

Corning Union High School Regular School Board Meeting

DATE June 16, 2022

TYPE OF MEETING:
Regular

TIME: 5: 45P.M.

MEMBERS ABSENT:
Larry Glover

PLACE: Corning Union High School
Library

VISITORS:
Jennifer Butler

MEMBERS PRESENT:

William Mache
Jim Bingham, Todd Henderson
Scott Patton

SCHOOL DISTRICT REPRESENTATIVES:

Jared Caylor, District Superintendent
Diana Davisson, Chief Business Official
Jessica Marquez, Administrative Assistant to Superintendent

THE CORNING UNION HIGH SCHOOL -

- 1. CALL TO ORDER:** The meeting was called to order at 5:46 p.m. by Superintendent Jared Caylor.
- 2. PLEDGE OF ALLEGIANCE:** Board President, Bill Mache asked the Board and audience to stand for the flag salute.
- 3. ROLL CALL:** Superintendent, Jared Caylor asked for a roll call.

Attendance is as follows:

- William Mache
- Jim Bingham
- Todd Henderson
- Scott Patton

Absent: Larry Glover

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

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

Removal of 7.2 - This was a carry over item from last meeting. Eliminate 5.1-Jennifer Butler will give presentation during 11.5 as she was running late due to traffic.

The vote is as follows:

Larry Glover	Aye: _____	No: _____	Absent: <u>X</u>	Abstain: _____
William Mache	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Todd Henderson	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Scott Patton	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Jim Bingham	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____

5. REPORTS:

5.1 SITE LOGIQ REPORT:

Item was removed from agenda. Jennifer Butler will report during items 11.5.

5.2 SUPERINTENDENT REPORT:

Superintendent, Jared Caylor shared the following:

Staffing:

Filled: Paraeducators, CUHS Math Teacher, CUHS English Teacher, Director of Alternative Education, Director of Special Education, CUHS iLab Teacher, Centennial Special Education Teacher, Centennial Social Science Teacher (2). CUHS Special Education Teacher

Unfilled: CUHS Music Teacher, CUHS Campus Supervisor, Bus Driver (Potentially 2 more paras)

Admin Retreat Next Week

1.5 day meeting covering all things planning for next year Hnadbook Updates, Staff Appreciation, Frosh Orientation, First Days of School, In-Service Planning, Collaboration Schedule, Climate Survey Results, Absence Approval Process/Tree (new management), Centennial Back to School Plan, District Vehicle Replacement Schedule.

6. PUBLIC COMMENT ON CLOSED SESSION ITEMS NOT ON THE AGENDA:

There was none.

7. ADJOURN TO CLOSED SESSION:

The Board adjourned to closed session at 5:51 p.m.

8. REOPEN TO PUBLIC SESSION:

The Board reopened to public session at 6:05 p.m.

9. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION:

Board President, shared that no action was taken.

10. CONSENT AGENDA ITEMS:

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

The vote is as follows:

Larry Glover	Aye:	<u> </u>	No:	<u> </u>	Absent:	<u> X </u>	Abstain:	<u> </u>
William Mache	Aye:	<u> X </u>	No:	<u> </u>	Absent:	<u> </u>	Abstain:	<u> </u>
Todd Henderson	Aye:	<u> X </u>	No:	<u> </u>	Absent:	<u> </u>	Abstain:	<u> </u>
Scott Patton	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>

10.1 APPROVAL OF REGULAR SCHOOL BOARD MEETING MINUTES:

Approval of Regular School Board Minutes of May 19, 2022

10.2 APPROVAL OF WARRANTS:

40230690-40230830, 40230831-40231147, 40231148-40231169
40231170-40231248, 40231248-40231607, 40231608-40231628
40231629-40231979, 40231980-40231987

Check # 40232681
Check Amount: 21,255.97

10.3 INTERDISTRICT ATTENDANCE REQUEST:

George Feelo
Nicholas Feelo

10.4 HUMAN RESOURCES

Human Resources Reports is as follows:

Resignation	Brenna Hall	Centennial Teacher	6/10/22
Change	Neika Petron	CUHS Teacher	7/1/22
New Hire	Susan Prouty	Centennial Teacher	7/1/22
New Hire	James Murphy	Centennial Teacher	7/1/22
New Hire	Olivia Gross-Jauregui	CUHS Teacher	7/1/22
New Hire	Whitney Armstrong	CUHS Teacher	7/1/22
Change	Alice Johnston	CUHS Teacher	7/1/22
Stipend	Melinda Robbins	Para Shuffle	7/1/22
Stipend	Megan Johnson	Special Ed Dept. Chair	7/1/22

10.5 CONSULTING SERVICE AGREEMENT:

This agreement is entered into effective March 28, 2022 by and between Total Compensation Systems Inc and Corning Union High School District. This is an annual requirement until the CUHSD bonds are paid in full.

10.6 SURPLUS EQUIPMENT:

Various Materials left over from the C-9 cabinet construction. The recommendation is to have them go to the online auction.

10.7 SERVICE AGREEMENT BETWEEN CUHSD & SAN DIEGO COUNTY OFFICE OF EDUCATION:

This agreement is for the provision of services and is entered on June 16, 2022. The term of this agreement shall begin July 1, 2022 and shall end on June 30, 2025.

10.8 MOU BETWEEN CUHSD AND SHASTA COLLEGE:

The agreement is made by and between the Shasta-Tehama-Trinity Joint Community College District and Corning Union High School District. For the use of shop facilities and classrooms.

10.9 AG INCENTIVE GRANT:

This is a 2022-23 Ag CTE Incentive Grant application for funding.

10.10 CATIP MOU FOR THE CALIFORNIA AG TEACHERS' INDUCTION PROGRAM:

This MOU is for the California Agricultural Teachers' Induction Program between Davis Joint Unified School District and Corning Union High School District.

11. ITEMS FOR ACTION AND DISCUSSION:

11.1 APPROVAL OF LCAP:

A motion was made by Todd Henderson and seconded by Bill Mache to approve the LCAP. There being no further discussion, the Board voted unanimously to approve the LCAP.

This is a description of how and when CUHSD engaged, or plans to engage, its educational partners on the use of funds provided through The Budget Act of 2021 that were not included in the 2020-21 Local Control and Accountability Plan (LCAP). There being no further discussion, the Board voted unanimously to approve the LCAP.

The vote is as follows:

Larry Glover	Aye: _____	No: _____	Absent: <u> X </u>	Abstain: _____
William Mache	Aye: <u> X </u>	No: _____	Absent: _____	Abstain: _____
Todd Henderson	Aye: <u> X </u>	No: _____	Absent: _____	Abstain: _____
Scott Patton	Aye: <u> X </u>	No: _____	Absent: _____	Abstain: _____
Jim Bingham	Aye: <u> X </u>	No: _____	Absent: _____	Abstain: _____

11.2 APPROVAL OF 2022 LCAP SELF REFLECTION:

A motion was made by Todd Henderson and seconded by Bill Mache to approve the LCAP Self Reflection. There being no further discussion, the Board voted unanimously to approve the 2022 LCAP.

This quick guide identifies the approved standard and self-reflection tools that Corning Union High School District will use to report its progress on the local indicators. There being no further discussion, the Board voted unanimously to approve the LCAP Self Reflection.

The vote is as follows:

Larry Glover	Aye:	<u> </u>	No:	<u> </u>	Absent:	<u> X </u>	Abstain:	<u> </u>
William Mache	Aye:	<u> X </u>	No:	<u> </u>	Absent:	<u> </u>	Abstain:	<u> </u>
Todd Henderson	Aye:	<u> X </u>	No:	<u> </u>	Absent:	<u> </u>	Abstain:	<u> </u>
Scott Patton	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>

11.3 APPROVAL OF THE CUHSD BUDGET:

A motion was made by Bill Mache and seconded by Todd Henderson to approve the 2022 CUHSD budget with a positive certification. There being no further discussion, the Board voted unanimously to approve the salary schedule. There being no further discussion, the Board voted unanimously to approve the CUHSD budget for the 2022-23 school year with a positive certification.

The vote is as follows:

Larry Glover	Aye:	<u> </u>	No:	<u> </u>	Absent:	<u> X </u>	Abstain:	<u> </u>
William Mache	Aye:	<u> X </u>	No:	<u> </u>	Absent:	<u> </u>	Abstain:	<u> </u>
Todd Henderson	Aye:	<u> X </u>	No:	<u> </u>	Absent:	<u> </u>	Abstain:	<u> </u>
Scott Patton	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>

11.4 SUMMER SCHOOL:

A motion was made by Todd Henderson and seconded by Bill Mache to approve summer school for June 2022. There being no further discussion, the Board voted unanimously to approve summer school.

The vote is as follows:

Larry Glover	Aye:	<u> </u>	No:	<u> </u>	Absent:	<u> X </u>	Abstain:	<u> </u>
William Mache	Aye:	<u> X </u>	No:	<u> </u>	Absent:	<u> </u>	Abstain:	<u> </u>
Todd Henderson	Aye:	<u> X </u>	No:	<u> </u>	Absent:	<u> </u>	Abstain:	<u> </u>
Scott Patton	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>

11.5 APPROVAL OF AGREEMENT BETWEEN CUHSD & SITE LOGIQ:

A motion was made by Todd Henderson and seconded by Scott Patton to approve the Facility Solution Project Feasibility & Letter of Agreement between Site Logiq and CUHSD. Site LogIQ will provide a proposal and facility solution agreement for the implementation of facility improvements, energy conservation, energy generation and/or energy management services.

Jennifer Butler reported on the following:

Jennifer has been with Site Logiq for 14 years (it was IES before). Site Logiq is designed to decrease energy consumption (gas, water, or electricity).

Repurpose funds to modernization or upgrades

A design build and bundle approach is used and it takes money that the district is already spending on PGE and repurposes to other items like HVAC, lighting controls, etc.

Based off of a compiled wish list given to her by Jared Caylor and Brandon Lengtat.

C02 sensors and thermostats are the most compelling movement. There is the idea of indoor air quality and the state is preparing to mandate a C02 sensors. The teacher's unions have taken an interest in this made it a big deal. There are grants that will pay 1/2 of this improvement.

The lighting at CUHS was changed back in 2013 (interior and exterior). Site Logiq also plans to look into bus fleet. The district completed a lot of work under Prop 39 but still has more to do. One thing is to manage utility spending, not just from solar but behavior from staff and students.

Why Now?

Do nothing= 50K in PGE cost increase expected in 2023

Wait= 100K in cost escalation from HVAC manufacture July 2022

Do nothing= 28K per month in lost electrical utility savings

It is a good time to make an effort to address these critical needs

Funding

1. Leverage utility savings (start here)
2. ESSER Funds and other district funds
3. Grants (Cal Shape) and others

Board Clerk, Jim Bingham asked what % is paid by grants and the answer is 90% if the district considers using ESSER funds. Grants can also be retroactive.

Next steps would be to compile a report as far as kilowatts and cost. The cost of energy is different now. Also, look at maybe putting in an additional solar unit. Right now, the offset by 80% and possibly another 15% could be available. There was discussion on the SEER Rating and currently running the rating is 11 on heating and air. After 2023 it will be 13. HVAC is the least contributor to conservation but the biggest price tag.

The goal is to do a legal DSA exemption so that new equipment can be installed without DSA review. Site Logiq takes care of everything. They have worked with Corning Elementary and Orland as well. Site Logiq is audited every year and they have to prove that their energy calculators support the cash flow. They have not failed an audit, liquidated damages of litigation in over 30+ years.

Currently the solar system is managed by a third party and Site Logiq would like to take that over so they could set it up where the district can see it. The CBO, Superintendent and Facilities Director could monitor the progress. Future grants will be tied to conservation management. 0 net energy by 2030.

Conserve, generate and management- The district did a big conservation already and cannot measure what you're not managing. There is behavior and operation use. We are expected to conserve and this includes student and staff. A dashboard will be provided (it is optional) and it is way to demonstrate to the community that the district is transparent in its investments.

Superintendent, Jared Caylor asked if there was hesitation to move forward, what would the district be invested in?

- 1. Can the district do part of a project?
2. Can the district do small portions of projects?

Jennifer Butler shared that a design build would be completed and this would allow the district to see the financial cost of each project with no change orders. The district can decide which projects are priority. The commitment is 19K which is compiling the data which will then belong to the district whether the district decided to move forward with project recommendations or not.

Board Member, Todd Henderson asked what the chances of obtaining grants were and the chances are very good. The district can even be reimbursed for 1/2 of the thermostat replacement. Given the ADA and economic situation of the district, Corning Union High School District is in a good position for a lot of grants. There is a 6-month delay in production. Site Logiq is a large company and the sister company is located in New York and still unable to move production any faster.

The letter of agreement will allow Site Logiq the opportunity to have the engineers come through and look at everything. There being no further discussion, the Board voted unanimously to approve the agreement between CUHSD & Site Logiq.

The vote is as follows:

Larry Glover Aye: No: Absent: X Abstain:
William Mache Aye: X No: Absent: Abstain:
Todd Henderson Aye: X No: Absent: Abstain:
Scott Patton Aye: X No: Absent: Abstain:
Jim Bingham Aye: X No: Absent: Abstain:

11.6 UPCOMING RODGERS COMMITTEE MEETING:

Superintendent, Jared Caylor shared that this meeting that was scheduled this week needed to be rescheduled due to Ag teachers being out and the two scheduled board meetings. The tentative schedule is as follows:

08/23 Tuesday at 4:00 p.m.
11/15 Tuesday at 4:00 p.m.
02/13 Monday at 4:00 p.m.
05/16 Tuesday at 4:00 p.m.

All meetings are held at the Rodgers Ranch Classroom.

Superintendent, Jared Caylor shared an example with the board of expenditures that they were asking about. The report breaks down everything by categories.

Board Member, Todd Henderson would like to know if it was possible to see something when Ranch Manager, Tony Rosiles spending money out at the ranch. He would just like to have some oversight. Board Clerk, Jim Bingham shared that each chemical bill should be accompanied by a product/price requisition. He knows that when chemicals are purchased one is filed with the county anyhow. Superintendent, Jared Caylor really liked this idea and will implement this process moving forward.

**11.7 COMMITTEE
ON ASSIGNMENT:**

A motion was made by Scott Patton and seconded by Jim Bingham to approve the Committee on Assignments:

1. Sherri Peterson- English
2. James Johnson- Physics
3. Thomas Mendonsa- Yearbook
4. Ana Thuemler- Leadership

Board President, Bill Mache asked if there was an amount of time where there could be approved. Superintendent, Jared Caylor shared that this are two different Ed Codes that are followed and each of them fall under one of these. None of these employees will be a long-term concern. There being no further discussion, the Board voted unanimously to approve the teachers who have been recommended by the Committee on Assignments to serve in subject areas outside of their credential based on California Education Code 44263 and/or 44258:7.

**11.8 FUTURE
AGENDA ITEMS:**

There were none.

12. ADJOURNMENT:

A motion was made by Scott Patton and seconded by Todd Henderson to adjourn the meeting. All in favor to adjourn and the Meeting adjourned at 7:00 p.m.

Approved

William Mache, President

James Bingham, Clerk

Corning Union High School District Regular School Board Meeting

Date of Meeting: June 16, 2022

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 Site Logiq Report- Facility Solutions Specialist Jennifer Butler Information

5.2 Superintendent Report - Superintendent 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 PUBLIC EMPLOYEE EVALUATION
TITLE: SUPERINTENDENT

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 May 19, 2022
- 10.2 Approval of Warrants
- 10.3 Interdistrict Attendance Requests
- 10.4 Human Resources Report
- 10.5 Consulting Services Agreement
- 10.6 Surplus Equipment
- 10.7 Service Agreement between CUHSD and San Diego County Office of Education
- 10.8 MOU between CUHSD and Shasta College
- 10.9 Ag Incentive Grant
- 10.10 CATIP MOU for the California Ag Teachers' Induction Program

11. ITEMS FOR ACTION AND DISCUSSION

- 11.1 Approval of the Local Control Accountability Plan (LCAP)- Action
The Board will be asked to approve the LCAP.
- 11.2 Approval of the 2022 LCAP Local Performance Indicator Self-Reflection- Action
The Board will consider approving the District's 2022 Local Performance Indicator Self-Reflection as required by the state.
- 11.3 Approval of the Corning Union High School District Budget- Action
The Board will be asked to approve the 2022-23 school year budget.
- 11.4 Summer School 2022 Action
The Board will act upon a recommendation that the Corning Union High School District offer Summer School.
- 11.5 Approval of the agreement between CUHSD & Site Logiq Action
The Board will consider approving the agreement between CUHSD and Site Logiq during the project development process.
- 11.6 Upcoming Rodgers Committee Meeting Info.
The Board will discuss the date and agenda of the upcoming Rodgers Committee Meeting.

11.7 Committee on Assignment

Action

The Board will approve a list of teachers to be reviewed by the District Committee on Assignments who are voluntarily teaching in an area outside of their credential.

11.8 Future Agenda Items

Discussion

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

12 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 May 19, 2022

TYPE OF MEETING:
Regular

TIME: 5: 45P.M.

MEMBERS ABSENT:
Larry Glover

PLACE: Corning Union High School
Library

VISITORS:

MEMBERS PRESENT:

William Mache
Jim Bingham, Todd Henderson
Scott Patton

SCHOOL DISTRICT REPRESENTATIVES:

Jared Caylor, District Superintendent
Jason Armstrong, CUHS Principal
Justine Felton, Associate Principal
Ken Husband, Director of Transportation
Diana Davisson, Chief Business Official
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 Superintendent Jared Caylor.
- 2. PLEDGE OF ALLEGIANCE:** Board President, Bill Mache asked the Board and audience to stand for the flag salute.
- 3. ROLL CALL:** Superintendent, Jared Caylor asked for a roll call.

Attendance is as follows:

- William Mache
- Jim Bingham
- Todd Henderson
- Scott Patton

Absent: Larry Glover

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

A motion was made by Todd Henderson and seconded by Bill Mache to approve the agenda with the following change:

Item 5.2 will be removed from the agenda.

The vote is as follows:

Larry Glover	Aye: _____	No: _____	Absent: <u>X</u>	Abstain: _____
William Mache	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Todd Henderson	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Scott Patton	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Jim Bingham	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____

5. REPORTS:

5.1 SUPERINTENDENT REPORT: Superintendent, Jared Caylor shared the following:

Enrollment:

CUHS	972
Centennial	62
ISP	62
 District Total	 1096

The district is holding strong and at the Governor's revise, it was announced that districts would be able to use the attendance from 20-21 and select the highest enrollment for the past 3 years.

Superintendent, Jared Caylor is in the process of working on a climate survey for staff. Some information is as follows:

1. Student Issues
2. Supervision
3. Communication
4. Safety
5. Culture

Superintendent, Jared Caylor is currently participating in job shadows with the Classified Union Staff. Over the next 6 months he plans to spend 4 hours at a time with staff from different departments. Superintendent, Jared Caylor is also working with the Job Training Center in Red Bluff with CTE efforts. Currently it is Shasta County, Red Bluff High and Private Industry participating in this joint effort to help parents and students better understand CTE.

5.2 STUDENT BOARD MEMBER REPORT:

This item was removed from the agenda.

**5.3 TRANSPORTATION
REPORT:**

Director of Transportation, Ken Husband shared the following information:

Thanked the Governing Board for their ongoing support. He started the year with 3 drivers and 4 subs and the elementary school district had 2 employees retire and 1 who is out on medical leave. Ken Husband is driving full time, Rueben Bogarin (mechanic) is driving and an Elementary employee is also driving. In December and driver resign and the district is still currently trying to fill that position.

The district had applied for a bus grant and it was in full service July 2021. The district put in for another electric bus (1 for the high school and 1 for the elementary school district). The Bus Grant has possibility for infrastructure as well. The bus batteries are high voltage and PGE will pay the district for use at peak times and these can even be used as back up generators. The replacement cost for a battery was 100K.

**5.4 ACADEMIC
REPORT-
MATH
DEPT.
CHAIR:**

Math Department Chair, Kelley Jardin reported on the following:

Kelley Jardin and Gary Pope earned their Masters Degree Covid happened and the department is trying to implement new strategies
Bill Vader is retiring at the end of the school year
The District recently hired Neikka Peterson (Kelley's former student Teacher).
The department is always collaborating
Articulation ended with the Curtis Center
The department has ongoing goals to with the Elementary District
Things are going well and the department is doing their best.

**5.5 FRIDAY NIGHT
LIVE:**

Three Corning Union High School students reported on the following:

1. Peers answered a survey on flavored tobacco
2. Peers stated that the flavored tobacco smells better
3. E Cigarettes mimic the feel of a regular cigarette
4. Vape offer flavors
5. There is so much nicotine in puff pods, pens and sorin
6. There are currently over 15,000 tobacco flavored products
7. Youth are being targeted
8. 43% of the peers surveyed shared that the tried them due to appealing flavors (they look like candy)
9. SB793 passed but went through referendum process.
10. This is now going to be on the ballot in November 8, 2022.

6. PUBLIC COMMENT ON CLOSED SESSION ITEMS NOT ON THE AGENDA:

There was none.

7. ADJOURN TO CLOSED SESSION:

The Board adjourned to closed session at 6:17 p.m.

8. REOPEN TO PUBLIC SESSION:

The Board reopened to public session at 6:44 p.m.

9. ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION:

Board President, shared that no action was taken.

10. CONSENT AGENDA ITEMS:

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

The vote is as follows:

Larry Glover	Aye: _____	No: _____	Absent: <u> X </u>	Abstain: _____
William Mache	Aye: <u> X </u>	No: _____	Absent: _____	Abstain: _____
Todd Henderson	Aye: <u> X </u>	No: _____	Absent: _____	Abstain: _____
Scott Patton	Aye: <u> X </u>	No: _____	Absent: _____	Abstain: _____
Jim Bingham	Aye: <u> X </u>	No: _____	Absent: _____	Abstain: _____

10.1 APPROVAL OF REGULAR SCHOOL BOARD MEETING MINUTES:

Approval of Special Regular Board Minutes of April 14, 2022.

