17 - 96.34%
  - Nov 17 - 95.75%
  - Dec 17 - 95.10%
  - Jan 18- 94.42%
  - Feb 18 - 94.06%
- Average=95.49%



# Attendance

1. Attendance Clerks
2. Credit Based Attendance
3. Athletic Policy



# SARB

(School Attendance Review Board)

## ➤ Chronic Absenteeism - 10+ days per school year

### 2016-2017 Percentages-

- CUHS - 15.1%
- Statewide - 10.8%
- Red Bluff HS - 23.0%
- Los Molinos - 15.7%
- Corning Elem - 11.3%



# Attendance

1. Auto-dialer, calls home from attendance clerks.
2. Parent Contact - per SARB letter
3. SARB process
4. Home Visits



# Athletics



# Athletics

- John Studer
- Veteran Coaches/Up and coming coaches
- Seasons
  - Fall
  - Winter
  - Spring
- Drug Testing
- Fundraising
- Title IX
- Competitive Equity



**Questions?**