10.2 APPROVAL OF WARRANTS:

40229398-40229422, 40229423-40229532, 40229532-40229554
40229555-40230032, 40230032-40230056, 40230057-40230384
40230384-40230566, 40230567-40230591,

Check # 40231248
Check Amount: \$15,559.25

10.3 INTERDISTRICT ATTENDANCE REQUEST:

Rosehannah Staton, Joycelyn Madrigal

10.4 HUMAN RESOURCES

Human Resources Reports is as follows:

New Hire	Phil Palmares	Custodial Maintenance I 5/1/22	Range 12, Step 3
New Hire	Christian Avitia	Custodial Maintenance I 5/1/22	Range 12, Step 3
New Hire	Audri Bakke	Director of Alt Ed 7/1	Range A, Step I
Change	Heather Felciano	Director of Spec Ed	Range A, Step VIII
Change	Myndee Albers	ASB Admin. Assistant	Change in work days
Resig.	Casey VanAttenhoven	CUHS English Teacher	Voluntary Resignation
New Hire	Danielle Minch	CUHS Paraeducator	Range 13, Step 5
New Hire	Stephanie Zagal	CUHS Paraeducator	Range 13, Step 2

10.5 APPROVAL OF 2021/2022 INTERIM BUDGET REPORT:

Tehama County Department of Education mailed a correspondence letter thanking the Corning Union High School District for the timely submission of the 2021/2022 2nd Interim report.

10.6 AGREEMENT BETWEEN CUHSD & NMR FOR ARCHITECTURAL SERVICES:

The agreement is dated 4/19/222 for project no: 22-2003 for the fixed fee of \$65,0000 with a reimbursable allowance of \$1,000.

10.7 AGREEMENT BETWEEN CUHSD & PARK PLANET:

This quote is Q22-2389 dated May 5, 2022 for a total of \$214,505.35 for the following:

ICON DSA- 40'x44' DSA GABLE SHELTER with add on, shipping and exclusions noted.

10.8 AGREEMENT BETWEEN CUHSD & THOUGHT EXCHANGE:

This is a service order for a subscription from June 1, 2022-May 31, 2023. The amount is for \$25,200.00 to access the online services offered as part of the cloud-based platform called Thought Exchange.

11. ITEMS FOR ACTION AND DISCUSSION:

11.1 YEAR END CLOSING RESOLUTION NO. 445:

A motion was made by Todd Henderson and seconded by Bill Mache to approve Resolution No. 445. This is an annual year end closing resolution to allow the county Superintendent of Schools to identify and make transfers between the designated fund balance or the unappropriated fund balance and any expenditure classifications, if needed to balance the district before yearend closing.

There being no further discussion, the Board voted unanimously to approve Resolution No. 445.

The vote is as follows:

Larry Glover	Aye: _____	No: _____	Absent: <u> X </u>	Abstain: _____
William Mache	Aye: <u> X </u>	No: _____	Absent: _____	Abstain: _____
Todd Henderson	Aye: <u> X </u>	No: _____	Absent: _____	Abstain: _____
Scott Patton	Aye: <u> X </u>	No: _____	Absent: _____	Abstain: _____

Jim Bingham Aye: X No: _____ Absent: _____ Abstain: _____

**11.2 GRADUATION
WEEK ACTIVITIES:**

Superintendent, Jared Caylor shared the following:

- 5/30 Memorial Day – No School
- 5/31 Senior Memory Night 6PM N Gym
- 6/1 Senior Awards Night 6PM Cafe
- 6/2 Centennial Graduation 9:00 AM Cardinal Stadium
- 6/2 Staff Party Woodson Bridge 5:30 PM
Dinner at 6PM
Staff Recognition at 6:30 PM
- 6/3 CUHS Graduation 8:30 PM

**11.3 SALARY
SCHEDULE
UPDATE:**

A motion was made by Todd Henderson and seconded by Scott Patton to approve the Administrative salary schedule. The Administrative Salary Scheduled has been updated adding the Following:

Director of Ed Services at 210 days per year

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

The vote is as follows:

Larry Glover	Aye: _____	No: _____	Absent: <u> X </u>	Abstain: _____
William Mache	Aye: <u> X </u>	No: _____	Absent: _____	Abstain: _____
Todd Henderson	Aye: <u> X </u>	No: _____	Absent: _____	Abstain: _____
Scott Patton	Aye: <u> X </u>	No: _____	Absent: _____	Abstain: _____
Jim Bingham	Aye: <u> X </u>	No: _____	Absent: _____	Abstain: _____

**11.4 SCHOOL
COUNSELOR
SUBSEQUENT
WAIVER
REQUEST:**

This is a waiver request and a request for a temporary county certificate for Victoria Viveros-Zarco. Victoria has served as counselor at Centennial High School however, requires another waiver for the 2022-23 school year. This will be submitted by Michelle Baker of Tehama County Department of Education.

A motion was made by Bill Mache and seconded by Jim Bingham to approve the school counselor subsequent waiver request for Victoria Viveros-Zarco.

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

The vote is as follows:

Larry Glover	Aye: _____	No: _____	Absent: <u> X </u>	Abstain: _____
William Mache	Aye: <u> X </u>	No: _____	Absent: _____	Abstain: _____
Todd Henderson	Aye: <u> X </u>	No: _____	Absent: _____	Abstain: _____
Scott Patton	Aye: <u> X </u>	No: _____	Absent: _____	Abstain: _____
Jim Bingham	Aye: <u> X </u>	No: _____	Absent: _____	Abstain: _____

**11.5 RESOLUTION
NO. 446:**

A motion was made by Todd Henderson and seconded by Jim Bingham to approve Resolution No. 466 which is a resolution ordering an election, requesting county elections to conduct the election and requesting consolidation of the election.

There being no further discussion, the Board voted unanimously to approve Resolution No. 446.

The vote is as follows:

Larry Glover	Aye:	_____	No:	_____	Absent:	<u> X </u>	Abstain:	_____
William Mache	Aye:	<u> X </u>	No:	_____	Absent:	_____	Abstain:	_____
Todd Henderson	Aye:	<u> X </u>	No:	_____	Absent:	_____	Abstain:	_____
Scott Patton	Aye:	<u> X </u>	No:	_____	Absent:	_____	Abstain:	_____
Jim Bingham	Aye:	<u> X </u>	No:	_____	Absent:	_____	Abstain:	_____

**11.6 FACILITIES
MASTER PLAN
UPDATE:**

Superintendent, Jared Caylor updated the Board on the following:

- Summary of work completed
- Identifying timelines
- Parking/loading zones
- Ag Wing (shops and classrooms)
- Transportation
- Kitchen, Ranch, Energy/Water
- District Office

There was also some good news which was received on the construction list. The district has been bumped up and possibly looking at 3.7 million to be received to use next fall.

**11.7 FUTURE
AGENDA ITEMS:**

There were none.

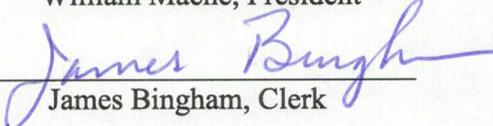
12. ADJOURNMENT:

A motion was made by Scott Patton and seconded by Todd to adjourn the meeting. All in favor to adjourn and the meeting adjourned at 6:54 p.m.

Approved



William Mache, President



James Bingham, Clerk

Checks Dated 05/01/2022 through 05/31/2022

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40230690	05/02/2022	UC REGENTS	01-5800	21/22 MATH DEVELOPMENT CONTRACT		11,083.00
40230691	05/02/2022	ALICE VON STADEN	01-5200	STATE FINALS 5/5-5/8/22 SAN LUIS OBISPO		186.00
40230692	05/02/2022	EMILY DALE	01-5200	STATE FINALS 05/05-05/08/22 SAN LUIS OBISPO		186.00
40230693	05/02/2022	ROBERT SAFFORD	01-5200	STATE FINALS 05/05-05/08/22 SAN LUIS OBISPO		186.00
40230811	05/04/2022	ARAMARK	01-5500	CUSTODIAL LAUNDRY SVC	325.28	680.16
40230812	05/04/2022	AT&T	01-5508	TRANS LAUNDRY SVC	47.27	299.63
40230813	05/04/2022	BEACON FIRE ALARM & SEC	13-5500	UNIFORMS M&O	253.59	680.16
40230814	05/04/2022	BLICK ART MATERIALS/UTRECHT ART SUPPLIES	01-5901	CAFE LAUNDRY SERVICE	54.02	299.63
40230815	05/04/2022	CAL POLY CORPORATION	01-5507	CALNET 3 - TELEPHONE SVC		2,471.64
40230816	05/04/2022	CASCADE ATHLETIC SUPPLY	01-4300	ALARM/FIRE SERVICE		44.59
40230817	05/04/2022	CDW GOVERNMENT	01-4300	ART DEPT MATERIALS		35.00
40230818	05/04/2022	COASTAL BUSINESS SYSTEMS, INC.	01-5833	FFA STATE FINALS CONTEST	785.93	173.72
40230819	05/04/2022	CORNING LUMBER COMPANY	01-5620	UNIFORM FOR VB COVID MONEY	201.00	986.93
40230820	05/04/2022	CRYSTAL CREAMERY	13-5620	MS OFFICE FOR MATH VIEWBOARDS	2,227.24	
40230821	05/04/2022	DEPARTMENT OF MOTOR VEHICLES RENEWAL	01-4300	COPY CENTER COPIERS	2,970.14	
40230822	05/04/2022	ERIC LEE OLSON	13-5620	CUHSD COPIERS	32.59	5,229.97
40230823	05/04/2022	EXPRESS SERVICES, INC.	01-4300	CUHSD COPIERS	120.76	
40230824	05/04/2022	FLORA FRESH	19-4300	MATERIALS AND SUPPLIES	39.25	
40230825	05/04/2022	GOLD STAR FOODS, INC		MISC/VARIOUS SUPPLIES	21.08	181.09
40230826	05/04/2022	HAPPY VALLEY FRESH FRUIT CO. WESTABY ENTERPRISES		RANCH - VARIOUS MATERIALS & SUPPLIES		
40230827	05/04/2022	IEC POWER, LLC	01-5699	NSLP DAIRY		718.82
40230828	05/04/2022	INTERQUEST DETECTION CANINES OF NORTH VALLEY COUNTIES	01-5800	1958 MSTCR CARRIER		10.00
40230829	05/04/2022	LA RUE COMMUNICATIONS	01-5900	SUPERINTENDENT'S OFFICE JOB SUBSTITUTE		4,869.00
40230830	05/04/2022	LAUREL AG AND WATER - LODI	19-4300	FLORAL MATERIALS		381.60
				NSLP FOOD		204.72
				NSLP PRODUCE		1,294.27
				SOLAR MAINT		103.00
				CONTRABAND INSPECTION-JUSTINE FELTON		1,291.37
				MOBIL RADIOS/REPEATER SERVICE		750.00
				ORCHARD - MATERIALS/SUPPLIES		1,916.25
						69.13

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.

ESCAPE ONLINE

Checks Dated 05/01/2022 through 05/31/2022

Board Meeting Date 6/16/22

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40230831	05/04/2022	MCCOY'S HARDWARE & FARM SUPPLY	01-4300	VARIOUS SUPPLIES	292.31	
40230832	05/04/2022	MT. SHASTA SPRING WATER CO. INC	19-4300	RANCH-VARIOUS MATERIALS/SUPPLIES	131.45	423.76
			01-6800	OFFICE WATER 119115	28.35	
				TRANS - WATER SERVICE	64.15	92.50
40230833	05/04/2022	NORTHERN PROPERTY SERVICES INC	01-6800	TRACTOR RENTAL (CENT. LANDSCAPING)		1,200.00
40230834	05/04/2022	NORTHWOOD BACKFLOW SERVICES	01-5800	BACKFLOW DEVICE CHECK		447.00
40230835	05/04/2022	OFFICE DEPOT	01-4300	OFFICE SUPPLIES		178.22
40230836	05/04/2022	OLIVE CITY AUTO PARTS DERODA, INC	01-4300	MISC/ VARIOUS SUPPLIES	134.64	
			01-4399	TRANS PARTS/SUPPLIES	9.51	144.15
40230837	05/04/2022	P G & E	01-5503	R FARM 3914 ELECTRIC/GAS		186.63
40230838	05/04/2022	P G & E	19-5503	RANCH 4916 & 7250 ELECTRIC/GAS		1,278.76
40230839	05/04/2022	PAGE SUPPLY JW WOOD	01-4300	SUPPLIES FOR RR OLIVE ORCHARD		486.30
40230840	05/04/2022	PARKER & COVERT LLP	01-6145	H WING FEES		625.00
40230841	05/04/2022	PATTERSON ELECTRIC	01-6170	ELECTRICAL FOR NEW WELL	15,927.39	
			19-5600	AG MATERIALS/LABOR	421.27	16,348.66
40230842	05/04/2022	PITNEY BOWES GLOBAL FINANCIAL SERVICES	01-5904	2021/22 POSTAGE FEES		1,015.00
40230843	05/04/2022	PRO PACIFIC FRESH	13-4700	NSLP FRUIT/VEGETABLES		577.66
40230844	05/04/2022	RED BLUFF UNION HIGH SCHOOL	01-5800	2021.22 SPEECH SERVICES MOU		9,615.65
40230845	05/04/2022	SAN DIEGO COE	01-5800	TEACHER INDUCTION SERVICES		1,250.00
40230846	05/04/2022	SAV-MOR FOODS	01-4300	AG CORE LAB SUPPLIES		11.70
40230847	05/04/2022	SMARTTRASH	01-5800	MONTHLY COMPACTOR MONITOR		80.00
40230848	05/04/2022	TRIDENT BEVERAGE, INC	13-4700	SNACK BAR BEVERAGES		2,340.00
40230849	05/04/2022	VALLEY IND. COMMUNICATIONS	01-5900	COMMUNICATIONS - ROUND MTN & SOUTHFORK		555.00
40230850	05/04/2022	VAN SANT ENTERPRISES, INC.	19-4400	ROLL BENDER FOR RANCH GATE		1,208.86
40230851	05/04/2022	VERIZON WIRELESS	01-5902	DISTRICT CELL PHONE SERVICE		9.47
40230852	05/04/2022	W.W. GRAINGER, INC.	01-4300	CUSTODIAL SUPPLIES	43.91	
				MISC/ VARIOUS M&O SUPPLIES	324.14	368.05
40231143	05/11/2022	AMAZON CAPITAL SERVICES, INC	01-4100	ISP STUDENT TEXT BOOKS	373.48	
			01-4300	M. CASE CLOTHES RACK	95.19	
				MAINT. SUPPLIES	39.86	
40231144	05/11/2022	ARAMARK	01-5500	TINKER CLASSROOM SUPPLIES	1,204.13	1,712.66
			13-5500	CAFE LAUNDRY SVC	47.27	
40231145	05/11/2022	BEACON FIRE ALARM & SEC	01-5507	ALARM/FIRE SERVICE	54.02	101.29
40231146	05/11/2022	CASCADE ATHLETIC SUPPLY	01-4300	BOYS BASKETBALLS		1,831.64
40231147	05/11/2022	CDW GOVERNMENT	01-4300	DISTRICT INK		387.58
						328.89

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ESCAPE

ONLINE

Checks Dated 05/01/2022 through 05/31/2022

Board Meeting Date 6/16/22

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40231148	05/11/2022	CHAVAN & ASSOCIATES	01-5802	2/122 AUDIT FEES		2,000.00
40231149	05/11/2022	CITY OF CORNING	01-5502	COR 154,155,194 CUHSD WATER/SEWER	3,732.62	
				COR 157 TRANS WATER/SEWER	68.32	
				COR 37,176 CENT WATER/SEWER	550.82	4,351.76
40231150	05/11/2022	CITY OF CORNING POLICE DEPT.	01-5800	SCHOOL RESOURCE OFFICER	200.92	2,914.93
40231151	05/11/2022	COASTAL BUSINESS SYSTEMS, INC.	01-5620	CUHSD COPIERS	2.20	
			13-5620	CUHSD COPIERS		
40231152	05/11/2022	CORNING LUMBER COMPANY	01-4300	JOSH JACKSON LWP CLASS	23.71	203.12
			19-4300	MISC/VARIOUS SUPPLIES	428.54	
				RANCH - VARIOUS MATERIALS & SUPPLIES	26.34	478.59
40231153	05/11/2022	CREATIVE COMPOSITION, INC	01-5800	GRADUATION TICKETS		204.41
40231154	05/11/2022	CRYSTAL CREAMERY	13-4700	NSLP DAIRY		1,086.68
40231155	05/11/2022	DAVE'S TRACTOR, INC.	01-6400	TRAILER		8,653.20
40231156	05/11/2022	DEMCO	01-4300	LIBRARY SUPPLIES		174.49
40231157	05/11/2022	DL FIRE PROTECTION	01-5600	N. GYM LEAKING SPRINKLER REPAIR		700.00
40231158	05/11/2022	EDGES ELECTRICAL GROUP, LLC	01-6170	FOOTBALL FIELD LIGHTING	86,287.85	
			14-6200	FOOTBALL FIELD LIGHTING	35,022.59	121,310.44
40231159	05/11/2022	Fluency Matters	01-4100	BOOKS FOR MARTINA		1,176.90
40231160	05/11/2022	GOLD STAR FOODS, INC	13-4300	NSLP SUPPLIES	412.44	
			13-5800	FEE (COMMODITY STORAGE)	106.25	518.69
40231161	05/11/2022	GREEN WASTE OF TEHAMA	01-5506	DISPOSAL R-FARM 4018-2763626	179.79	
			19-5506	DISPOSAL FARM-RANCH 4018-2783982	179.79	359.58
40231162	05/11/2022	HUNT & SONS, INC	01-4311	TRANS FUEL-GASOLINE	3,051.26	
			01-4312	TRANS FUEL-DIESEL	4,262.42	7,313.68
40231163	05/11/2022	JRD FOOD SERVICES CORNING PAPA MURPHY'S PIZZA	13-4700	NSLP PIZZA		5,610.00
40231164	05/11/2022	MCCOY'S HARDWARE & FARM SUPPLY	01-4300	JOSH JACKSON LWP CLASS	415.89	
			14-4300	VARIOUS SUPPLIES	70.54	
40231165	05/11/2022	MJB WELDING SUPPLY	01-4320	PAINTING SUPPLIES	678.50	1,164.93
			01-5800	Consumables for classes	1,204.31	
40231166	05/11/2022	OCML, Inc DBA The Stage Depot	14-4400	CYLINDER EXCHANGE	584.12	1,788.43
40231167	05/11/2022	OFFICE DEPOT	01-4300	PORTABLE STAGE EST # 24125D		10,337.60
				CENTENNIAL SUPPLIES	394.19	
				OFFICE FURNITURE	509.00	
				OFFICE SUPPLIES	289.64	
				SUPPLIES FOR SCHREIBER	125.70	1,318.53
40231168	05/11/2022	OSCAR'S OSCAR REDES	01-4300	CENT. SIGN		517.20
40231169	05/11/2022	P G & E	01-5503	CENT ELECTRIC 0308-1		24.64

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ESCAPE ONLINE

ReqPay12c

Board Report

Checks Dated 05/01/2022 through 05/31/2022

Board Meeting Date 6/16/22

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40231170	05/11/2022	P G & E	01-5503	TRANS ELECTRIC/GAS 1749-6	141.49	
			01-5504	TRANS ELECTRIC/GAS 1749-6	59.16	200.65
40231171	05/11/2022	PRO PACIFIC FRESH	13-4700	NSLP FRUIT/VEGETABLES		517.99
40231172	05/11/2022	SCHOLASTIC MAGAZINE	01-4300	RSP ENGLISH		478.02
40231173	05/11/2022	SPORT AND CYCLE, INC.	01-4300	FOOTBALL SAFETY EQUIPMENT		434.46
40231174	05/11/2022	SYSCO SACRAMENTO, INC.	13-4300	NSLP SUPPLIES	328.21	
			13-4700	NSLP FOOD	1,232.76	1,560.97
40231175	05/11/2022	THE DANIELSEN COMPANY	13-4300	NSLP SUPPLIES	94.34	
			13-4700	NSLP FOOD	1,442.28	1,536.62
40231176	05/11/2022	WASTE MANAGEMENT	01-5506	CENT DISPOSAL 4-02058-55008	317.08	
				CUHS DISP 13-88262-43003/4-02058-75004	1,110.75	
				CUHS DISPOSAL 4-02058-65006	501.47	1,929.30
40231177	05/11/2022	WAXIE SANITARY SUPPLY	01-4300	CUSTODIAL SUPPLIES	190.04	
				SUMMER CLEANING SUPPLIES	682.65	872.69
				AED REPLACEMENT PADS	297.39	
40231248	05/11/2022	U. S. BANK CORPORATE PAYMENT SYSTEM	01-4300	ANNUAL FOOD/NUTRITION CLASS	1,051.46	
				AWARD CEREMONY	47.86	
				CONCESSION ITEMS FOR GIRLS BASKETBALL	10.99	
				Const equip COVID Funds	436.21	
				Lee Valley Dowel Maker	153.97	
				NOTEBOOKS FOR STUDENTS	484.88	
				Sanders/nailers from Home Depot	1,629.38	
				STRIVE- COOKING SUPPLIES	218.54	
				STUDENT ENGAGEMENT	23.65	
				TRASH CAN LIDS	83.07	
				WELLMEST INCENTIVES- APRIL	97.41	
				REPAIR PARTS FOR PLASMA TABLE	269.34	
				Const equip COVID Funds	1,320.49	
				STARS- ANIME CLUB	7.99	
				CASBO 03/29-4/1 SACRAMENTO	685.78	
				PROF. COLLAB WORKSHOP	55.00	
				STATE CONF FFA HOTEL 3/26-3/29	6,327.44	
				CPI ANNUAL MEMBERSHIP- S BUTTON	200.00	
				PARKING AND FUEL FOR STATE	514.27	
				PERMITTING FEES FOR RR GREENHOUSE	103.98	

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.

905 - Corning Union High School

Generated for JESSICA MARQUEZ (JMARQUEZ), May 26 2022 12:34PM

Checks Dated 05/01/2022 through 05/31/2022

Board Meeting Date 6/16/22

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40231248	05/11/2022	U.S. BANK CORPORATE PAYMENT SYSTEM	01-5833	1 YEAR SUB. ACTE PD COURSES FOR KENNEDY KENDRICK	298.00	
			13-4700	COSTCO - SNACK BAR ITEMS	1,487.19	
			01-4399	US FOODS CHEF STORE- STAFF EVENTS	31.10	15,559.25
40231594	05/18/2022	A-Z BUS SALES		TRANS PARTS/SUPPLIES	38.34	
			01-4300	Unpaid Sales Tax	1.57	36.77
40231595	05/18/2022	AMAZON CAPITAL SERVICES, INC		ASSETS- B-1 SUPPLIES	401.12	
				BLUETOOTH RECEIVER FOR WEIGHT ROOM STEREO	44.17	
				MAINT. SUPPLIES	220.85	
				RSP ENGLISH	657.41	
				SCIENCE OFFICE SUPPLIES	346.70	
				SKILL CENTER HEADPHONES	78.23	
				STRIVE- TOILETING	166.87	
				TINKER COVID LIST	4,966.56	
				WATER COOLERS FOR ATHLETICS	203.76	
				WELINEST	111.76	
				TINKER COVID LIST	8,375.43	15,572.86
40231596	05/18/2022	ARAMARK	01-4400	CUSTODIAL LAUNDRY SVC	325.28	
			01-5508	TRANS LAUNDRY SVC	47.27	
			13-5500	UNIFORMS M&O	169.66	
			01-5507	CAFE LAUNDRY SERVICE	54.02	596.23
40231597	05/18/2022	BEACON FIRE ALARM & SEC		ALARM/FIRE SERVICE	50.00	
40231598	05/18/2022	BIG TIME PEST CONTROL BULLERT ENTERPRISES	01-5505	CENT. PEST CONTROL	200.00	4,005.78
				CUHS PEST CONTROL	50.00	
				RFARM PEST CONTROL	50.00	
				TRANS PEST CONTROL	50.00	350.00
40231599	05/18/2022	BOB'S TIRE CENTER	01-4313	TIRES	601.96	
			01-5813	TIRES	66.88	668.84
40231600	05/18/2022	BRENDON A. STEVENS	01-5600	INSTRUMENT REPAIR SERVICES		1,155.00
40231601	05/18/2022	CAROLINA BIOLOGICAL SUPPLY CO	01-4300	CHEM RING STANDS		236.39
40231602	05/18/2022	CDW GOVERNMENT	01-4400	BUTTON- DOC CAM		28.50
40231603	05/18/2022	CENTER FOR EVALUATION AND RESEARCH, LLC.	01-5800	ASSETS- CONSULTATION FEE		8,750.00
40231604	05/18/2022	CORNING LUMBER COMPANY	01-4300	MISC/VARIOUS SUPPLIES		67.70
40231605	05/18/2022	CRYSTAL CREAMERY	13-4700	NSLP DAIRY		1,267.22
40231606	05/18/2022	EAST BAY RESTAURANT SUPPLY	01-6200	NEW WARMER		7,869.94
40231607	05/18/2022	EDGES ELECTRICAL GROUP, LLC	01-6170	FOOTBALL FIELD LIGHTING	9,948.07	
			14-6200	FOOTBALL FIELD LIGHTING	4,037.74	13,985.81

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ESCAPE ONLINE

Checks Dated 05/01/2022 through 05/31/2022

Board Meeting Date 6/16/22

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40231608	05/18/2022	FAMBROUGH CONST.	01-5800	GREENHOUSE CONSTRUCTION DOWN PYMT 10%		5,985.00
40231609	05/18/2022	GOLD STAR FOODS, INC	13-4700	NSLP FOOD		444.95
40231610	05/18/2022	HAPPY VALLEY FRESH FRUIT CO. WESTABY ENTERPRISES	13-4700	NSLP PRODUCE		106.00
40231611	05/18/2022	HUNT & SONS, INC	01-4311	TRANS FUEL-GASOLINE	3,510.76	
40231612	05/18/2022	INDUSTRIAL POWER PRODUCTS	01-4312	TRANS FUEL-DIESEL	5,040.51	8,551.27
40231613	05/18/2022	MCCOY'S HARDWARE & FARM SUPPLY	01-6400	NEW TRACTOR	73,676.23	
40231614	05/18/2022	MJB WELDING SUPPLY	01-4300	NEW TRACTOR CAB	32,818.51	106,494.74
40231615	05/18/2022	NOR-CAL TOILET RENTALS	01-4300	VARIOUS SUPPLIES	49.01	1,052.33
40231616	05/18/2022	OFFICE DEPOT	01-5800	AG MECH HOSES	49.01	
				CYLINDER EXCHANGE	723.34	
				Unpaid Sales Tax	3.43-	768.92
40231617	05/18/2022	OLIVE CITY AUTO PARTS DERODA,INC	01-5600	SOCCER TOILET RENTAL	3.43-	199.12
40231618	05/18/2022	PAGE SUPPLY JW WOOD	01-4300	BUSINESS OFFICE FURNITURE	944.09	
40231619	05/18/2022	PRO PACIFIC FRESH	01-4399	CLASSROOM SUPPLIES	353.67	
40231620	05/18/2022	ROMERO FARM AND LABOR	01-4300	COPY PAPER SCHOOL	1,637.37	
40231621	05/18/2022	SADDLEBACK EDUCATIONAL, INC.	19-5800	ERGONOMICS SUPPLIES	129.71	
40231622	05/18/2022	SAV-MOR FOODS	01-4100	OFFICE SUPPLIES	15.07	
				BUSINESS OFFICE FURNITURE	268.10	3,348.01
				MISC/ VARIOUS SUPPLIES	86.82	
				MATERIALS/SUPPLIES	44.71	131.53
				SUPPLIES FOR RR OLIVE ORCHARD	5.11	5.11
				NSLP FRUIT/VEGETABLES	797.09	797.09
				OLIVE FIELD SURVEY & MARKING	7,719.02	7,719.02
				ELD BOOKS	871.30	871.30
				AG CORE LAB MATERIALS	162.13	
				AGBIO/AGCHEM LAB MATERIALS	108.55	
				NSLP FOOD	7.36	278.04
				N. GYM DRYER PARTS	996.53	136.42
				NSLP SUPPLIES	3,017.87	
				NSLP FOOD	4,014.40	4,014.40
				PERCUSSION AND BAND SUPPLIES	196.24	196.24
				TELEPHONE SERVICE 149142	448.87	448.87
				CUSTODIAL SUPPLIES	424.72	424.72
				GYM FLOOR SUPPLIES	70.89	
				SANITARY SUPPLIES	7,469.25	
				SUMMER CLEANING SUPPLIES	279.68	7,819.82

The preceding Checks have been issued in accordance with the Districts Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40231629	05/18/2022	WEST COAST PAPER	01-4300	COPY CENTER	164.66	253.60
40231630	05/18/2022	ZELMA'S	01-4300	RETIREMENT PLAQUES	7,398.23	112.88
40231964	05/25/2022	2NDGEAR	01-4400	DRIVES FOR NEW SERVER	1,753.97	368.80
40231965	05/25/2022	ACT, INC	01-4300	DISTRICT ACT TESTS W/WRTING	1,041.97	1,239.00
40231966	05/25/2022	ALDA TURGLEVA	01-5800	PIANO ACCOMPANIST FOR CHOIR	2,192.86	200.00
40231967	05/25/2022	AMAZON CAPITAL SERVICES, INC	01-4300	GOPHER GAS	1,807.86	395.08
40231968	05/25/2022	ARAMARK	01-5500	TINKER CLASSROOM SUPPLIES	1,041.97	178.43
				CUSTODIAL LAUNDRY SVC	2,882.86	325.28
				TRANS LAUNDRY SVC	1,267.68	47.27
				UNIFORMS M&O	1,043.56	164.66
40231969	05/25/2022	CALIFORNIA'S VALUED TRUST	01-3402	JUNE 2022 TRUSTEE M.V.D.	1,652.51	537.21
			01-3701	JUNE 2022 D. SCHLUM	958.51	
				JUNE 2022 J. BEARDSLEY	144,003.00	
				JUNE 2022 L. ROMO	95.40	
				JUNE 2022 M. ALBEE	5.30	
				JUNE 2022 M. BEARDSLEY	19,454.56	
				JUNE 2022 T. LAMB	2,336.45	
				JUNE 2022 D. HAMILTON		188,936.69
				JUNE 2022 G. THURMAN		880.01
				JUNE 2022 L. MINTO		4,354.00
				MAY 2022 S. HOAG		44,507.10
				JUNE 2022 MEDICAL		43.69
				JUNE 2022 LIFE		1,108.57
				PRIOR MONTHS CREDIT/ADJUSTMENTS		4,695.00
				JUNE 2022 DENTAL		1,591.17
				JUNE 2022 VISION		66.00
				UNIFORM FOR VB COVID MONEY		
				AP TESTS		
40231970	05/25/2022	CASCADE ATHLETIC SUPPLY	76-9552	VAN FOR ATHLETIC/SPED		
40231971	05/25/2022	COLLEGE BOARD	01-4300	MISCVARIOUS SUPPLIES		
40231972	05/25/2022	CORNING FORD MERCURY	01-6400	NSLP DAIRY		
40231973	05/25/2022	CORNING LUMBER COMPANY	01-4300	REVIEW FILING FEES		
40231974	05/25/2022	CRYSTAL CREAMERY	13-4700	NSLP FOOD		
40231975	05/25/2022	DEPT OF THE STATE ARCHITECT	25-5800	NSLP PRODUCE		
40231976	05/25/2022	GOLD STAR FOODS, INC	13-4700	TRANS FUEL-GASOLINE	1,966.66	5,740.99
40231977	05/25/2022	HAPPY VALLEY FRESH FRUIT CO. WESTABY ENTERPRISES	13-4700	TRANS FUEL-DIESEL	3,774.33	2,498.04
40231978	05/25/2022	HUNT & SONS, INC	01-4311	FIELD HOCKEY COVID PURCHASE		
40231979	05/25/2022	LONGSTRETH SPORTING GOODS, LLC	01-4312			
			01-4300			

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.

ESCAPE ONLINE

Checks Dated 05/01/2022 through 05/31/2022

Board Meeting Date 6/16/22

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40231980	05/25/2022	MCCOY'S HARDWARE & FARM SUPPLY	01-4300	VARIOUS SUPPLIES	173.34	
			14-4300	PAINTING SUPPLIES	60.26	233.60
40231981	05/25/2022	MILLER GLASS ORLAND	01-4300	FB ANNOUNCERS BOOTH WINDOW	424.02	
			01-5600	WINDSHILED REPAIR	55.00	479.02
40231982	05/25/2022	MT. SHASTA SPRING WATER CO. INC	01-5800	OFFICE WATER 119115	45.50	
				TRANS - WATER SERVICE	82.73	128.23
40231983	05/25/2022	OFFICE DEPOT	01-4300	OFFICE SUPPLIES ASB	58.74	
				WALL FILE	19.62	78.36
40231984	05/25/2022	OLIVE CITY AUTO PARTS DERODA, INC	01-4300	MISC/ VARIOUS SUPPLIES	40.93	
			01-4399	TRANS PARTS/SUPPLIES	8.57	49.50
40231985	05/25/2022	PACE SUPPLY JW WOOD	01-4300	SUPPLIES FOR RR OLIVE ORCHARD		237.02
40231986	05/25/2022	PRO PACIFIC FRESH	13-4700	NSLP FRUIT/VEGETABLES		720.12
40231987	05/25/2022	TEHAMA CO DEPT OF EDUCATION	01-5800	21/22 INTERNET SERVICES		26,850.00
Total Number of Checks					143	762,320.12

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL	116	497,971.30
13	CAFETERIA SPEC REV	27	27,702.72
14	DEFERRED MAINTENANCE	6	55,005.69
19	FOUNDATION SPECIAL	9	11,055.70
25	CAPITAL FACILITIES	1	4,695.00
76	WARRANT/PASS- THRU	1	165,894.71
Total Number of Checks			143
Less Unpaid Sales Tax Liability			5.00
Net (Check Amount)			762,320.12

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.

Payee
U.S. BANK CORPORATE PAYMENT SYSTEM (000681/1)
 P.O. BOX 790428
 ST. LOUIS, MO 63179-0428

Check Date 06/10/2022
 Register 001055

Check # 40232681

ReqPay04a - A/P Check Attachment

Invoice Date	Invoice Number	Reference Number	Comment	Invoice Amount
05/22/2022	0693-0502-001	P22-00844	MAILED SCHOLARSHIPS	14.24
05/22/2022	0693-0502-002	P22-00843	STAFF APPRECIATION WEEK	250.55
05/22/2022	0693-0504	P22-00843	STAFF APPRECIATION WEEK	132.95
05/22/2022	0693-0505	P22-00843	STAFF APPRECIATION WEEK	57.36
05/22/2022	0693-0505-003	P22-00843	STAFF APPRECIATION WEEK	157.34
05/22/2022	0693-0511	P22-00884	BLEACHER COVER FOR GRADUATION	1,103.52
05/22/2022	0693-0523-001	P22-00768	FOOD FOR COACHES	68.39
05/22/2022	0693-0523-002	P22-00768	FOOD FOR COACHES	58.96
05/22/2022	0735-0425	B22-00099	COSTCO - SNACK BAR ITEMS	424.56
05/22/2022	0735-0426	B22-00099	COSTCO - SNACK BAR ITEMS	628.57
05/22/2022	0735-0505	B22-00099	COSTCO - SNACK BAR ITEMS	816.99
05/22/2022	0735-0512	B22-00107	US FOODS CHEF STORE - STAFF EVENTS	35.50
05/22/2022	0735-0513-001	B22-00099	COSTCO - SNACK BAR ITEMS	97.21
05/22/2022	0735-0513-002	B22-00099	COSTCO - SNACK BAR ITEMS	342.39
05/22/2022	3114-0426	P22-00764	MUSIC FOR CHOIR	19.55
05/22/2022	3114-0504	P22-00784	DESK REFINISHING	53.02
05/22/2022	3114-0505	P22-00771	DEMO DESK	310.68
05/22/2022	3114-0513	P22-00811	AWARD CEREMONY AND BBQ	56.95
05/22/2022	3114-0516	P22-00811	AWARD CEREMONY AND BBQ	47.24
05/22/2022	3114-0518	P22-00830	TINKER HELICOPTER	336.12
05/22/2022	3148-0509-001	P22-00630	STATE FINALS HOTEL	109.91
05/22/2022	3148-0509-002	P22-00630	STATE FINALS HOTEL	175.00
05/22/2022	3148-0509-003	P22-00630	STATE FINALS HOTEL	79.01
05/22/2022	3148-0509-004	P22-00630	STATE FINALS HOTEL	571.00
05/22/2022	3148-0509-005	P22-00630	STATE FINALS HOTEL	571.00
05/22/2022	3148-0509-006	P22-00630	STATE FINALS HOTEL	571.00
05/22/2022	3148-0509-007	P22-00630	STATE FINALS HOTEL	571.00
05/22/2022	3148-0509-008	P22-00630	STATE FINALS HOTEL	571.00
05/22/2022	3148-0509-009	P22-00630	STATE FINALS HOTEL	71.02
05/22/2022	3585-0519	P22-00851	GRAD. STAGE RAMP CARPET	145.34
05/22/2022	4118-0427	B22-00150	ANNUAL FOOD/NUTRITION CLASS	204.05
05/22/2022	4118-0502	B22-00150	ANNUAL FOOD/NUTRITION CLASS	217.21
05/22/2022	4118-0506	B22-00150	ANNUAL FOOD/NUTRITION CLASS	17.87
05/22/2022	4118-0512-001	B22-00150	ANNUAL FOOD/NUTRITION CLASS	144.03
05/22/2022	4118-0512-002	B22-00150	ANNUAL FOOD/NUTRITION CLASS	10.65
05/22/2022	4627-0426	P22-00789	PERMITTING FEES FOR RR GREENHOUSE	73.08
05/22/2022	4627-0505	P22-00781	CASA RAMOS PLATTERS FOR STAFF APPRECIATION LUNCH	775.16

Payee
U.S. BANK CORPORATE PAYMENT SYSTEM (000681/1)
 P.O. BOX 790428
 ST. LOUIS, MO 63179-0428

Check Date 06/10/2022
 Register 001055

Check # 40232681
 (continued)
 ReqPay04a - A/P Check Attachment

Invoice Date	Invoice Number	Reference Number	Comment	Invoice Amount
05/22/2022	4627-0511	P22-00790	LUNCHES FOR SENIOR EXIT INTERVIEW PANEL	141.20
05/22/2022	4627-0512	P22-00790	LUNCHES FOR SENIOR EXIT INTERVIEW PANEL	130.89
05/22/2022	4627-0513-001	P22-00790	LUNCHES FOR SENIOR EXIT INTERVIEW PANEL	9.98
05/22/2022	4627-0513-002	P22-00790	LUNCHES FOR SENIOR EXIT INTERVIEW PANEL	6.64
05/22/2022	4627-0513-003	P22-00790	LUNCHES FOR SENIOR EXIT INTERVIEW PANEL	117.98
05/22/2022	5779-0425	B22-00146	STARS- ANIME CLUB	7.99
05/22/2022	5779-0428	T22-00015	4/26/22 BOOST CONFERENCE H FELCIANO	198.79
05/22/2022	5779-0502-001	T22-00015	4/26/22 BOOST CONFERENCE H FELCIANO	397.58
05/22/2022	5779-0505-002	T22-00015	4/26/22 BOOST CONFERENCE H FELCIANO	604.80
05/22/2022	5779-0509	P22-00598	WELLNEST INCENTIVES- MAY	25.09
05/22/2022	5779-0516-001	P22-00396	STRIVE- SUPPLIES	18.00
05/22/2022	5779-0516-002	P22-00598	WELLNEST INCENTIVES- MAY	54.15
05/22/2022	5779-0517	P22-00598	WELLNEST INCENTIVES- MAY	32.32
05/22/2022	5779-0523	B22-00146	STARS- ANIME CLUB	7.99
05/22/2022	6342-0427-001	P22-00582	ALISHA PAXTON PATTERSON	164.32
05/22/2022	6342-0427-002	P22-00794	CASBO ONLINE COURSE 5/4/22	305.00
05/22/2022	6342-0428	P22-00805	THANK YOU PLATTERS FOR TCDE	86.97
05/22/2022	6342-0502-001	P22-00765	ASSETS- OTAKU SF TRIP	92.11
05/22/2022	6342-0502-002	P22-00800	ADJUSTABLE DESK	323.24
05/22/2022	6342-0502-003	P22-00765	ASSETS- OTAKU SF TRIP	69.00
05/22/2022	6342-0502-004	P22-00818	EAR BUD HEADPHONES	15.07
05/22/2022	6342-0502-005	P22-00802	SPINNING PRIZE WHEEL	85.22
05/22/2022	6342-0502-006	P22-00864	FOOD SERVICE - ANNUAL MEMBERSHIP COSTCO	120.00
05/22/2022	6342-0504	P22-00801	SHREDDER	107.14
05/22/2022	6342-0505-002	P22-00744	Const equip COVID Funds	23.69
05/22/2022	6342-0506	P22-00713	COPY CENTER	145.31
05/22/2022	6342-0511-001	P22-00839	SENIOR EXIT INTERVIEW	156.81
05/22/2022	6342-0511-002	P22-00744	Const equip COVID Funds	53.86
05/22/2022	6342-0511-003	T22-00029	E BROWN CATIA SUMMER CONF 6/18-6/23 SAN LUIS OBISPO	138.00
05/22/2022	6342-0523	P22-00796	LAB SCIENCE EQUIPMENT - ASCI UNIT	7,727.41
		Number of Items	67	Check Amount
				21,255.97

Number	Amount Status	Fund	Cancel Register Id	Payee
40232681	21,255.97 Printed	01		U.S. BANK CORPORATE PAYMENT SYSTEM (000681/1)

21,255.97 Number of Items 1 Totals for Register 001055

2022 FUND-OBJ Expense Summary / Register 001055

01-4200	19.55		
01-4300	11,363.20		
01-4307	2,151.18		
01-4400	74.28		
01-5200	4,934.11		
01-5800	234.19		
01-5904	14.24		
01-9110*			18,790.75-
Totals for Fund 01	18,790.75		18,790.75-
13-4700	2,345.22		
13-5300	120.00		
13-9110*			2,465.22-
Totals for Fund 13	2,465.22		2,465.22-
Totals for Register 001055	21,255.97		21,255.97-

* denotes System Generated entry

Net Change to Cash 9110 21,255.97- Credit

Selection Sorted by Check Number, Include Address:No, Filtered by (Org = 905, Source = N, Pay To = N, Payment Method = N, Check Number(s) = 40232681, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

905 - Corning Union High School

Generated for DIANA DAVISSON (DDAVISSON905), Jun 13 2022 9:03AM

**Corning Union High School
Interdistrict Transfers
Districts of Choice**

2022-23 School Year -

Outgoing

Updated: 4/11/22

Last Name	First	Grade	To	Code	Reason / Date
Barry	Akiva	9th	Chico Unified	1	Established 2/4/22
Galvan	Daisy	12th	Red Bluff	1	Established 3/21/22
Galvan	Kassandra	10th	Red Bluff	1	Established 3/21/22
Madrigal	Jocelyn	10th	Los Molinos	1	Established 4/5/22
Parker	Kelsie	12th	Red Bluff	1	Pending RB approval
Perez	Omar	9th	Chico Unified	1	Established 1/20/22
Salazar	Maylynn	9th	Red Bluff	1	Pending RB approval
Shields-Beall	Colin	12th	Paradise Unified	1	Pending Paradise Approval
Shields-Beall	Hunter	11th	Paradise Unified	1	Pending Paradise Approval
Kamppmann	Tucker	10th	Orland Unified	1	Renewal from 2020-21 school year Established 6/25/20
Rico	Marisa	11th	Orland Unified	1	Renewal from 2019-20 school year Established 5/16/19
Rosales	Zulema	11th	Los Molinos	1	Renewal Established 10/11/21
Staton	Rosehannah	9th	Chico Unified	1	Established 4/11/22
Toney	Conley	9th	Orland Unified	1	Established 3/11/22

Human Resources Report

Board Meeting Date: 6/16/2022

<u>Action</u>	<u>Type</u>	<u>Name</u>	<u>Position</u>	<u>Effective</u>	<u>Background</u>
Resignation	Voluntary	Hall, Brenna	Centennial High School Teacher	6/10/2022	Voluntary Resignation
Change	Range	Peterson, Neikalla	CUHS MathTeacher	7/1/22	Range Adjustment units earned from credential program. Class 0 to Class 1
New Hire	Probationary	Prouty, Susan	Centennial High School Teacher	7/1/22	Class IV, Step 5
New Hire	Probationary	Funke, Leanne	Centennial High School Teacher	7/1/22	Class I, Step I
New Hire	Probationary	Murphy, James	Centennial High School Teacher	7/1/22	Class I, Step II
New Hire	Probationary	Gross-Jauregui, Olivia	CUHS English Teacher	7/1/22	Class III, Step III
New Hire	Probationary	Armstrong, Whitney	CUHS Special Ed Intern Teacher	7/1/22	Class 0, Step I
Change	Range	Johnston, Alice	CUHS AGTeacher	7/1/22	Range Adjustment from Professional Growth Units. Class III to Class IV

Extra Duty/Stipend/Temporary/Coaching Authorizations

7/1/2022	Stipend	Robbins, Melinda	Para Shuffle Stipend	Monthly	Contract Appendix A-4
7/1/2022	Stipend	Johnson, Megan	Special Ed Dept. Chair	Monthly	Contract Appendix A-4

CONSULTING SERVICES AGREEMENT

This Agreement is entered into effective the 28th day of March, 2022 by and between Total Compensation Systems, Inc. ("Consultant"), a California corporation with principal offices located at 5655 Lindero Canyon Road, Suite 223, Westlake Village, California, 91362 and Corning Union High School District ("Customer").

The following shall govern the provision of consulting services by Consultant to Customer.

1. Consulting Services. Consultant shall provide the consulting services described on Schedule 1 attached hereto.
2. Compensation to Consultant. Customer shall pay Consultant for the consulting services described on Schedule 1 attached hereto the compensation set forth on Schedule 2 attached hereto.
3. Term and Termination. (a) Term. This Agreement shall commence on the date first written above and shall continue in effect until December 31, 2023, or until all consulting services described on Schedule 1 have been performed, whichever occurs first, unless sooner terminated in accordance with the provisions of this Agreement. (b) Termination Without Cause. This agreement may be terminated at any time by either party upon sixty (60) days prior written notice to the other party. (c) Termination With Cause. Either party shall have the right to terminate this Agreement upon the failure of either party to observe any of the covenants and agreements required to be observed by it under this Agreement, and such failure continues for a period of thirty (30) days after written notice thereof. (d) Rights and Obligations after Termination. Termination of this agreement shall not relieve either party of any rights or obligations arising out of the Agreement prior to termination, with the exception that the amount of the final payment that shall be made by Customer shall be based solely upon the percentage of work that was completed by Consultant.
4. Customer Will Provide Information. Customer shall provide Consultant with the information necessary for Consultant to provide the consulting services described on Schedule 1 attached hereto.
5. Authorization to Acquire Information. Customer hereby authorizes Consultant to acquire the necessary information reasonably required by Consultant to provide the consulting services described on Schedule 1 attached hereto from any agency, agencies, source or sources.
6. Customer's Right to Provide Information. Customer represents and warrants to Consultant that it has the right to provide the information that will be given by Customer to Consultant, or which will be acquired by Consultant pursuant to paragraphs 4 and 5 above.
7. Limitation on Services. Customer understands that Customer retains sole authority and responsibility for the operation and design of all Customer's employee benefit plans.
8. Ownership of Systems and Materials. All systems, programs, operating instructions, forms and other documentation prepared by or for Consultant shall be and remain the property of Consultant. All data source documents provided by Customer shall remain the property of Customer.
9. Indemnification. (a) By Customer. Customer hereby agrees to defend and indemnify Consultant and hold Consultant harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Customer's gross negligence or willful misconduct. (b) By Consultant. Consultant hereby agrees to defend and indemnify Customer and hold Customer harmless against any claims, injury, costs or damages (including actual attorneys' fees incurred) resulting from Consultant's gross negligence or willful misconduct.

10. General.

- a. Relationship of the Parties. The relationship between Consultant and Customer established by this Agreement is that of independent contractors. Consultant and Customer shall each conduct its respective business at its own initiative, responsibility, and expense, and shall have no authority to incur any obligations on behalf of the other.
- b. Force Majeure. No party shall have liability for damages or non-performance under this Agreement due to fire, explosion, strikes or labor disputes, water, acts of God, war, civil disturbances, acts of civil or military authorities or the public enemy, transportation, facilities, labor, fuel or energy shortages, or other causes beyond that party's control.
- c. Entire Agreement. This Agreement and the Schedules attached hereto contain the entire agreement between the parties and supersedes all previous agreements and proposals, oral or written, and all negotiations, conversations, or discussions between the parties related to the subject matter of this Agreement. This Agreement shall not be deemed or construed to be modified, amended, rescinded, canceled or waived in whole or in part, except by written amendment signed by both of the parties hereto.

- 11. Confidentiality. Consultant recognizes that its work will bring it into close contact with confidential information of Customer, including personal information about employees of Customer. Consultant agrees not to disclose anything that is the confidential information of Customer, or that is proprietary to Customer, including its software, its legacy applications, and its databases, to any third party.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as set forth below.

"CONSULTANT"
TOTAL COMPENSATION SYSTEMS, INC.

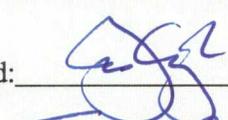
Signed: 

By: Geoffrey L. Kischuk

Title: President

Date: March 25, 2022

"CUSTOMER"
CORNING UNION HIGH SCHOOL DISTRICT

Signed: 

By: Jared Caylor

Title: Superintendent

Date: 5/20/22

SCHEDULE 1

For the purposes of this Agreement, "consulting services" shall include the following services provided by Consultant to Customer:

Consulting reports including all actuarial information necessary for Customer to comply with the requirements of current GASB accounting standards 74/75 related to retiree health benefits for two years, including one full valuation and one "roll-forward" valuation. Study results can be split by up to five employee classes. Consultant will provide as many copies of the final reports as Customer shall reasonably request.

Services do not include Consultant's in-person attendance at any meetings. Services also do not include a separate funding valuation unless requested by Customer.

SCHEDULE 2

Customer shall pay Consultant for the retiree health valuation report based on the full valuation a total of \$3,200. One-half, or \$1,600 shall be due within 30 days of the commencement of work by Consultant. One-half, or \$1,600 shall be due within 30 days of the delivery by Consultant to Customer of the draft consulting report for the full valuation (or within 30 days of contract termination, if earlier). Customer shall also pay Consultant for the retiree valuation report based on the "roll-forward" valuation a total of \$1,600 within 30 days of the delivery by Consultant to Customer of the draft consulting report for the "roll-forward" valuation (or within 30 days of contract termination, if earlier)

If Consultant receives a non-refundable deposit from Customer of \$1,440 by May 31, 2022, all amounts shown above shall be reduced by 10%.

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022-23 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

Corning Union High School

School Site

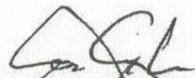
Corning Union High School District

District

Please include the following items with your application:

- Eligibility Determination Sheet
- Variance Request Form (if applicable)
- Quality Criterion 12 Form (if applicable)
- Award Estimator and Budget Sheet
- List of Agriculture Teachers

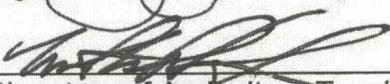
Certification: I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.



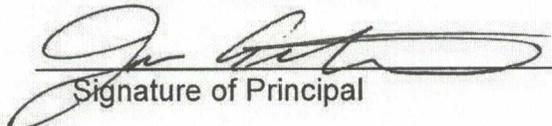
Signature of Authorized Agent

Superintendent

Authorized Agent Title



Signature of Agriculture Teacher
Responsible for the Program



Signature of Principal

Contact Phone Number: 530-824-8000

Date of Local Agency Board Approval: 6-16-22

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022–23 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

Eligibility Determination Sheet

IN ORDER TO APPLY FOR FUNDING, YOU MUST MEET **ALL** THE QUALITY CRITERIA LISTED BELOW.

Please check each Quality Criteria you meet:

- 1. Curriculum and Instruction
- 2. Leadership and Citizenship Development
- 3. Practical Application of Occupational Skills
- 4. Qualified and Competent Personnel
- 5. Facilities, Equipment, and Materials
- 6. Community, Business, and Industry Involvement
- 7. Career Guidance
- 8. Program Promotion
- 9. Program Accountability and Planning

IF YOU CHECKED **ALL** THE REQUIRED QUALITY CRITERIA, PLEASE
CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

If you **do not** meet one or more of the criteria listed above, you may submit a Variance Request Form for each unmet criterion.

A variance is a proposed plan to bring your program into compliance with all the quality criteria listed above, prior to the following year's application.

All variances must be approved with this application in order to be eligible for funding. Non-compliance with the terms of the approved variance will result in a loss of funds.

Will you be including a formal Variance Request Form for each unmet criterion?

Yes No

IF YOU ARE REQUESTING ONE OR MORE VARIANCES, PLEASE COMPLETE A
VARIANCE REQUEST FORM FOR EACH AND CONTINUE TO THE NEXT PAGE OF
YOUR APPLICATION.

IF YOU DO NOT MEET **ALL** REQUIRED QUALITY CRITERIA LISTED ABOVE,
AND YOU ARE NOT SUBMITTING A VARIANCE REQUEST FORM

STOP

YOU ARE NOT ELIGIBLE TO APPLY FOR FUNDING THROUGH THE AGRICULTURAL
CAREER TECHNICAL EDUCATION INCENTIVE GRANT.

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022-23 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

AWARD ESTIMATOR

DATES OF PROJECT DURATION: JULY 1, 2022 TO JUNE 30, 2023

Applicant Information (please fill in the underlined fields)

Number of different agriculture teachers at site
(Please attach a separate list of agriculture teachers' names): 5

Total number of students from the prior fiscal year R-2 Report: 473

Number of teachers meeting Criterion 10 (Class size - See instructions): 5

Number of teachers meeting Criterion 11a (Year round employment - See instructions): 5

Number of teachers meeting Criterion 11b (Project supervision period - See instructions): 4

Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)? Y

Award Calculations

Part 1: Based on your number of agriculture teachers at the site:
(Please attach a separate list of agriculture teachers' names): \$5000

Part 2: Based on \$8.00 per member listed on the R-2 Report: \$3784

Part 3a: Based on number of teachers meeting Criterion 10: \$10000

Part 3b: Based on number of teachers meeting Criterion 11a: \$10000

Part 3c: Based on number of teachers meeting Criterion 11b: \$8000

Part 4: Based on meeting all criteria on the Quality Criterion 12 Form: \$ 0.00

Total Estimated Award: \$36,784

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2022-23 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2022)

Budget Sheet

Incentive grant awards must be matched for each Account Number below (4000, 5000, and 6000). Account Number 4000 requires only the subtotal be matched, but Account Numbers 5000 and 6000 must be matched by line item. A waiver of matching must be approved for any instances where matching funds do not meet or exceed Incentive Grant funds.

Amount left to Allocate:

\$ 0.00

4000: Books & Supplies

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Class supplies for all Ag. Pathways	\$4,384	\$4,384
Subtotal	N/A	<u>\$4,384</u>	<u>\$4,384</u>

5000 Services and Operating Expenses, including services of consultants, staff travel, conferences, rentals, leases, repairs, and bus transportation

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Student/Staff Travel/Conf/Field Days	\$26,000	\$26,000
2.	Membership Dues	\$6,000	\$6000
3.	Service: Dry Clean FFA Jackets	\$400	\$400
4.			
5.			
6.			
7.			
8.			
9.			
10.			
Subtotal	N/A	<u>\$32,400</u>	<u>\$32,400</u>

6000 Capital Outlay, including sites, buildings, improvement of buildings, and equipment

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.			
2.			
3.			
4.			
5.			
Subtotal	N/A	\$ 0.00	\$ 0.00

Total Allocated Funds:

\$36,784

\$36,784



Brandon Lengtat <blengt@cornings.org>

Surplus

1 message

Brandon Lengtat <blengt@cornings.org>
To: Brandon Lengtat <blengt@cornings.org>

Thu, May 26, 2022 at 2:15 PM



Services Agreement

This Agreement, for the provision of services is entered into this 16th day of June 2022 [MONTH, YEAR], by and between the SAN DIEGO COUNTY SUPERINTENDENT OF SCHOOLS (hereinafter referred to as "SDCOE") and Corning Union H [INSERT CONTRACTOR LEGAL ENTITY NAME] (hereinafter referred to as "Contractor") who agrees to provide the following services to the SDCOE:

1. Scope of Services.

Contractor shall provide services as described in Exhibit "A" entitled "Special Provisions" attached hereto and made a part hereof.

In the event of a conflict in or inconsistency between the terms of this agreement and Exhibit A, the Agreement shall prevail. Unless specifically stated otherwise, the order of precedence for the purpose of determining any conflict or inconsistency between the terms of this agreement and any other documents shall be as follows 1) Any amendment to this agreement, 2) this agreement, 3) Exhibit(s) to this agreement, 4) Other associated documents named in the agreement.

2. Term of Agreement.

This Agreement shall be effective from the period commencing [July 1, 2022] and ending [June 30, 2025], unless sooner terminated by SDCOE as provided in the section of this Agreement entitled "Termination." Upon expiration or termination of this Agreement, Contractor shall return to SDCOE any and all equipment, documents or materials and all copies made thereof which Contractor received from SDCOE or produced for SDCOE for the purposes of this Agreement.

3. Termination.

This Agreement may be terminated with or without cause by SDCOE. Termination without cause shall be effective only upon thirty (30) days' written notice to Contractor. During said thirty-day period shall perform all consulting services in accordance with this Agreement.

This Agreement may also be terminated by either party for cause in the event of a material breach of this Agreement, misrepresentation in connection with the formation of this Agreement or the performance of services, or the failure to perform services. Termination for cause shall be effected by delivery of written notice by the non-breaching party. It is understood and agreed the termination may be delivered via email and shall be effective on the date sent.

4. Compensation and Reimbursement.

Contractor will compensate SDCOE at the rates found in Exhibit A.

5. Confidential Relationship.

SDCOE may from time to time communicate to Contractor certain information to enable Contractor to effectively perform the services. Contractor shall treat all such information as confidential, whether or not so identified, and shall not disclose any part thereof without the prior written consent of the SDCOE. Contractor shall limit the use and circulation of such information, even within its own organization, to the extent necessary to perform the services. The foregoing obligation of this Paragraph 5, however, shall not apply to any part of the information that (i) has been disclosed in publicly available sources of information; (ii) is, through no fault of Contractor, hereafter disclosed in publicly available sources of information; (iii) is now in the possession of Contractor without any obligation of confidentiality; (iv) is required to be disclosed by operation of law; or (v) has been or is hereafter rightfully disclosed to

Contractor by a third party, but only to the extent that the use or disclosure thereof has been or is rightfully authorized by that third party.

Contractor shall not disclose any reports, recommendations, conclusions or other results of the services or the existence of the subject matter of this Agreement without the prior written consent of the SDCOE. In its performance hereunder, Contractor shall comply with all legal obligations it may now or hereafter have respecting the information or other property of any other person, firm or corporation.

6. Public Records Act.

Contractor acknowledges that the SDCOE is a public agency subject to the requirements of the California Public Records Act Cal. Gov. Code section 6250 et seq. The SDCOE acknowledges that Contractor may submit information that Contractor considers confidential, proprietary, or trade secret information pursuant the Uniform Trade Secrets Act (Cal. Civ. Code section 3426 et seq.), or otherwise protected from disclosure pursuant to an exemption to the California Public Records Act (Government Code sections 6254 and 6255). Contractor acknowledges that the SDCOE may submit to Contractor information that the SDCOE considers confidential or proprietary or protected from disclosure pursuant to exemptions to the California Public Records Act (Government Code sections 6254 and 6255). Upon request or demand of any third person or entity not a party to this Agreement ("Requestor") for production, inspection and/or copying of information designated by a Disclosing Party as Confidential Information, the Receiving Party as soon practical but within three (3) days of receipt of the request, shall notify the Disclosing Party that such request has been made, by telephone call, letter sent via facsimile and/or by US Mail to the address and facsimile number listed at the end of the Agreement. The Disclosing Party shall be solely responsible for taking whatever legal steps are necessary to protect information deemed by it to be Confidential Information and to prevent release of information to the Requestor by the Receiving Party. If the Disclosing Party takes no such action, after receiving the foregoing notice from the Receiving Party, the Receiving Party shall be permitted to comply with the Requestor's demand and is not required to defend against it.

7. Ownership of Documents.

All memoranda, reports, plans, specifications, maps and other documents prepared or obtained under the terms of this Agreement by or for SDCOE shall be the property of SDCOE and shall be delivered to SDCOE by Contractor upon demand.

Services provided to the SDCOE, and all participating schools therein, and all related materials including, but not limited to; audio; video; images; Contractor's name, slogans, quotes, writings; posters; and any other related materials which are exclusively owned by the Contractor will remain the exclusive property of the Contractor.

8. Fund Availability

Funding of this Agreement, if funded by the SDCOE, is contingent upon appropriation and availability of funds. Work performed in advance of Agreement approval shall be done at the sole risk of Contractor. In the event the funds are not available by operation of law or budget determination, SDCOE shall have the exclusive right to withhold funding.

9. Data Privacy and Protection

All SDCOE content/data (to include but not limited to: students, teachers, interns, aides, Principals, and other administrative personnel) involved in this agreement shall continue to be the property of and under the control of the SDCOE.

All content/data created by the SDCOE or by its students or personnel using the service(s) provided by Contractor pursuant to this Agreement will cease to be retained by the Contractor at the conclusion of this Agreement and will, in fact, be removed from the Contractor's records.

The Contractor will not use any information in a student or personnel record for any purposes other than those required or specifically permitted by this Agreement. Any other use of the SDCOE's student and personnel information will not be undertaken without the express, written consent of the SDCOE.

The Contractor certifies it uses and adheres to the following methods to ensure the privacy and security of all electronically stored information:

- transmission of student and personnel information is always via secure protocols (SFTP, SSL and/or encryption)
- no data transmission occurs via email
- student and personnel data are stored in an encrypted form and programmatic access to that data is done using secure coding standards without visible account or password information
- all server systems including data storage are maintained in a locked, secure, environmentally controlled facility
- all server systems have been hardened with industry standard recommended measures for security protection

The Contractor will notify the SDCOE within 24 hours of the Contractor discovering an unauthorized access or disclosure of SDCOE data.

The Contractor and the SDCOE will work together to ensure compliance with FERPA regulations as applicable.

10. No Assignments.

Neither any part nor all of this Agreement may be assigned or subcontracted, except as otherwise specifically provided herein, or to which SDCOE, in its sole discretion, consents to in advance thereof in writing. Any assignment or subcontracting in violation of this provision shall be void.

11. Audit.

Contractor agrees to maintain and preserve, until three (3) years after termination of the Agreement with the SDCOE and to permit the State of California or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this Agreement.

12. Independent Contractor.

It is expressly understood that at all times, while rendering the services described herein, and in complying with any terms and conditions of this Agreement, Contractor is acting as an independent contractor and not as an officer, agent, or employee of the SDCOE. Except as SDCOE may specify in writing, Contractor shall have no authority express or implied, to act on behalf of SDCOE in any capacity whatsoever as an agent. Contractor shall have no authority, express or implied, to bind SDCOE to any obligation whatsoever.

13. Licenses, Permits, Etc.

Contractor represents and declares to SDCOE that it has all licenses, permits, qualifications, and approvals of whatever nature that is legally required to practice its profession. Contractor represents and warrants to SDCOE that Contractor shall, at its sole cost and expense, keep in effect at all times during the term of this Agreement, any license, permit, or approval which is legally required for Contractor to practice its profession.

- 14. NOT USED
- 15. NOT USED

16. Tuberculosis Clearance.

Contractor shall certify in writing that Contractor’s employees, volunteers, and subcontractors receive clearance for TB. In such cases where Contractor does not have in-person contact with students, contractor shall not be required to obtain TB clearance.

17. NOT USED

18. Indemnification.

To the fullest extent allowable by law, Contractor agrees to hold harmless, defend, and to indemnify the SDCOE, accept any and all responsibility for loss or damage to any person or entity, including SDCOE, and to indemnify, hold harmless, and release SDCOE, its officers, agents, and employees, from and against any actions, claims, damages, liabilities, disabilities, or expenses, that may be asserted by any person or entity, including Contractor, that arise out of, pertain to, or relate to Contractor’s or its agents’, employees’, contractors’, subcontractors’, or invitees’ performance or obligations under this Agreement. Contractor agrees to provide a complete defense for any claim or action brought against SDCOE based upon a claim relating to such Contractor’s or its agents’, employees’, contractors’, subcontractors’, or invitees’ performance or obligations under this Agreement. Contractor’s obligations under this Section apply whether or not there is concurrent negligence on SDCOE’s part, but to the extent required by law, excluding liability due to SDCOE’s conduct. SDCOE shall have the right to select its legal counsel at Contractor’s expense, subject to Contractor’s approval, which shall not be unreasonably withheld. This indemnification obligation is not limited in any way by any limitation on the amount or type of damages or compensation payable to or for Contractor or its agents under workers' compensation acts, disability benefits acts, or other employee benefit acts.

19. Tobacco-Free Facility.

The SDCOE is a tobacco-free facility. Tobacco use (smoked or smokeless) is prohibited at all times on all areas of or within SDCOE property.

20. Notices.

All notices, legal or otherwise, shall be provided as follows:

SDCOE: Sheiveh Jones, Executive Director
 6401 Linda Vista Rd
 San Diego, CA 92111
858-295-8806
snjones@sdcoe.net

With copy to: Chief Business Officer and
 SDCOE Legal Services
 6401 Linda Vista Rd
 San Diego, CA 92111

Contractor: Jared Caylor, District Superintendent Name, Title
643 Blackburn Avenue Address
Corning CA, 96021 City, State, Zip Code
- - 530 824-80 Phone number
jcaylor@orninghs.org Email

21. Amendment.

No oral or other agreements or understandings shall be effective to modify or alter the written terms of this Agreement. This Agreement may be amended or modified only by a written instrument signed by the SDCOE and by a duly authorized representative of the Contractor.

22. Governing Law/Venue.

In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate state or federal court located in San Diego County.

23. Mediation.

In the event of any dispute, claim, question, or agreement or disagreement arising from or relating to this Agreement or breach thereof, the parties hereto shall use their best efforts to settle the dispute, claim, question, or disagreement. To this effect, they shall consult and negotiate with each other in good faith, recognize their mutual interests, and attempt to reach a just and equitable solution satisfactory to both parties. If the parties are unable to resolve the issue(s) within a period of thirty (30) days, then upon notice of either party to the other, all disputes, claims, questions, or disagreements shall be resolved through mediation. The parties will select a mediator by their mutual agreement, within 30 days. If there can be no such agreement, each party will submit a list of five mediator choices to the other, rank ordered by preference. The mediator will then be selected based on a further discussion, unless an individual is on both lists and then that person would have preference. Each party shall bear its own costs, including without limitation one half of the cost of the fees and costs of mediation.

24. Compliance with Law.

The Contractor shall be subject to, and shall comply with, all federal, state, and local laws and regulations applicable to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including non-discrimination COVID requirements as stated in Exhibit B to this agreement.

To the extent that this Agreement may be funded by fiscal assistance from another governmental entity, Contractor and any subcontractor(s) shall comply with all applicable rules and regulations to which SDCOE is bound by the terms of such fiscal assistance program.

25. Debarment, Suspension or Ineligibility Clause.

By signing this Agreement, the Contractor certifies that the Contractor, and any of its principles and/or subcontractors:

- i. Are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any federal agency, and;
- ii. Have not, within a three-year period preceding this Agreement, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with containing, attempting to obtain, or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery falsification or destruction of records, making false statements, or receiving stolen property. Contractor certifies that no employee, officer, agent, or subcontractor who may come in contact with students in performance of this Agreement, has been convicted of a serious or violent felony.

26. Authorization to Perform Services.

Contractor is not authorized to perform services or incur costs under this agreement until executed by both the Contractor and approved by signature of the SDCOE Superintendent of Schools or his designee, the Deputy Superintendent, Chief Business Officer.

27. Employment with Public Agency and Retirees.

Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are being performed pursuant to this Agreement. Retirees should seek guidance from their respective retirement system to avoid a loss of retirement benefits.

In the event that Contractor or any employee, agent, or subcontractor of Contractor providing services under this Agreement is determined by a court of competent jurisdiction, the California Public Employees Retirement System (PERS) or the State Teachers Retirement System (STRS) to be eligible for enrolment as an employee of SDCOE, Contractor shall indemnify, defend, and hold harmless SDCOE for the payment of any employee and/or employer contributions for such retirement benefits on behalf of Contractor or its employees, agents, or subcontractors, as well as payment for any penalties and interest on such contributions, which would otherwise be the responsibility of SDCOE.

28. Conflict of Interests.

Contractor may serve other clients, but none whose activities or whose business, regardless of location, would place the Contractor in a "conflict of interest" as the term is defined in the Political Reform Act, codified at California Government Code Section 81000 et seq. Contractor shall not employ any SDCOE official in the work performed pursuant to this Agreement. No officer or employee of SDCOE shall have any financial interest in this Agreement that would violate California Government Code Sections 1029 et seq. Contractor warrants that it is not now, nor has it been in the previous twelve (12) months, an employee, agent, appointee, or official of SDCOE. Contractor understands that if this Agreement is or was made in violation of Government Code 1090 et seq. the entire Agreement is void and Contractor will not be entitled to any reimbursement of expenses, and Contractor will be required to reimburse SDCOE for any sums paid to the Contractor. Contractor understands that, in addition to the foregoing, it may be subject to criminal prosecution for a violation of Government Code 1090 and, if applicable, will be disqualified from holding public office in the State of California.

29. Counterparts.

This Agreement (and any amendments) may be executed in multiple counterparts, each of which shall be deemed an original, but all of which, together, shall constitute one and the same instrument. Documents delivered electronically shall be valid and binding.

30. Severability.

If a court of competent jurisdiction finds or rules that any provision of this Agreement is invalid, void, or unenforceable, the provisions of this Agreement not so adjudged shall remain in full force and effect. The invalidity in whole or in part of any provision of this Agreement shall not void or affect the validity of any other provision of this Agreement.

31. Entire Agreement.

This Agreement represents the entire Agreement and understandings of the parties hereto and no prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof. This Agreement may not be amended in any way except by a writing duly executed by both parties hereto.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, such parties acting by their representatives being thereunto duly authorized.

**SAN DIEGO COUNTY SUPERINTENDENT
OF SCHOOLS**

CONTRACTOR

By (Authorized Signature)

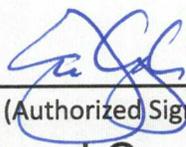
Michael Simonson

Name (Type or Print)

Deputy Superintendent, Chief Business Officer

Title

Date



By (Authorized Signature)

Jared Caylor

Name (Type or Print)

District Superintendent

Title

March 25, 2022

Date

EXHIBIT A
SPECIAL PROVISIONS

A. Scope of Services.

1. **PURPOSE & SCOPE.** SDCOE will provide teacher induction support to DISTRICT preliminary and level 1 credential holders. The purpose of the proposed partnership is to provide a Commission-approved program that will allow preliminary and level 1 credential holders to meet the renewal requirements listed on the California preliminary and level 1 credential.

A. DISTRICT RESPONSIBILITIES UNDER THIS MOU:

1. Identify teacher candidates according to program eligibility criteria. Notify the program of new teacher candidates eligible for induction by October 1 of each participating school year.
2. Follow SDCOE approved mentor selection and mentor-candidate pairing process understanding that the best pairing is by school/grade level/content and must take place within 30 days of enrollment.
3. Provide release time for mentors, according to district needs, to observe teacher candidates as required by program completion requirements. Observations can be in person or virtual.
4. Provide release time for teacher candidates, according to district needs, to complete the peer observation as required by program completion requirements. Observations can be in person or virtual.
5. Understand that the Teacher Candidates Individual Learning Plans (ILP) are designed and implemented solely for the professional growth and development of the Teacher Candidates and not for evaluation for employment purposes.
6. Participate in the evaluation of the SDCOE teacher induction program upon request.
7. Identify a district administrator to attend advisory committee meetings and participate in required accreditation activities.
8. Identify a district lead as the liaison between the district and the SDCOE teacher induction program, if there are six or more teacher candidates enrolled. If the district is unable to provide a district lead, SDCOE will provide a lead to facilitate the Teacher Induction program for the district.
 1. The District Lead will:
 - a. Provide advice and assistance to both mentors and teacher candidates.
 - b. Coordinate mentor/teacher candidate pairing, verify the SDCOE pairing list, and notify SDCOE of any changes.
 - c. Assist teacher candidates and mentors in using the learning management system (LMS) and accessing all assignments.
 - d. Input and monitor grades in LMS for all teacher candidates within the district, charter, private or non-public school. Grades are to be posted within 1 week of the SDCOE due date.
 - e. Plan and facilitate verification meetings throughout the year.

- f. Attend all monthly district lead meetings throughout the year. *If unable to attend, district lead must view recordings.*
- g. Establish district, charter, private or non-public school due dates for all assignments prior to verification meetings.
- h. Communicate with program leadership as questions and needs arise.
- i. Notify program leadership if concerns arise about a teacher candidate or mentor. This concern includes potential non-completion of the program.
- j. Communicate with mentors consistently via e-mails, phone calls, meetings, etc.
- k. Facilitate end-of-year colloquium(s) in April or May.

1. SDCOE RESPONSIBILITIES UNDER THIS AGREEMENT.

- 1. Maintain Commission-approved accreditation status with the Commission on Teacher Credentialing by establishing, maintaining, and submitting accurate records required as part of the accreditation process.
- 2. Provide "Mentor Skill-Building" training for new mentors.
- 3. Maintain and monitor the LMS for mentors and teacher candidates.
- 4. Support district leads to facilitate verification and other meetings for mentors and teacher candidates.
- 5. Recommend only those candidates who successfully complete program requirements for a clear credential.
- 6. Maintain communication with district leads through regularly scheduled district lead meetings.
- 7. Maintain communication with districts through regularly scheduled district lead advisory meetings and newsletters.
- 8. Provide compensation for a district lead position based on supporting 6 or more teacher candidates based on a sliding scale.

1. COMPENSATION. The total Contract cost shall be invoiced to responsible party based on the option selected below:

- Invoice district \$1000 per teacher candidate per year; district will compensate mentors.
- Invoice district \$2500 per teacher candidate per year; SDCOE will hire district-selected Mentors as hourly limited-term employees pending completion of SDCOE's employment process and pay up to \$1500 per teacher candidate supported per year. SDCOE hiring process requires in-person submission of the USCIS Form I-9.
- Invoice teacher \$1000 per year; district will compensate mentors.
- Invoice teacher \$2500 per year; SDCOE will hire district-selected mentors as hourly limited-term employees pending completion of the employment process and pay up to

\$1500 per teacher candidate support per year. SDCOE hiring process requires in-person submission of the USCIS Form I-9.

DISTRICT agrees to pay SDCOE the amount due for services provided to DISTRICT under the terms of this Agreement within 30 days of receipt of Invoice.

Note: District/teacher will be invoiced the full amount for any drops after November 1 of the current school year.

TERM OF AGREEMENT. The Term of Contract shall begin July 1, 2022 and shall end on June 30, 2025.

EXHIBIT B
COVID-19 Vaccination & Testing Requirements

The San Diego County Office of Education (“SDCOE”) is a public agency that has a duty to implement health and safety protocols to address COVID-19 in accordance with all state and local regulations.

As a Contractor/Vendor for SDCOE, you are responsible for ensuring that your agents and employees are complying with applicable state, county and SDCOE guidelines whenever services are performed on all SDCOE operated facilities. Accordingly, SDCOE has implemented a COVID-19 vaccination verification and testing requirements for all vendors and contractors.

1. Contractor/Vendor must comply with and enforce the following requirements effective October 15, 2021:
 - a. All employees, volunteers and/or agents of Contractor/Vendor must provide proof of full vaccination. Such proof of vaccination must indicate that there has been at least 14 days between the last dose and the date of services.
 - b. Any employee, volunteer and/or agent who is not fully vaccinated against COVID-19 must undergo testing and test negative for COVID-19 on a weekly basis. The COVID-19 test must be a PCR or antigen test.
 - c. The Contractor/Vendor shall verify the vaccination status for each of its own workers by manually reviewing a paper or digital copy of the worker’s COVID-19 vaccine record card or testing results in accordance with the Vaccine Record Guidelines & Standards from the California Department of Public Health. As a Contractor/Vendor, if you fail to receive the requisite documentation or digital proof of vaccination or testing from your employees, volunteers and/or agents, then such persons shall be considered untested or unvaccinated and ineligible to perform services on SDCOE facilities for any length of time due to non-compliance with the requirements outlined above.
 - d. The Contractor/Vendor shall advise each employee, volunteer and/or agent of the Contractor/Vendor of the SDCOE testing and vaccination policy and the requirement that a face mask must be worn at all times while at an SDCOE operated facility.
2. It is the responsibility of the Contractor/Vendor to ensure there is no interruption of service to SDCOE if the Contractor/Vendor and any employee, volunteer and/or agent of the Contractor/Vendor fails to adhere to the guidelines contained herein.
3. The Contractor/Vendor hereby certifies that all employees, volunteers and/or agents of Contractor/Vendor have been provided with a copy of this policy and warrants that employees, volunteers and/or agents of the Contractor/Vendor who perform services at SDCOE facilities have received proof of vaccination or have acquired proof of a negative Covid-19 test within 72 hours of the commencement of work, and will further comply with the testing requirements as outlined in the State Public Health Office Order of August 11, 2021, or as later amended or enacted.
4. Failure by the Contractor/Vendor to comply with the terms of this Addendum or any applicable county or state health order, may result in termination of the agreement to provide services.
5. This Addendum is hereby incorporated into the Agreement as though fully set forth. No other terms or conditions of the Agreement are changed, and in the event of a conflict the terms of This Exhibit B shall prevail.



Facility Requested: Corning Union High School, shop facilities and classrooms

THIS AGREEMENT ("Agreement") is made by and between the Shasta-Tehama-Trinity Joint Community College District ("District") a community college district organized and existing pursuant to the laws of the State of California ("State"), and **Corning High School District** ("Organization"), organized and existing pursuant to the laws of the State. The District and the Organization may be referred to herein individually as "Party" and collectively as "Parties."

Section 10900 *et seq.* of the State Education Code authorizes and empowers public school districts and other public entities to cooperate and to enter into agreements for purposes of organizing, promoting and conducting joint educational and recreational programs.

The District operates a community college and related Extended Education facilities known as Shasta College for purposes of providing educational and recreational programs.

DATE(S) OF REQUESTED FACILITY USE: Mutually agreed upon by District and Organization

CERTIFICATE OF INSURANCE: District shall provide the Organization with a **Certificate of Insurance**, specifically indicating participant inclusion, and showing that coverage includes comprehensive general liability insurance including bodily injury, property damage, and auto liability of at least \$1,000,000 combined single limit, and providing for 30 days prior written notice by the insurance company of cancellation, intent not to renew, or material change in coverage. District shall also provide an **Additional Insured Endorsement** showing Organization as an additional insured.

INDEMNITY AND HOLD HARMLESS AGREEMENT: Notwithstanding any insurance coverage which may be in effect, and in addition to any additional undertakings referred to herein, District agrees at all times to protect, indemnify and hold the Organization, its Board of Directors, officers, members, representatives, agents, guests, invitees, and/or employees of the Organization free and harmless, and to provide legal defense from any and all liabilities, claims, losses, judgments, damage, demands or expenses resulting from the District's use or occupancy of the Organization's facilities and/or the active or passive negligence of the District or of the Organization, its Board of Directors, officers, members, representatives, agents, guests, invitees, and/or employees, specifically including, without limitation, any liability, claim, loss, judgment, damage, demand, or expense, arising by reason of:

1. The loss of or damage to any of the Organization's facilities including any building, structure or improvement thereon, or any equipment to be used therein; or
2. The injury to or death of any person including, but not limited to, the officers, members, representatives, agents, guests, invitees, and/or employees of the user or of the Organization; or
3. Damage to any property arising from the use, possession, selection, delivery, return, condition or operation of the Organization's facilities.

District further agrees to reimburse the Organization for all liabilities, claims, losses, judgments, damage, demands, expenses, fines, penalties, including reasonable attorneys' fees imposed or incurred by the Organization because of the District's use or occupancy of the Organization's facilities and/or active or passive negligence of the District or of the Organization, its Board of Trustees, officers, members, representatives, agents, guests, invitees, and/or employees.

PROGRAMS: District agrees to provide the program(s) and/or course(s) as determined by student need and agreed upon by the District and Organization. Program(s) and/or course(s) will remain in effect unless enrollment is insufficient to justify the continuance of the program(s) and/or course(s).

FEE SCHEDULE: Organization agrees to the current Fee Reimbursement Schedule (Addendum 1), attached hereto and made a part hereof.

I certify that I am authorized by the District to request/approve use of these facilities and to sign this Memorandum of Agreement for Use of Facilities.

**SHASTA-TEHAMA-TRINITY JOINT
COMMUNITY COLLEGE DISTRICT**

Signature _____

Date _____

Printed Name _____

Title _____

Phone _____

CORNING UNION HIGH SCHOOL DISTRICT

Signature  _____

Date 6/19/12 _____

Printed Name Jared Caylor _____

Title Superintendent _____

Phone (530) 824-8000 _____

SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT
POST OFFICE BOX 496006 REDDING, CA 96049-6006

HOST ORGANIZATION:

PERSON IN CHARGE:

MAILING ADDRESS:

CITY, STATE, ZIP: PHONE:

NAME OF FACILITY WHERE CLASS(ES) WILL BE HELD:

CLASS LOCATION:

SHASTA COLLEGE SUPERVISING ADMINISTRATOR:

Period of Agreement:

College Calendar Attached

It is mutually agreed by both parties that Shasta College will rent the facilities listed above for mutually agreed upon days and times at the rates indicated. Days and times for facility usage will be coordinated no less than 3 months prior to the beginning date.

Room Utilization Rate Schedule	
General Academic Classrooms, Office Space and Athletic Fields	\$ 8.50 / hr.
Special Classrooms - Requiring Special Equipment for classes in Home Economics, Arts and Crafts, Photography, Weight Training Rooms, Library, Band Room, Golf Courses, Tennis Courts and Pool	\$16.00 / hr.
Shops - Excluding Welding	\$16.00 / hr.
Gymnasiums and Auditoriums (Buildings without air conditioning)	\$25.00 / hr.
Business Technology Classrooms - Requiring special equipment for classes in computers	\$20.00 / hr.
Welding Shop	\$30.00 / hr.
Gymnasiums and Auditoriums (Buildings with air conditioning)	\$35.00 / hr.

**PLEASE SIGN IF ACCURATE AND RETURN TO SHASTA COLLEGE ADMINISTRATIVE SERVICES
11555 OLD OREGON TRAIL / PO BOX 496006, REDDING, CA 96003**

Also subject to the following conditions: Shasta College agrees to replace or repair any items missing or broken during the hours and in the rooms of scheduled Shasta College class(es) as referenced in the Memorandum of Agreement for Use of Facilities.

SHASTA-TEHAMA-TRINITY JOINT CCD

CORNING UNION HIGH SCHOOL DISTRICT

Jill Ault, Assistant Superintendent/
Vice President of Administrative Services

(Signature)

Jared Caylor

(Print Name/Title)

(Date)

6/17/22

(Date)

Shasta College 2022-23 All District Calendar

4	Independence Day Observance	JULY 2022 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td></td><td>3</td><td>H</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td></td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td></td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td></td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td></td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S							1		3	H	5	6	7	8		10	11	12	13	14	15		17	18	19	20	21	22		24	25	26	27	28	29		31						JANUARY 2023 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>H</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>H</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> <tr><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S	1	H	3	4	5	6	7	8	9	10	11	12	13	14	15	H	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					2 13 16 17	New Year's Day Obs. Holiday Mandatory FLEX Day Dr. M.L. King Jr. Day Holiday Spring Semester Begins 11 Instructional Days 4 Floating Flex Days							
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Fall Semester Total Days:	82	 Start/End of Semester
Spring Semester Total Days:	82	
Total Instructional Days:	164	 Floating FLEX Day ***
FLEX Days	11	 Scheduled Mandatory FLEX Day
Administrative Total Working Days:	246	 Spring Recess
		 H Holidays

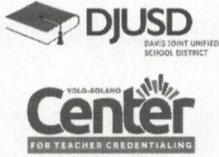
All Academic Year Classified Employees must work 175 days. Please obtain Supervisor approval on annual work schedule form.

**Holiday placement in-between semesters is subject to CSEA approval

***Floating Flex Days are mandatory for instructional faculty except where noted in Article 4.8.7

Board of Trustee Approval 12/15/2021

2022-2023 MEMORANDUM OF UNDERSTANDING



for the
**California Agricultural Teachers'
Induction Program**
between
Davis Joint Unified School District
and



Corning Union High School District (Participating District or LEA)
School District/LEA Name Here

General

This Memorandum of Understanding (MOU) is entered into between the Davis Joint Unified School District (DJUSD) – Local Educational Agency (LEA) for the California Agricultural Teachers' Induction Program (CATIP) – and the participating district or LEA listed above (referred to as "District" in this MOU) to participate in the California Agricultural Teachers' Induction Program.

The effective date of this MOU is September 1, 2022 – June 30, 2023. The terms of this agreement shall remain in force unless mutually amended.

Purpose

The purpose of this Memorandum of Understanding is to establish a formal working relationship between the parties of agreement and to set forth the operative conditions that govern this partnership. The assumption of continued partnership for the **2022-2023** school year is made unless the District notifies the CATIP in writing on or **prior to January 31, 2023**.

Responsibilities – General

A) CATIP agrees to:

- 1) Provide support for direct program administration to conduct the accredited induction program per guidelines set forth by the Commission on Teacher Credentialing (CTC) and California Department of Education (CDE);
- 2) Provide office space, equipment, and meeting space for program activities;
- 3) Facilitate a process for equitable distribution of services to Teacher Candidates and Mentors in all participating districts and schools;
- 4) Convene a Teacher Induction Program Advisory Committee, establish regular meetings, and provide data on program requirements and clear credentialing;
- 5) Establish and maintain accurate program records and reports;
- 6) Maintain State of California approval and accreditation as an Induction Program and Credentialing Agency;
- 7) Advise Teacher Candidates about their involvement in the Induction Program and provide formative feedback about candidates' progress toward completion of the program;
- 8) Recommend for the California Clear Credential and process all credential applications for eligible Teacher Candidates;
- 9) Arrange for and monitor University of California, Davis Extension continuing education units for Teacher Candidates and 1st and 2nd year Mentors;
- 10) Provide the California Agricultural Teachers' Induction Program Assessment System materials to Teacher Candidates and Mentors (e.g. individualized learning plans, weekly conversation logs, curriculum, etc.);
- 11) Provide training in the California Agricultural Teachers' Induction Program coursework, including the Teaching Performance Expectations (TPE), California Standards for the Teaching Profession (CSTP), student academic and CTE content standards, Agriculture and Natural Resources Model Pathway Standards, and Induction Standards to Teacher Candidates and Mentors;
- 12) Provide relevant and research-based mentoring skills training to Mentors;
- 13) Provide induction program information to site administrators/district coordinator;
- 14) Select, monitor, and supervise professional development facilitators in accordance with Induction Program Standards;
- 15) Provide materials, facilitation, and presentation support for professional development facilitators;
- 16) Develop and establish contracts with outside vendors for professional services as needed Teacher Candidates/Mentors professional development and support;
- 17) Provide the Advisory Board, district superintendents and site administrators with information, clarify roles and responsibilities, and provide verification and accountability specific to the teacher credential process;

California Agricultural Teachers' Induction Program (CATIP) 2022-2023 MEMORANDUM OF UNDERSTANDING

- 18) Communicate with and advise District Human Resources departments, credential analysts, and school personnel regarding Induction, hiring implications, and procedures for compliance;
- 19) Establish and maintain an accountability system for all participants;
- 20) Collaborate with the Capital Region Induction Network Team, the Induction Consortium (Bay Area), and state-wide agricultural education stakeholders regarding the Induction Program;
- 21) Collaborate with Cluster Region One and California Commission on Teacher Credentialing for appropriate support and training and ensure participation at Cluster and Statewide program meetings; and
- 22) Supply reports and other information to the California Commission on Teacher Credentialing (CTC) and the California State Department of Education (CDE) as requested on all matters related to program requirements and activities.

B) The District agrees to:

- 1) Appoint a liaison who serves as the programmatic contact in the district, who normally oversees all activities within the district related to induction services and assumes the responsibilities of communicating with the California Agricultural Teachers' Induction Program (including notifying CATIP when a candidate leaves before the end of the school year, providing follow-up on Mentors and Candidates not meeting requirements, etc):

Charlie Traughton
Name of District Coordinator

(530) 200-3017
Phone

Ctraughton@cornings.org
Coordinator's Email Address

643 Blackburn Ave., Corning CA
Mailing Address

- 2) Establish a point of contact in District Accounts Payable for invoicing communication:

Diana Davisson
Name

(530) 824-8001 X116
Phone

ddavisson@cornings.org
Email Address

643 Blackburn Ave., Corning CA
Mailing Address

- 3) Establish a Purchase Order for invoicing coordination:

PO #

\$ 2,250.00
PO Amount (\$2,250/Candidate/Year)

(If candidate will be paying for the program themselves indicate that here)

- 4) Confirm candidate availability for program participation according to criteria established by the Commission on Teacher Credentialing and the California Agricultural Teachers' Induction Program.
- 5) Separate CATIP formative assessment information from district employment evaluations.
- 6) Provide an update about participation with CATIP to the district's governing board during the tenure of this MOU.
- 7) Participate in CATIP evaluation.
- 8) Superintendent or designee coordinator/administrator maintains an informal position on the Teacher Induction Advisory Board for program networking, implementation, compliance, and program evaluation;
- 9) The Administrative member of the Advisory Board or District coordinator/ administrator may bring concerns or suggestions for change to the Advisory Board for discussion by submitting proposals no later than two weeks prior to the next Advisory Board meeting for inclusion on the agenda;
- 10) Advisory Board Representative and/or District Coordinator disseminate program information to site and district administrators, clarify roles and responsibilities of all program participants, and communicates program information to participants;
- 11) Upon hire, advise eligible Teachers about their responsibilities for Induction, enroll eligible candidates, and gather candidate credentialing information as needed by the Induction office. All teacher candidates who are teaching on a preliminary credential should be evaluated for eligibility. CTE Teachers are eligible to complete credential requirements, including

California Agricultural Teachers' Induction Program (CATIP)

2021-2022 MEMORANDUM OF UNDERSTANDING

application for preliminary credential with prerequisites met. Teachers who have intern credentials may also be eligible if they have recently completed the intern program and have been granted a preliminary credential;

- 12) Ensure that Human Resources personnel and credential analysts are appropriately trained in protocols of advice and assistance to Induction Candidates;
- 13) Provide appropriate credential and advisement information to the CATIP office;
- 14) Select Mentors according CATIP Standards Qualifications¹;
- 15) Approve a Mentor to each Teacher Candidate according to CATIP Policies and in a timely way, within 30 days of program enrollment, that allows the pair to begin working together when teaching begins and not less than an average of 1 hour per week;
- 16) Conduct early site and/or district-based program information orientations that include information designated on the California Agricultural Teachers' Induction Program "Administrator Meeting" form;
- 17) Ensure that all staff administrators with Mentor(s) and/or Teacher Candidate(s) on staff complete the Program's annual survey regarding the Induction Program;
- 18) Establish working conditions for Teacher Candidates aligned with CATIP Standards;
- 19) Ensure that Teacher Candidates have core curriculum materials and appropriate content frameworks;
- 20) Encourage that all Teacher Candidates have course assignments with English Language Learners sufficient to allow completion of the English Language requirements of the Clear Credential and accordance with CATIP policies and accreditation;
- 21) Provide Teacher retention data to Induction Program upon request;
- 22) Provide Mentor release time for observation of the Teacher Candidates as required by the Induction activities (2 observations required each year);
- 23) Provide Teacher Candidates release time for observation of colleagues, reflection, and professional development activities tied to their Individual Learning Plan (ILP) as required by the Induction activities (2 observations required each year);
- 24) In the event of need, provide Mentor release time for Mentor training as required by the Induction program (for the Mentor's first and second years);
- 25) Develop and maintain a budget that allocates amounts sufficient to meet the costs of implementing its program responsibilities;
- 26) Process payment for authorized contracted services; and
- 27) Provide projection estimates of participating Teachers for the 2022-2023 school year to California Agricultural Teachers' Induction Program by **May 15, 2022** for continuing participants and in a timely manner, **June 30, 2022** forward, for new participants.

Responsibilities – Fiscal

- A) CATIP, in its association with YSCTC and DJUSD (accrediting agency with certification capacity as LEA), agrees to the overall fiscal responsibility for the funding of the administration of the program, including:
- 1) Invoice the District through the Accounts Payable contact (named in 'Responsibilities-General B.2') for each credential candidate per billing method selected below:
 - Billing will occur in September for \$2,250 per academic year with a **Net 30-day**.
 - Billing will occur in September for the amount of \$1,125 and January in the amount of \$1,125 to total \$2,250 per academic year with a **Net 30-day** return on each billing.
 - Candidate Self-Pay: Billing will occur monthly, beginning September through February with a **Net 30-day** return. 6-installments in the amount of \$375, to total \$2,250 per academic year.
 - 2) Assume overall fiscal responsibility for the administration of Induction funds and documentation required by the CDE and CCTC;
 - 3) Develop and maintain a balanced budget that reflects program priorities and implementation of the approved induction plan;
 - 4) Abide by the Teacher Expenditure Guidelines;
 - 5) Provide a stipend payment for each program Facilitator in accordance with CATIP Consortium and Facilitator memorandum of understanding.

California Agricultural Teachers' Induction Program (CATIP)

2022-2023 MEMORANDUM OF UNDERSTANDING

B) The District agrees to:

- 1) Approve the designation of a Mentor¹, by CATIP, to each credential candidate (novice teacher) within the first 30 days of the participant's enrollment in the program;
- 2) Coordinate any potential compensation of the identified Mentor¹ at the District's rates and policies. Any remuneration to the mentor will be outside of CATIP's purview, and above the annual program cost named herein;
 - i) Compensation to the mentor is suggested to be \$1,500/candidate/year, but is at the absolute discretion of the District's policies, hiring practices, and collective bargaining obligations.
- 3) Compensate the identified Mentor for each Teacher Candidate according to rates, policies and procedures at the District-level.
- 4) The California Agricultural Teachers' Induction Program must be informed of any changes to this language at least two weeks prior to the start of the Mentor's obligation to their candidate(s);
- 5) Payment for services from the California Agricultural Teachers' Induction Program to be **\$2,250** per Teacher Candidate per year, non-refundable, no proration;
- 6) Process Mentor and other payments in a timely way based upon approved MOUs and other budget documents; and
- 7) Provide Mentors and Teacher Candidates release time for training and observation in accordance with CTC regulations and program (CATIP) guidance.

Program Participation

Insofar as permitted by law, Davis Joint Unified School District (LEA for YSCTC and CATIP) shall assume the defense and hold harmless District and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of the sole fault or negligence of Davis Joint Unified School District, its officers, agents or employees, arising out of its performance under the terms of this agreement.

Insofar as permitted by law, the District shall assume the defense and hold harmless the Davis Joint Unified School District and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of any harm to person(s) or property received or suffered by reason of the sole fault or negligence of the District, its officers, agents or employees, arising out of their performance under the terms of this agreement.

Compliance with Applicable Laws

This Memorandum of Understanding shall comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable.

Other Conditions

Any and all products developed by California Agricultural Teachers' Induction Program are the exclusive property of the California Agricultural Teachers' Induction Program. Schools, districts, their employees, staff and subcontractors shall not have the right to disseminate, market, or otherwise use the products without the written permission of the California Agricultural Teachers' Induction Program.

¹ The District approves Mentors who:

- Possess a valid Professional Clear Teaching Credential and a minimum of 5 years of verified effective teaching experience in the context and content area of the candidate's teaching assignment (i.e. similar teaching assignment, grade level, type of school, etc.);
- Have been identified by CATIP, attend professional development organized by CATIP, and are agricultural educators in good standing with CATIP;
- Have a demonstrated commitment to professional learning and collaboration;
- Have the time, ability, willingness, and flexibility to meet candidates' needs for support; and
- Will act as an ambassador of the California Agricultural Teachers' Induction Program.

California Agricultural Teachers' Induction Program (CATIP) 2022-2023 MEMORANDUM OF UNDERSTANDING

Signing Process:

1. The School District gains approval and completes appropriate signatures through district processes and policies;
2. The School District Returns signed MOU to CATIP office via email (Taryn Tyrell - ttyrell@yscenter) OR regular postal service (DJUSD, c/o Taryn Tyrell- YSCTC, 526 B Street, Davis, CA 95616); OR uploaded to this Google Folder
 - a. This shall be completed by September 1st for candidates enrolling in the program by September 1st, and by February 1st for those candidates enrolling mid-year.
3. CATIP will place MOU on DJUSD Board of Education Agenda for consent and signature;
4. CATIP will return a fully executed copy of this document to the School District for its records.

The parties signed below, as the signatory representatives for their associated organizations, affirm their commitment to the stipulations outlined in pages 1 through 4 above.



Signature
Jared Caylor

Printed Name
District Superintendent

Title
jcaylor@comings.org

Email
Coming Union High School District

Organization

Signature
Amari Watkins

Printed Name
Associate Superintendent of Business Services

Title

Date
Davis Joint Unified School District

Organization

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Corning Union High School Dist

CDS Code: 52-71506-5231675

School Year: 2022-23

LEA contact information:

Jared Caylor

Superintendent

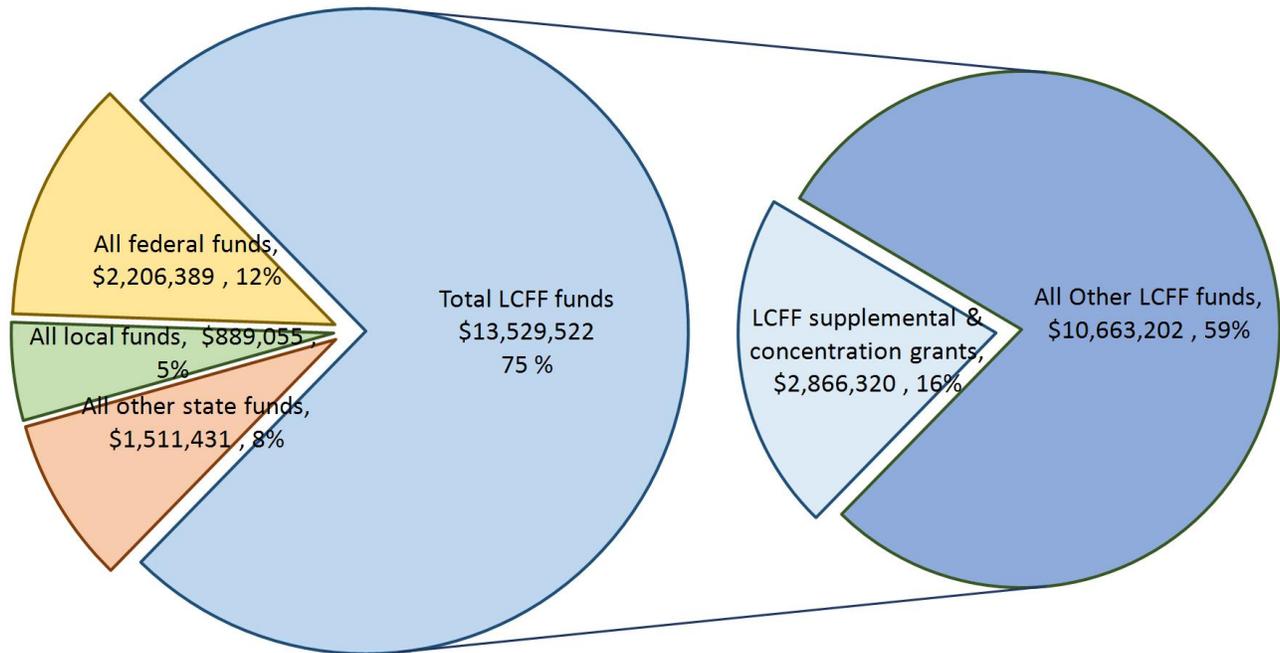
jcaylor@corningshs.org

530-824-8000

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



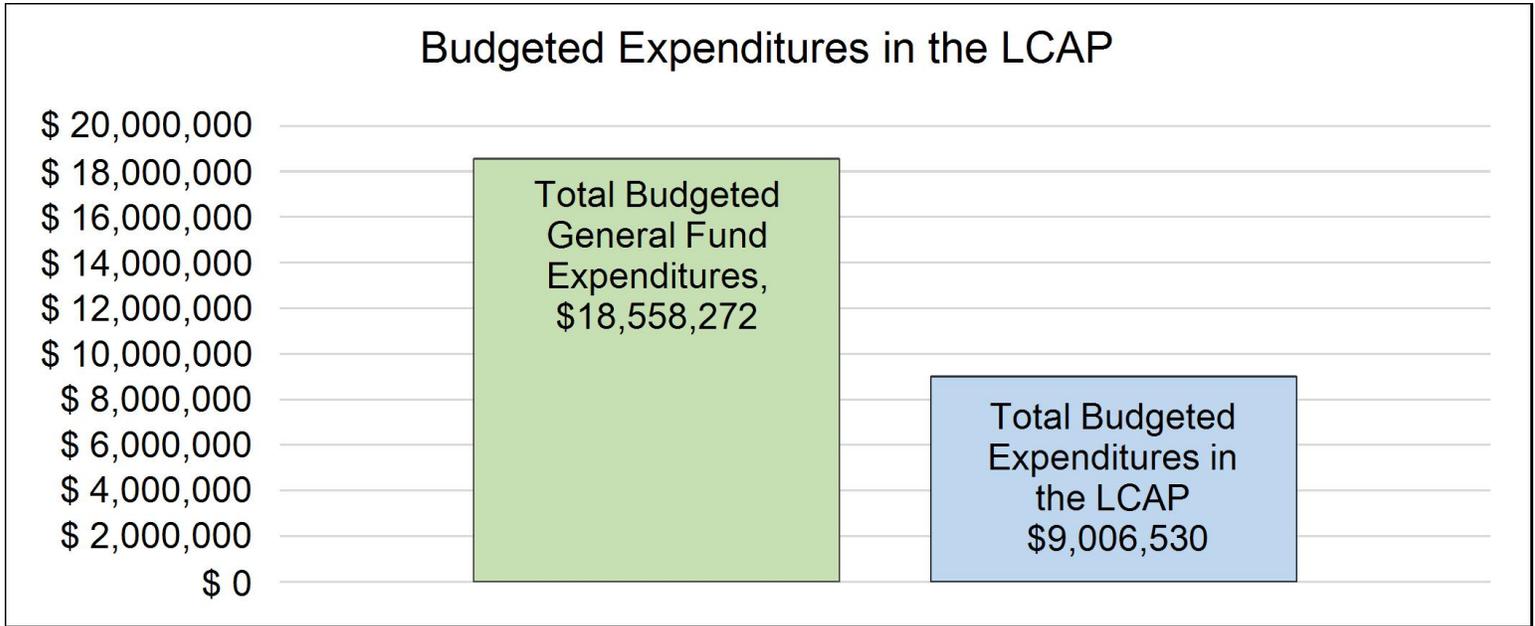
This chart shows the total general purpose revenue Corning Union High School Dist expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Corning Union High School Dist is \$18,136,397, of which \$13,529,522 is Local Control Funding Formula (LCFF), \$1,511,431 is other state

funds, \$889,055 is local funds, and \$2,206,389 is federal funds. Of the \$13,529,522 in LCFF Funds, \$2,866,320 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Corning Union High School Dist plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

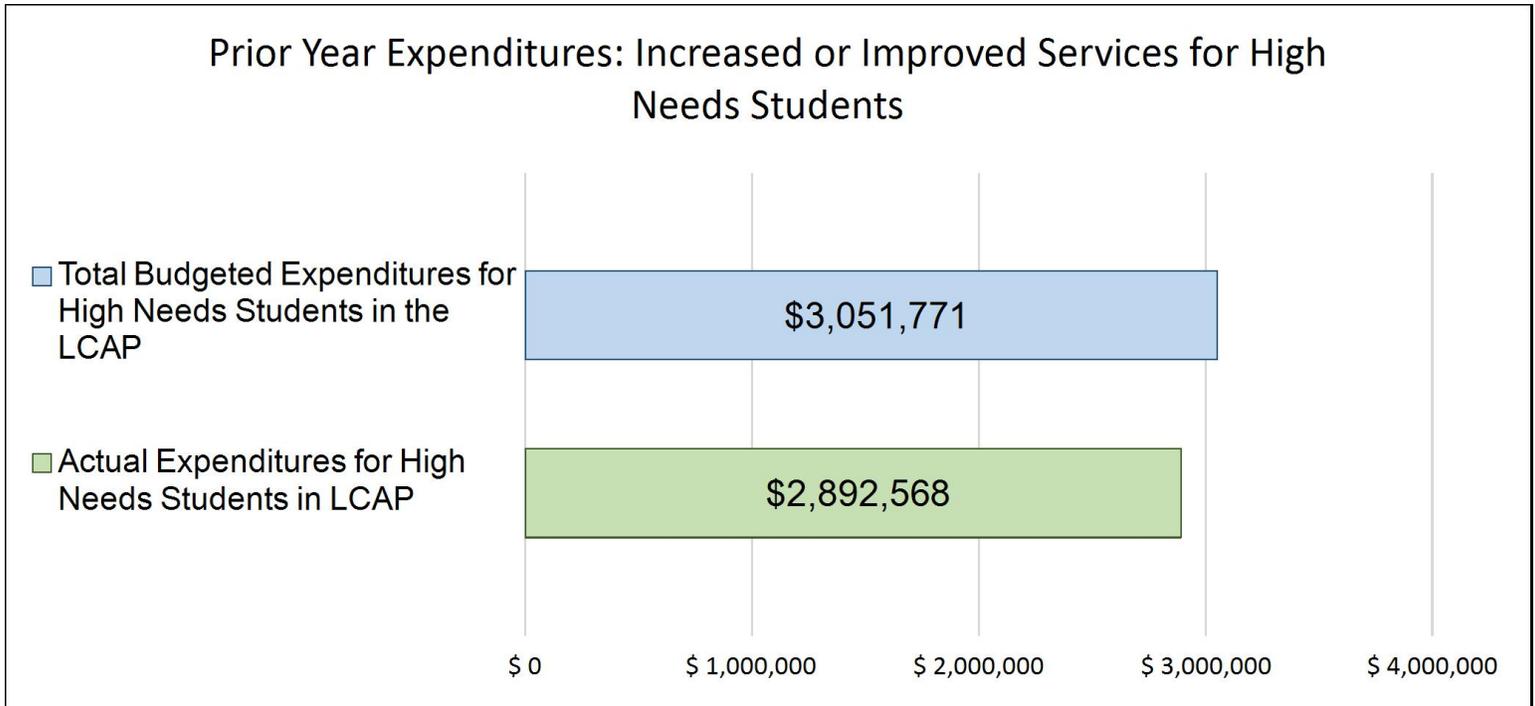
The text description of the above chart is as follows: Corning Union High School Dist plans to spend \$18,558,272 for the 2022-23 school year. Of that amount, \$9,006,530 is tied to actions/services in the LCAP and \$9,551,742 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Corning Union High School Dist is projecting it will receive \$2,866,320 based on the enrollment of foster youth, English learner, and low-income students. Corning Union High School Dist must describe how it intends to increase or improve services for high needs students in the LCAP. Corning Union High School Dist plans to spend \$2,866,320 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Corning Union High School Dist budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Corning Union High School Dist estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Corning Union High School Dist's LCAP budgeted \$3,051,771 for planned actions to increase or improve services for high needs students. Corning Union High School Dist actually spent \$2,892,568 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Corning Union High School Dist	Jared Caylor Superintendent	jcaylor@corningshs.org 5308248000

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Corning Union High School District has ongoing, two-way communication between the community and District. This has been primarily achieved through social media, Google surveys, Board Meetings, DELAC meetings, site council meetings, and general interactions with parents and students. As we have sought public comments in the development of our plans we’ve taken those comments into account. Plans have been provided on the district website and continue public comment is made available through the CUHSD Board Meetings, Site Council Meetings, DELAC meetings, etc. The district has provided translation for plans, as appropriate, to non-English speaking families via Google Translate or through other interpreter services as requested.

Following are the additional funds received that were not budgeted:

- LCFF:
- Federal:
- State:
- Local:

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Corning Union High School District received an additional \$287,784 in concentration grant funds to add and/or retain staff to address the learning needs of unduplicated students. Throughout the pandemic, CUHSD has been working to support our EL students with a new EL Coach position. This position was originally funded through federal grants funds, but will be maintained using supplemental LCFF funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Corning Union High School District received the following one-time funds through the federal government to help us respond to the COVID-19 pandemic and the effects of distance learning on our students:

GEER I and II: \$93,576
ESSER II: \$1,363,047
ESSER III SEA: \$2,770,417
ESSER III Plan: \$229,330
Educator Effectiveness: \$293,109

Corning Union High School District has ongoing, two-way communication between the community and District has been ongoing. This has been primarily achieved through social media, Google surveys, Board Meetings, DELAC meetings, site council meetings, and general interactions with parents and students. As we have sought public comments in the development of our plans we've those comments into account. Plans have been provided on the district website and continue public comment is made available through the CUHSD Board Meetings, Site Council Meetings, DELAC meetings, etc. The district has provided translation for plans, as appropriate, to non-English speaking families via Google Translate or through other interpreter services as requested. The strategies identified for addressing these federal funds address the mitigate of the risk of COVID-19 spread within our schools. These strategies are revised as needed based upon COVID cases within our schools and community and any new research/evidence that becomes available.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The Corning Union High School District received \$2,770,417 to address our ESSER III Expenditure Plan. This plan was submitted to the Tehama County Department of Education for review and to the California Department of Education who approved the plan.

As of February, 2022, we have had success in implementing our ESSER plan by: Facility enhancements have allowed us to spread students out for safety and minimizing exposure to COVID-19. We have also been able to upgrade technology resources for both students and staff allowing greater access to online and instructional resources which has also allowed for staff to provide more flexibility in addressing students needs as students are on campus or at home due to quarantining and illness. We have also been able to add more social and emotional supports.

As of February, 2022, we have experienced challenges in implementing the ESSER plan by: The high number of COVID infections has continued to challenge our staff and students in maintaining a consistent implementation of curriculum. Extra curricular activities have also been a challenge not only due to the number of students who are out ill but also in maintaining social distancing requirements. Many resources have been strained due to the stresses of keeping staff positions filled and addressing the needs of students related to the COVID-19 pandemic.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

The 2021-2022 school year has been a year of many plans, and our district has worked diligently to ensure that all plans are aligned and all funds can be maximized to support student outcomes. As noted throughout this document, our district has received one-time state and federal funds that are geared toward keeping our school safely open while preventing the spread of COVID-19 and accelerating student learning recovery.

To that end, we have worked to align our fiscal resources to our 2021-22 LCAP in the following plans in these ways:

SAFE RETURN TO IN-PERSON INSTRUCTION AND CONTINUITY OF SERVICES PLAN: In order to maintain and enhance our goal of a safe school this plan has provided strategies for teaching staff and students good personal hygiene practices as well as providing additional hygiene equipment. Custodial staff have intensified cleaning and ventilation practices. Clear practices and procedures have also been developed to address illness detection and prevention that has included the use of face coverings. We have also prioritized the social and emotional needs of our students by providing mental health supports, providing extracurricular activities that enhance the educational experiences of our students, and supporting the continued implementation of quality instruction.

ESSER III EXPENDITURE PLAN [LINK]: Through this plan we have addressed safety through upgrading and enhancing outdoor learning spaces, and improving HVAC systems. Academic goals have been enhanced by adding supports for our special education students with semi-

annual and quarterly check-ins. Professional development opportunities for our staff have been conducted monthly and we have upgraded many of the technology resources available to both staff and students allowing better accessibility to distance learning opportunities and in-school opportunities.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP

- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are*

intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Corning Union High School Dist	Jared Caylor Superintendent	jcaylor@corningshs.org 530-824-8000

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The city of Corning is located among olive, prune, almond, and walnut orchards between the Sacramento River and Interstate 5 in rural Northern California. Agriculture is the base of the community and olive farming distinguishes Corning from its neighbors as the “Olive Capital”. Our students live among the orchards and pastures, in town, or commute to school from the foothills.

The Immigration Reform Act of 1986 dynamically changed the community when many migrant families established residence within and around Corning. Now, the largest ethnic group at the school is Hispanic or Latino with the next largest group being White. We have a very small percentage of African American, Asian, and mixed ethnicity. Our Native American students make up just over one percent of our school population.

23.1% of our students are English Learners. This is significantly higher than the state average.

The majority of the students (69.7%) in the District are socioeconomically disadvantaged. This is an indicator of the level of poverty that affects many in our community.

Corning is a vibrant community with the High School at its heart. The community and students are active, energetic, and collaborative. The high level of academics, career technical education opportunities, athletic success and sportsmanship, performances in the arts, physical education, clubs and extracurricular groups, counseling and social services help students navigate the challenges of learning and growing during adolescence and into adulthood. At Corning Union High School District, students are safe and feel encouraged to develop, explore, create and learn. The teachers, counselors, administrators, custodians, aides, and staff are highly qualified and active in professional development. Academics sit foremost in importance and classes are taught with rigor and presented equitably. Our students develop in a safe environment and graduate respectful, responsible, and ready to take advantage of post-secondary education or start careers.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The 2021-22 school year marked a time when the students, community, and staff of Corning were focused on moving beyond the Covid-19 pandemic and its implications. For CUHSD, this meant all efforts, energy, and resources were devoted to serving our students and their families on campus, implementing programs and systems to support and remediate students academically impacted by school closures, and address the legitimate mental health issues facing our students as a result of state policy mandating their long term isolation. To this end, CUHSD has offered robust mainstream academics, widespread extra and co-curricular activities, tiered mental health supports with licensed therapists available on campus, creative and responsive modifications and accommodations for students with disabilities, and a robust outreach and support systems for English Learners.

Overcoming barriers related to state and federal Covid-19 policy continues to consume large amounts of staff time, and the "return to normalcy" in 2021-22 can be credited to an incredible amount of effort and resilience from our staff, which resulted in better outcomes for our students academically, socially, and emotionally.

Regarding specific data points of success related to the California School Dashboard, the lack of data available from the state makes it difficult to pinpoint successes in the traditional way they would be identified for this document. The District has purchased and will implement a new data management system that will allow us to more accurately track student progress with common local assessments rather than relying on state tests that have come at inconsistent intervals for several years.

These and other supports offered for our students, along with our commitment to offering educational options that make sense for families reflect the biggest successes for our District this year.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As stated above, the lack of timely data from the state makes it difficult if not impossible to complete this portion of the LCAP in the traditional manner. With that said, the District, through anecdotal observation and evaluation of local data such as GPA, number of F's, and reading/math assessments, has identified the following needs moving forward.

The District must continue to expand its offerings for credit and skill remediation. Due to the pandemic, many students have fallen behind. While offering in person instruction in 2020-21 reduced the number of students that would have potentially needed credit recovery, we still

have a larger number of students who have fallen behind compared to other years. Generally speaking, all students need increased access to summer and after school programs for credit recovery. Additionally, EL students need to continue to be assessed in order to identify their level and area of learning loss. Students with disabilities will also need to be individually monitored and evaluated to see if adjustments need to be made to IEP's to support new behavioral or academic challenges.

The District also needs to use local assessment data for incoming 9th graders to establish appropriate supports, specifically in Math and English. Early in the fall semester of 2022, all 9th grade students grades and achievement data needs to be reviewed and utilized to adjust supports as appropriate.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The highlights of the CUHSD LCAP primarily revolve around creating a school environment in which students are most likely to become ready for the college and career options they pursue after high school. Specifically, there are several items that are a focus of the staff and Board. The District continues to believe that quality instruction in every classroom is the best way to help prepare students of all skill levels. The District has maintained a focus on this for several years, and continues to invest heavily in this area through professional development, administrative observations, and teachers coaching teachers. The District has also recently invested in AVID, which allows for quality professional development for instructional , administrative, and support staff.

When students are not successful in their coursework, a variety of academic, social-emotional, and behavioral interventions are in place to help support them. This includes, among other things, math support, reading intervention, and study skills classes. These supports are part of a student's class schedule, but there are also other supports that exist outside of normal classes such as daily Academic Support Time (AST), and the STARs after school program. Additionally, the District has expanded its summer and after school credit recovery and remediation offerings for students to address learning gaps created by the pandemic.

The District continues to invest heavily in its Career Technical Education (CTE) programs. Facilities and equipment have been upgraded and staff is continuing to look for ways to expand its offerings that articulate with community colleges and apprenticeship programs. The District has also invested in increased access to technology in both academic and CTE courses.

The English Learner (EL) program in the District has recently gone through a major transition. Staff systemically evaluated what is currently being done, identified gaps, and found resources to fill gaps in the program for the various needs of EL students. This involved changes to the master schedule, staffing, and curriculum, along with a concerted effort to bring core department teachers into regular collaboration that revolves around best practices for EL students in the mainstream classroom. The District is continuing its work with a consultant and EL specialist to improve student outcomes by improving instructional strategies of all teachers and streamlining our support services for EL's, and has also allocated a full time EL Counselor and full time EL Coordinator.

Student safety continues to be a focus. The District has entered in to an agreement with the City of Corning to fund a School Resource Officer, with the cost being split evenly between the two. Students also have access to Marriage Family Therapists (MFT) on both District sites that help students address a variety of social emotional issues.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Throughout the 2021-22 school year, all District stakeholders, including certificated staff, classified staff, administration, the Board, parents, and community members, were brought together to discuss issues facing the District. This occurred via staff meetings, Board meetings, parent engagement nights such as Back to School Night, specific meetings with parents, at extra curricular activities, through social media engagement, and through Google surveys sent out.

Specific topics discussed included school operations, curriculum, instruction, assessment, college career readiness, multi-tiered Systems of Support and Interventions. Specific discussions on these topics took place at the following meetings:

Board Meeting: February 10, 2022

DELAC Meeting: March 22, 2022

School Site Council Meeting: April 28, 2022

A summary of the feedback provided by specific educational partners.

Overall, parents identified concerns consistent with those that would be anticipated in light of the past two years. Parents report that, generally speaking, students are less motivated, lack initiative, and have been negatively impacted academically, socially, and emotionally by the pandemic. Teachers and other staff echoed these sentiments, and much of the feedback provided throughout the year was that the District needed to find new ways to support students academically, socially, and emotionally. Additionally, parents regularly communicated gratitude for the full time classes and extra curricular opportunities their students had this year after so much change under pandemic guidelines. They continue to want the District to support and promote school activities for their children.

With regard to suspensions and other school climate data, parents and other stakeholders were pleased with the reduction the District has seen in its discipline numbers over the past several years. Parents reported that the academic supports provided by the District in conjunction with the social-emotional resources available were very helpful in improving student achievement in spite of the pandemic.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The concerns from parents and teachers about students' lack of motivation and initiative prompted the staff to increase its emphasis on student support programs that will help our students be more socially and emotionally healthy. This is primarily reflected in our funding of support programs (staff and materials) for our English Learner students, students with disabilities, and socioeconomically disadvantaged students.

Goals and Actions

Goal

Goal #	Description
1	Increase the number of students who are prepared for all post secondary opportunities they choose to pursue.

An explanation of why the LEA has developed this goal.

This goal is in alignment with the District Mission and Vision and encapsulates well our overall desire for students to be able to pursue a variety of postsecondary options when they are finished in the District.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of teachers misassigned	2019-20: 0%	2020-2021: 60%			0%
Percentage of students graduating having completed the A-G sequence by of courses	2019-20: 18.18%	2020-2021: 33.4%			22.18%
Percentage of students passing the Advanced Placement tests with a 3 or better	2019-20: 38%	2020-21: 50%			46%
Percentage of students who have met or exceeded the the standard on the CAASPP English Test (11th grade)	2018-19: 41.41%	2020-21: 38.85%			48%
Percentage of students who have	2018-19: 11.61%	202-21: 13.46%			18%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
met or exceed the standard on the CAASPP Math Test (11th grade)					
CTE course completion rate (average per student)	2019-20: 6.4	2020-21: 4			8.4
Graduation Rate (4 year cohort)	2019-20: 90.1%	2020-21: 90.4%			92.1%
Average Student GPA	2019-20: 2.76	2020-21: 2.71			2.95
English Learner Reclassification Rate	2020-21: 10.2%	2021-22: 13.5%			12.2%
Percentage of courses with sufficient materials to implement common core state standards	2020-21: 100%	2021-22: 100%			100%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instructional Staff and Professional Development	The District attracted and retained highly qualified teachers, and provide quality professional development, such as working with the UCLA Curtis Center for Math Professional Development.	\$3,198,623.00	No
1.2	Support Staff	Provide academic support by providing: a. School counselors at Corning High and Centennial High b. Library technician and Career Center technician c. School psychologist	\$577,830.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Instructional Materials	Provide instructional materials for: a. A-G approved courses b. Career Technical Education courses c. State Standards aligned courses d. Academic interventions (iLab, Skills Center)	\$260,699.00	Yes
1.4	Assessments	Provide College/Career Assessments: a. ACT assessments b. Career assessments c. AP Tests d. SAT	\$16,256.00	Yes
1.5	CTE Equipment, Supplies, and Technology	Provided Career Technical Education Equipment and Technology, including items necessary for pathway expansion.	\$270,855.00	No
1.6	English Learner Instructional Staff	Provided highly qualified staff to instruct and support EL students, primarily in mainstream settings.	\$333,275.00	Yes
1.7	English Learner Instructional Materials	Provide Books and Supplemental Materials for the ELD support classes	\$9,183.00	Yes
1.8	English Learner Professional Development	Provide training and support for the ELD Staff	\$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	English Learner Support Staff	Provided an English Learner Counselor and other support services to help increase the number of students earning the state seal in bi-literacy.	\$239,665.00	Yes
1.10	Credit Recovery and Remediation	Provide Educational Options for credit recovery through: a. High School Subjects Lab b. Summer School c. Continuation High School d. Independent Study Program	\$465,002.00	Yes
1.11	Implementing and Monitoring State Standards	Monitor, Evaluate and Assess the progress towards implementation of the standards through: a. Walk-through and formal evaluation b. Providing an testing coordinator c. Developing local assessments aligned to the new standards d. Reading assessments through Renaissance e. Newsela curriculum and assessments	\$64,231.00	Yes
1.12	Technology Equipment, Supplies, and Services	Provide the Technology to monitor the implementation of the standards and to monitor the student's progress toward mastering the standards via: a. Progress Advisor program b. Aeries Analytics program c. Sufficient hardware to support the software d. Technical support for the hardware and software e. Professional development in the use of the technology f. Purchase of additional Chromebook mobile labs	\$407,011.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the District implemented the actions/services that were planned for the 2021-22 school year. Under actions 1,2,3,4,8,9,10,11 and 12, the District spent equal to or more funding as anticipated. This allowed for highly qualified staff, provision of academic support, sufficient instructional materials, college/career assessments, investment in Career Technical Education (CTE), staff, materials and training for ELD courses, an English learner counselor, options for credit recovery, monitoring student progress, and necessary expenditures on technology. In action 5, the District anticipates continued investment, specifically in larger equipment and facilities, in the coming years. Under action 6, the District spent less concentration/supplemental funds than expected due to additional expenditures from Title I funds. The only challenges in implementing the goals/actions/services continue to be maximizing the benefit of all District money for students while maintaining appropriate use of supplemental and concentration money. For example, the District receives grants and federal funding targeted for some of the same students that supplemental/concentration funds are for. At the same time, this can be viewed as a success because the LCAP combined with these other programs is forcing more stakeholders to engage in planning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 1.1: Because this included all our staff we removed the expense from contributing.

Action 1.4: The District did not have as many students participate in the College/Career Assessments as projected, additionally, the CSU and UC have stopped requiring ACT and SAT tests, so fewer students are taking them.

Action 1.6: Costs were increased due to the District implementing training for the English department to give them tools and guidance working with this population of students.

Action 1.11: Costs were increased again due to the District adding coaching to this action.

There was a material differences in all salaries and benefits due to a negotiated increase for all employees of 5% . There was an increase to all benefits due to a health benefit cap increase of \$1200 per employee annually along with the continual rising cost of STRS and PERS. There are minor changes with some salaries in Core, A-G and CTE due to changes in the Master Schedule, current staffing and classes offered.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions have been fairly effective at recruiting and maintaining highly qualified staff, given the current hiring atmosphere in the country. Academic supports described in action 2 were effective with regard to EL and Hispanic graduation rate, which are both remain strong. The District has invested heavily in instructional materials, specifically for CTE courses and technology (Chromebooks). As a result, the average number of CTE courses completed by students continues to grow, although there was a slight drop this year, likely due to Covid related issues and students having less room in their schedules for electives. Staff support for ELD classes, including professional development and

training opportunities, continues to expand and seems to be effective as evidenced by EL graduation rates. Although specific equity groups are trending up with regard to graduation rate, options for credit recovery may not be entirely effective based on overall graduation rate as reported on the dashboard. Implementation of standards remains a strong area for the District as a result of continued investment in oversight of curriculum and instruction. Access to data throughout the District continues to expand as a result of investment in technology to monitor student progress.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No major changes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Create a safe and well-maintained learning environment that promotes respect and responsibility among students.

An explanation of why the LEA has developed this goal.

This goal has been developed in order to assure that our students have a safe and orderly school environment in which to learn. The California School Dashboard primarily measures this through school suspension data, and this has been a focus of our District for several years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Averaged daily student attendance percentage	2019-20: 93.37	2020-21: 95.02%			96%
Percentage of students that are chronically absent	2018-19: 11.8	2020-21: 38%			8%
Total suspensions	2019-20: 56	2020-21: 81			50
Annual Facilities Inspection Tool report	2020-21: Good	2021-22: Good			Good
Expulsion rate	2019-20: 0	2020-21: 0			0

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Opportunities for parental involvement	Provide Opportunities for Parental Involvement via: a. District English Learner Advisory Committee b. Native Language support	\$37,438.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> c. School Messenger d. Translation of materials sent home into native language 		
2.2	Varied course offerings	Provide a variety of Course Offerings: <ul style="list-style-type: none"> a. College/Career Readiness b. Health c. Technology d. Reading Intervention e. Mathematics support 	\$390,841.00	Yes
2.3	Monitor and intervene in student attendance	Provide Attendance monitoring and intervention through: <ul style="list-style-type: none"> a. Attendance support personnel b. Student Information System c. Technology support d. Administrative support 	\$190,117.00	Yes
2.4	Academic and behavioral support programs and services	Provide Programs and Services to monitor and support students: <ul style="list-style-type: none"> a. Behavior Intervention Program b. Administrative Support c. Counseling Support d. Para Educator Support e. Positive Behavior Intervention System f. iLab alternative setting on main campus 	\$289,237.00	Yes
2.5	Student transportation	Provide Transportation (Home to School) <ul style="list-style-type: none"> a. General bus transportation: The District continues to provide home-to-school transportation for all students. This cost is above and beyond the State calculated MOE. In	\$374,754.00	Yes

Action #	Title	Description	Total Funds	Contributing
		our rural low-socioeconomic area transportation services are key to the instructional program as our students would not attend school if we did not provide these services. a. General bus transportation b. Specialized transportation for students with disabilities		
2.6	Student food services	Provide Food Services for breakfast and lunch	\$723,112.00	No
2.7	Attendance goals for students w/ disabilities	Incorporate Attendance Goals as part of the Individualized Education Program Process	\$288,352.00	No
2.8	Outside agency support	Contract Outside Agency Support: a. School Attendance Review Board b. School Resource Officer	\$86,000.00	Yes
2.9	Academic support staff and programs	Provide Program Services and Support a. Saturday School b. Training of Staff members c. Academic Skills Support Center d. Special Education Counselor	\$65,790.00	Yes
2.10	Maintenance of facilities	Provide the Materials and Supplies needed to keep the facilities in good repair.	\$312,909.00	No

Action #	Title	Description	Total Funds	Contributing
2.11	Utilities	Provide the Utilities necessary to keep the District facilities in good repair.	\$259,750.00	No
2.12	Master facilities planning	Developed a long term plan to upgrade the District facilities, these funds were expended on carrying out the district plan for facility upgrades.	\$138,600.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the actions and services described for goal 2 were implemented. Opportunities were provided for parental support, a variety of course offerings were made, and attendance was monitored through personnel and technology. Programs and services were paid for that monitor and support students. Transportation and food services were provided while also contracting out with outside agencies for student support. The same MFT services continue to be provided to students, but the grant pays the counseling service directly rather than channeling those funds through the District. Attendance goals were incorporated into IEP's and program services and support, such as an academic skills support center, were provided. Facilities were still kept in excellent condition. Most of the actions listed in this goal were successful. Probably the biggest challenge in this area remains finding funds for new construction and modernization of school facilities. Despite passing a local bond and pursuing all state monies available for construction, the District continues to work to piecemeal funds for all necessary projects.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Action 2.1: Opportunities for in person meetings were hampered again by Covid regulations and quarantines. The District anticipates utilizing these funds fully moving forward.
Action 2.3: Only a portion of the overseeing Administrator's salaries comes from the LCFF funds, the remainder in non LCFF funded.
Action 2.4: The contributing amount for this action is less due to most of the planned expenditures being moved out of LCFF funds or being captured in other actions.
Action 2.8: The anticipated costs for the School Resource Office were higher than the actual costs, causing the material difference deficit for this action.

There is a material difference for all salaries and benefits due to a negotiated salary increase of 5%. There was an increase to benefits due to a health benefit cap increase of \$1200 per employee annually along with the continual rising cost of STRS and PERS. The translation service

was not used due to having current bilingual employees complete translation services based on contract language with a specific rate for those services.

An explanation of how effective the specific actions were in making progress toward the goal.

The actions and services have been effective with regard to attendance. The Districtwide average attendance percentage went back above 95%. Suspensions district-wide remain low when compared to historical local rates and there were no expulsions. Beyond the universal strategies used to help students be successful and desire to attend school, there were numerous opportunities for parental input. The approach has been effective in providing academic support for the students. Staff have had the opportunity engage students in various events that have challenged and motivated them. The commitment of District funds to the maintenance and upkeep of the District facilities has been effective in keeping the school in excellent condition, a safe and clean environment for the students. Lastly, students have had safe transportation to and from school and have had nutritious meals for breakfast, lunch, and supper.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
2,866,320	294,602

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
26.34%	0.00%	\$0.00	26.34%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1 Action 1 - Instruction Staff and Professional Development - To maintain appropriate staffing ratios for each grade level. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 1 and 6 through the support of basic Instruction and teacher staffing. To provide staff and parents professional learning opportunities that promote efficient parent/student and parent/educator strategies to aid in the improvement of their student’s academic success. These services are primarily directed and effective when targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through the training involving core curriculum, assessments, and student records information.

Goal 1 Action 2 - Academic Support Staff - To provide students with appropriate and relevant intervention supports an appropriate curriculum that meets the needs of students as they progress towards mastery of academic achievement. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through the hiring, retaining, and training of "Highly Qualified" teachers and use and purchase of tools, software, and resources to enhance student language and literacy.

Goal 1 Action 3 - Instructional Materials - To provide necessary and relevant instructional materials and supplies to help teachers incorporate responsive teaching and strategies that related to the Common Core State Standards. These services are targeting all students including low-income students in meeting the goals in the state priority areas, 2, 4, 7, and 8 through the purchase of classroom supplies.

Goal 1 Action 4 - Student Assessments - To provide students the opportunity to take college and career readiness assessments that will allow them to pursue post-secondary opportunities. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through regular, routine, scheduled teacher collaboration time, including monitoring and support.

Goal 1 Action 5 - CTE Equipment, Supplies, and Technology - To provide the necessary materials for all students to take high quality CTE courses that will prepare them for career or training programs after high school. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through the continuation of successful evidence-based programs, maintaining college and career preparation programs for students, participation of college and career events to include workshops, guest speakers, and high quality CTE programs., and to provide opportunities for age-appropriate work experience opportunities.

Goal 1 Action 6 - English Learner Instruction Staff - To provide the necessary staff for English Learners to receive high quality instruction and support in language development and mainstream courses. These services are principally directed and are an effective use of funds, targeting our English Learner and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through the provision of these supports.

Goal 1 Action 7 - English Learner Instructional Materials - To provide the necessary instructional materials for English Learners to receive high quality instruction and support in language development and mainstream courses. These services are principally directed and are an effective use of funds, targeting our English Learner and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through the provision of these supports.

Goal 1 Action 8 - English Learner Professional Development - To provide educators and district staff with training that promotes a cohesive understanding and supportive systems in understanding and conducting day-to-day practice to achieve academic and instructional success. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through the implementation of quality instructional strategies.

Goal 1 Action 9 - English Learner Support Staff - To provide students with appropriate and relevant intervention supports an appropriate staff that meets the needs of students as they progress towards mastery of academic achievement. These services are principally directed and are an effective use of funds, targeting our low-income, English Learners and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through the hiring, retaining, and training of "Highly Qualified" teachers and use and purchase of tools, software, and resources to enhance student language and literacy.

Goal 1 Action 10 - Credit Recovery and Remediation - To provide educational, recreational, and social activities for students that align with and extend beyond the mandatory instructional/academic day. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase credit recovery software licenses (including staffing), staffing for homework assistance and tutoring; field trips supporting college and career activities, providing staffing and equipment for exercise opportunities and intramural sports programs; ensuring student interest enrichment activities are available, and by fulfilling base needs at non After School Program Grant Supported school sites.

Goal 1 Action 11 - Implementing and monitoring state standards - To continue in the implementation and monitoring of state standards in all coursework. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting the district's goals in the state priority areas, 2, 4, 7, and 8 through the purchase of new materials, professional learning for staff, and collaboration time.

Goal 1 Action 12 - Technology Equipment, Supplies, and Services - To enhance student access to information technologies that promote increased learning and academic achievement. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through the annual purchase and replacement of Chromebooks / technology devices and secure storage carts for students and staff.

Goal 2 Action 1 - Parental Involvement - To develop and foster relationships with parents that lead to active and meaningful engagement supporting student academic success. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting the goals in the state priority areas, 3 and 5 through the facilitation of Parent involvement activities.

Goal 2 Action 2 - Course Offerings - To provide necessary and relevant instructional materials and supplies, along with staffing, to use responsive teaching and strategies that related to not only core offerings, but also other CCR classes such as health, technology, and intervention. These services are principally

directed and are an effective use of funds, targeting all students including low-income students in meeting the goals in the state priority areas, 2, 4, 7, and 8 through the purchase of classroom supplies.

Goal 2 Action 3 - Monitor and intervene in student attendance - To provide a system of supports that enables students to be academically successful through regular and on-time attendance. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting the charter school's goals in the state priority areas, 3 and 5 through Improve student attendance accountability

Goal 2 Action 4 - Academic and behavioral support programs and services - To provide students with behavioral and academic supports that blend with District career and college strategies, activities, and opportunities, Preparing students for continuation of the educational path into college and with accurate and relevant resources when entering into the workforce. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through the continuation of successful evidence-based programs, maintaining college and career guidance support to students, and providing supplemental resources, programs, and services to students and families.

Goal 2 Action 5 - Student transportation - To provide students with safe and reliable transportation to and from school and after school activities.

Goal 2 Action 6 - Food Services - To provide nutritious and high quality breakfast, lunch and supper to students.

Goal 2 Action 7 - Attendance for Students with Disabilities - To provide a system of supports that enables students with disabilities to be academically successful through regular and on-time attendance. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting the charter school's goals in the state priority areas, 3 and 5 through Improve student attendance accountability

Goal 2 Action 8 - Outside Agency Support - To provide a system of supports for our students in cooperation with outside agencies (governmental, non-profit, educational, law enforcement, business partners, etc) that enables them to be college career ready. These services are principally directed and are an effective use of funds, targeting our low-income and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through the provision of mental health and other tier 3 services.

Goal 2 Action 9 - Academic support staff and programs - To provide students with appropriate and relevant intervention supports an appropriate staff that meets the needs of students as they progress towards mastery of academic achievement. These services are

principally directed and are an effective use of funds, targeting our low-income, English Learners and all students in meeting goals in the state priority areas, 2, 4, 7, and 8 through the hiring, retaining, and training of support staff in all District programs.

Goal 2 Action 10 - Facilities - To provide a safe, functional, and well-designed educational facility in which students can learn effectively.

Goal 2 Action 11 - Utilities - To provide a safe, functional, and well-designed educational facility in which students can learn effectively.

Goal 2 Action 12 - Master facilities planning - To plan for long term improvements to facilities to accommodate for growing and diversifying needs in our student body.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

All actions/services are proposed to ensure positive outcomes for student achievement, academically, socially, and emotionally, for low-income and all students on campus. Our District aims to allow its students to pursue any postsecondary opportunity they choose after high school. These actions and services reflect that goal. Although targeted funds are principally directed towards our low-income students, all students are served well with the use of these funds to increase academic achievement and preparation for college and career.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The district hired an additional teacher (\$39,703), para educator (\$25,564), added a full time ISP teacher (\$111,329) and spent money on stipends for teachers taking on ISP caseloads (\$35,273)) to help support the growing number of ISP students.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		44:1
Staff-to-student ratio of certificated staff providing direct services to students		17:1

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$7,635,651.00	\$415,732.00	\$106,446.00	\$848,701.00	\$9,006,530.00	\$7,026,099.00	\$1,980,431.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Instructional Staff and Professional Development	All	\$3,198,623.00				\$3,198,623.00
1	1.2	Support Staff	English Learners Foster Youth Low Income	\$577,830.00				\$577,830.00
1	1.3	Instructional Materials	English Learners Foster Youth Low Income	\$147,052.00	\$107,417.00	\$6,230.00		\$260,699.00
1	1.4	Assessments	English Learners Foster Youth Low Income	\$7,350.00	\$8,906.00			\$16,256.00
1	1.5	CTE Equipment, Supplies, and Technology	All	\$230,106.00	\$40,749.00			\$270,855.00
1	1.6	English Learner Instructional Staff	English Learners	\$194,706.00	\$121,220.00		\$17,349.00	\$333,275.00
1	1.7	English Learner Instructional Materials	English Learners				\$9,183.00	\$9,183.00
1	1.8	English Learner Professional Development	English Learners				\$7,000.00	\$7,000.00
1	1.9	English Learner Support Staff	English Learners	\$239,665.00				\$239,665.00
1	1.10	Credit Recovery and Remediation	English Learners Foster Youth Low Income	\$465,002.00				\$465,002.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Implementing and Monitoring State Standards	English Learners Foster Youth Low Income	\$64,231.00				\$64,231.00
1	1.12	Technology Equipment, Supplies, and Services	English Learners Foster Youth Low Income	\$398,011.00	\$9,000.00			\$407,011.00
2	2.1	Opportunities for parental involvement	English Learners Foster Youth Low Income	\$20,338.00			\$17,100.00	\$37,438.00
2	2.2	Varied course offerings	English Learners Foster Youth Low Income	\$367,032.00			\$23,809.00	\$390,841.00
2	2.3	Monitor and intervene in student attendance	English Learners Foster Youth Low Income	\$116,079.00			\$74,038.00	\$190,117.00
2	2.4	Academic and behavioral support programs and services	English Learners Foster Youth Low Income	\$215,238.00	\$16,499.00	\$38,449.00	\$19,051.00	\$289,237.00
2	2.5	Student transportation	English Learners Foster Youth Low Income	\$374,754.00				\$374,754.00
2	2.6	Student food services	All		\$41,941.00		\$681,171.00	\$723,112.00
2	2.7	Attendance goals for students w/ disabilities	Students with Disabilities Students with Disabilities	\$226,585.00		\$61,767.00		\$288,352.00
2	2.8	Outside agency support	English Learners Foster Youth Low Income	\$86,000.00				\$86,000.00
2	2.9	Academic support staff and programs	English Learners Foster Youth Low Income	\$65,790.00				\$65,790.00
2	2.10	Maintenance of facilities	All	\$312,909.00				\$312,909.00
2	2.11	Utilities	All	\$259,750.00				\$259,750.00
2	2.12	Master facilities planning	All	\$68,600.00	\$70,000.00			\$138,600.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
10,880,970	2,866,320	26.34%	0.00%	26.34%	\$3,339,078.00	0.00%	30.69 %	Total:	\$3,339,078.00
								LEA-wide Total:	\$2,904,707.00
								Limited Total:	\$434,371.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income		\$577,830.00	
1	1.3	Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income		\$147,052.00	
1	1.4	Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income		\$7,350.00	
1	1.6	English Learner Instructional Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$194,706.00	
1	1.7	English Learner Instructional Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners			
1	1.8	English Learner Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners			

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	English Learner Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$239,665.00	
1	1.10	Credit Recovery and Remediation	Yes	LEA-wide	English Learners Foster Youth Low Income		\$465,002.00	
1	1.11	Implementing and Monitoring State Standards	Yes	LEA-wide	English Learners Foster Youth Low Income		\$64,231.00	
1	1.12	Technology Equipment, Supplies, and Services	Yes	LEA-wide	English Learners Foster Youth Low Income		\$398,011.00	
2	2.1	Opportunities for parental involvement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$20,338.00	
2	2.2	Varied course offerings	Yes	LEA-wide	English Learners Foster Youth Low Income		\$367,032.00	
2	2.3	Monitor and intervene in student attendance	Yes	LEA-wide	English Learners Foster Youth Low Income		\$116,079.00	
2	2.4	Academic and behavioral support programs and services	Yes	LEA-wide	English Learners Foster Youth Low Income		\$215,238.00	
2	2.5	Student transportation	Yes	LEA-wide	English Learners Foster Youth Low Income		\$374,754.00	
2	2.8	Outside agency support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$86,000.00	
2	2.9	Academic support staff and programs	Yes	LEA-wide	English Learners Foster Youth Low Income		\$65,790.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$8,034,790.00	\$8,108,845.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Instructional Staff and Professional Development		\$3,187,172.00	3,275,121
1	1.2	Support Staff	Yes	\$514,342.00	495,400
1	1.3	Instructional Materials	Yes	\$176,990.00	180,785
1	1.4	Assessments	Yes	\$12,550.00	7,495
1	1.5	CTE Equipment, Supplies, and Technology	No	\$300,123.00	140,955
1	1.6	English Learner Instructional Staff	Yes	\$338,116.00	333,833
1	1.7	English Learner Instructional Materials	Yes	\$10,099.00	3,110
1	1.8	English Learner Professional Development	Yes	\$6,350.00	930
1	1.9	English Learner Support Staff	Yes	\$93,120.00	188,251
1	1.10	Credit Recovery and Remediation	Yes	\$554,688.00	558,051

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Implementing and Monitoring State Standards	Yes	\$76,938.00	99,508
1	1.12	Technology Equipment, Supplies, and Services	Yes	\$391,142.00	410,414
2	2.1	Opportunities for parental involvement	Yes	\$29,522.00	1,458
2	2.2	Varied course offerings	Yes	\$363,937.00	375,347
2	2.3	Monitor and intervene in student attendance	Yes	\$161,659.00	161,659
2	2.4	Academic and behavioral support programs and services	Yes	\$267,162.00	268,569
2	2.5	Student transportation	Yes	\$374,027.00	372,341
2	2.6	Student food services	No	\$198,893.00	218,283
2	2.7	Attendance goals for students w/ disabilities	No	\$236,063.00	270,702
2	2.8	Outside agency support	Yes	\$74,900.00	38,100
2	2.9	Academic support staff and programs	Yes	\$115,253.00	128,708
2	2.10	Maintenance of facilities	No	\$175,244.00	191,499
2	2.11	Utilities	No	\$237,900.00	272,431

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.12	Master facilities planning	No	\$138,600.00	115,895

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,862,704	\$3,051,771.00	\$2,892,568.00	\$159,203.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Support Staff	Yes	\$514,342.00	495,400.00		
1	1.3	Instructional Materials	Yes	\$73,447.00	56,066.00		
1	1.4	Assessments	Yes	\$450.00	1,070.00		
1	1.6	English Learner Instructional Staff	Yes	\$141,352.00	333,833.00		
1	1.7	English Learner Instructional Materials	Yes		0.00		
1	1.8	English Learner Professional Development	Yes		0.00		
1	1.9	English Learner Support Staff	Yes	\$93,120.00	81,087.00		
1	1.10	Credit Recovery and Remediation	Yes	\$526,688.00	558,051.00		
1	1.11	Implementing and Monitoring State Standards	Yes	\$74,338.00	99,508.00		
1	1.12	Technology Equipment, Supplies, and Services	Yes	\$357,142.00	348,279.00		
2	2.1	Opportunities for parental involvement	Yes	\$18,880.00	1,458.00		
2	2.2	Varied course offerings	Yes	\$363,937.00	239,394.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Monitor and intervene in student attendance	Yes	\$102,885.00	49,282.00		
2	2.4	Academic and behavioral support programs and services	Yes	\$230,010.00	137,613.00		
2	2.5	Student transportation	Yes	\$374,027.00	372,341.00		
2	2.8	Outside agency support	Yes	\$74,900.00	38,100.00		
2	2.9	Academic support staff and programs	Yes	\$106,253.00	81,086.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
10,270,711	2,862,704	0	27.87%	\$2,892,568.00	0.00%	28.16%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
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Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	5	8
Vacant Teacher Positions	1	.4

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

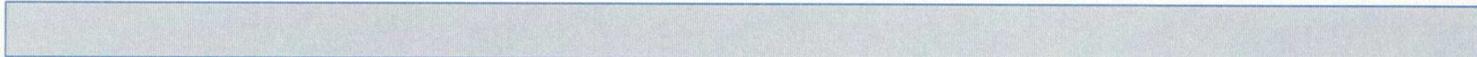
LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language



OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5

Academic Standards	1	2	3	4	5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

3. Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards				4	
Physical Education Model Content Standards					5
Visual and Performing Arts				4	
World Language				4	

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			3		
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

CUHSD has a long track record of high levels of parent involvement and interaction with the community. During the Covid pandemic, this became more challenging, but the District implemented new tools and strategies to stay connected. These strategies and tools have continued to be useful as the pandemic has waned. Generally speaking, the District still needs to improve in its outreach to our Hispanic families to generate more two way communication.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The district continues to need to improve outreach to Hispanic families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Hiring of more bilingual staff, and building more communication infrastructure and outreach.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	

Building Partnerships	1	2	3	4	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The continues to have ongoing partnerships with various local entities and works well with stakeholders.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Mental health services will continue to be needed by students and this will require ongoing partnerships with outside agencies.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The District and community are focused on securing more bilingual mental health staff.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
 - 2 - Beginning Development
 - 3 - Initial Implementation
 - 4 - Full Implementation
 - 5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		

Seeking Input	1	2	3	4	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.			3		
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The District has improved a great deal in the use of technology to solicit feedback from families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The District currently meets all of its legal obligations for seeking input from parents, and has many informal ways in which parents provide feedback to staff on programs and services. With that said, the District is focused on improving its outreach and solicitation of input from its Spanish speaking families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The District will invest heavily in technology and staff training around new communication tools.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The District uses the regular review of Data to capture student perceptions of school safety and connectedness. In addition to using the California Healthy Kids Survey for grades 9 and 11, the District partners with a data research company for specific grants who also surveys our parents and students on these issues. This survey addresses issues like: student safety traveling to and from school, student safety at school, bullying, absences due to social

issues, drug use, internet connectivity, and the number of caring adults in the student's life. Overall, students feel very safe going to and from school and while on school grounds. For example, 90% of sophomores reported they "Agreed" or "Strongly Agreed" with the statement "I am safe when traveling to and from school, and only 6% of seniors reported being bullied at school. Other data on school climate and safety reflected similar data on how students feel about their experience at CUHSD. The most action based data from this survey revolves around our students' internet connectivity at home. It is clear this is still a barrier for many of our students, and the District is taking concrete steps to address this.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

The primary tool used to determine the extent to which all students have access to and are enrolled in a broad course of study is our master schedule and the enrollment data that accompanies it. Additionally, we work with partners in higher education and local industry to assure that our coursework is in line with college career opportunities.

On the comprehensive campus, students have a much broader choice of coursework and programs in which to enroll. The two alternative programs in the District, continuation and independent study, offer fewer options. The District is taking steps to resolve this through investment in the District Ranch for continuation CTE students to access and the addition of a CTE teacher at the continuation school.

The barriers to broadening the course of study for students, especially those in alternative programs, remains that with small Districts and/or sites, resources must be stretched each time a new program is offered.

The District continues to believe that students in an alternative setting need continued access to quality programs. This is reflected in the District investment into staff, materials, and facilities that are specifically intended to help our most at risk students.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]				
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to Education Code Section 42141, if a school district, either individually or as a member of a joint powers agency, is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

Our district is self-insured for workers' compensation claims as defined in Education Code Section 42141(a):

Total liabilities actuarially determined:	\$	_____
Less: Amount of total liabilities reserved in budget:	\$	_____
Estimated accrued but unfunded liabilities:	\$	0.00

X This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:

NVSIG

This school district is not self-insured for workers' compensation claims.

Signed

Clerk/Secretary of the Governing Board
(Original signature required)



Date of Meeting: Jun 16, 2022

For additional information on this certification, please contact:

Name:	DIANA DAVISSON
Title:	CHIEF BUSINESS OFFICIAL
Telephone:	530-824-8002
E-mail:	ddav isson@comings.org

Budget, July 1
FINANCIAL REPORTS
2022-23 Budget
School District Certification

ANNUAL BUDGET REPORT:

July 1, 2022 Budget Adoption

Insert "X" in applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

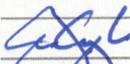
X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: Corning Union High School
Date: June 13, 2022

Public Hearing:

Place: Corning Union High School Library
Date: June 15, 2022
Time: 4:00 p.m.

Adoption Date: June 16, 2022
Signed: 
Clerk/Secretary of the Governing Board
(Original signature required)

Contact person for additional information on the budget reports:

Name: Diana Davisson Telephone: 530-824-8002
Title: Chief Business Official E-mail: ddavisson@cominghs.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Budgeted (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
CRITERIA AND STANDARDS (continued)			Met	Not Met
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	

3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes

S6	Long-term Commitments	Does the district have long-term (multi year) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2021-22) annual payment?		X
				X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?		X
			X	
			X	
				X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)	X	
			X	
			X	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Approval date for adoption of the LCAP or approval of an update to the LCAP:		X
				Jun 16, 2022
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	

A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X



June 9th, 2022

Jared Caylor, Superintendent
Corning Union High School District
643 Blackburn Avenue
Corning, CA 96021

RE: Facility Solution Project Feasibility and Letter of Agreement (LOA)

Dear Superintendent Caylor,

This Letter of Agreement (LOA) is intended to briefly describe the manner in which SiteLogIQ, and Corning Union High School District will work together during the project development process, as well as the obligations of each party with respect to the development process.

Client Identification: Corning Union High School District

Facility Location(s):

- Corning Union High School 643 Blackburn Ave, Corning, CA 96021
- Centennial High School 200 E Fig Lane, Corning, CA 96021
- The Ranch 23341 Loleta Ave, Corning, CA 96021
- R Farm 3840 Marguerite Ave, Corning, CA 96021

Facility Information:

The following is a brief description of the facility(ies):

- Corning Union High School
- Centennial High School
- The Ranch
- R Farm



Area of Focus:

SitelogIQ will provide a proposal and Facility Solution agreement for the implementation of facility improvements, energy conservation, energy generation, and/or energy management services.

Scope of Services:

- A. SitelogIQ will conduct a site visit to the Facility(ies) to perform a physical audit and collect data. The Client will cooperate and collaborate with SitelogIQ during this phase by providing copies of requested data, including (if available): Site and/or system drawings, historical operating data produced or recorded by existing controls or meters, manual logs, and any other data that may be pertinent to this evaluation.
- B. Client will also make operational personnel available at reasonable times for in-person and telephone interviews with SitelogIQ to answer questions about existing facilities conditions, operating profile, and existing equipment operation.
- C. Where operational data is not available to support the analysis, SitelogIQ will utilize standard engineering practices and assumptions to provide a conservative analysis on the potential energy savings from installing the energy conservation measures.
- D. SitelogIQ will also analyze the potential for energy generation measures.
- E. SitelogIQ will recommend energy management and/or on-going monitoring services.
- F. For each of the targeted Energy Conservation Measures (ECMs), estimated (projected) operating costs will be calculated and then compared to existing operating costs. Existing conditions will be evaluated using data-logged or stipulated and mutually agreed operational schedules.
- G. SitelogIQ will prepare a return on investment analysis (consistent with the client's preferred evaluation methods based on agreed upon Economic Criteria noted below).
- H. SitelogIQ will provide budgetary construction costs estimates and a summary Scope of Work for all recommended ECMs. Cost estimates will represent a "turnkey" solution. Refer to Attachment A for the list of discussed potential



ECM's to be evaluated.

- I. The results will be presented to client as a recommended Scope of Work and a financial proforma (such as a Cash Flow) which will include costs and energy savings for the next 25 years with escalation of no more than 5% and including future maintenance & repair costs. As a result, *True Cost of Ownership* is presented to the client for their review and consideration.

Client Responsibilities:

In order for SitelogIQ to provide the services described in this LOA, the Client agrees to provide (or cause its energy suppliers to provide) SitelogIQ with the data requested in Attachment B. In addition, Client shall execute Attachment C ("Utility Authorization Form") to provide access to Client's Utility account information.

Development Efforts:

Client acknowledges that SitelogIQ will incur considerable expense in developing the Project. This expense includes the cost to provide professional services by SitelogIQ's development team, the cost to visit the Site, and the cost to prepare the deliverables.

Ownership of Work:

All work products, including all proforma's, schedules, and scope of work documentation provided by SitelogIQ, will only become the property of the Client upon execution of a binding, irrevocable contract between the Client and SitelogIQ for the implementation of the ECMs proposed by SitelogIQ. Notwithstanding the foregoing, to the extent that any tangible work documentation produced by SitelogIQ contains SitelogIQ's pre-existing materials (including but not limited to templates, forms, and other SitelogIQ -created materials), SitelogIQ will remain the sole and exclusive owner of all such pre-existing materials.

Development Fee:

SitelogIQ will develop the Project for the firm, fixed fee/rate as listed below:

1. Fee/Rate of: \$19,000. Fixed Fee.

In the event that the Client enters into a contract with SitelogIQ for the implementation of the ECMs within 60 days after presenting the Proposal, then SitelogIQ's cost to develop the Proposal will be waived. If the Client enters into a contract with SitelogIQ at a later date, the Development Fee paid by the Client will be credited toward the project's total implementation cost.



If SitelogIQ cannot meet the Economic Criteria Client will not compensate SitelogIQ for its LOA fee.

Economic Criteria:

The Client has represented to SitelogIQ that Client agrees to move forward with the project if the project is shown to reduce the operational expenses at the site over the useful life of the project. The main financial objectives of the project are as follows:

1. Provide a self-funded program, which pays for itself through expense reductions and minimizes the Customer's contribution.
or
2. Provide a self-funded program, which pays for itself through expense reductions and minimizes the Clients' contribution and meets the requirements of California Government Code 4217.10 et seq
or
3. Provide a program with supplemental funding sources such as but not limited to ECAA Loan, CalSHAPE, ESSER III and SGIP grants that has minimal fiscal impact to the General Fund if any.
4. Letter of Agreement dependent on District being approved for 0% interest ECAA (Energy Conservation Assistance Act) loan provided by the California Energy Commission.

This LOA shall be construed and enforced in accordance with the laws of the State of California without regard to principles of conflicts of law.

If you agree with the provisions set forth in this LOA, kindly sign, and date the LOA below and return one fully executed copy to my attention. Thank you again for providing SitelogIQ with the opportunity to work with Corning Union High School District on this important initiative.

Acceptance of Letter of Agreement

This agreement is between Corning Union High School District and SitelogIQ, Inc.

Client:

SitelogIQ



 Name: Jared Caylor

 Name: John Gajan

Title: Superintendent

Title: President, Energy West

Date: 6/17/22

Date:



**Attachment A:
Potential Facility Improvement, Energy Conservation, Energy Generation,
and Energy Management Measures to be considered focus on improved
critical infrastructure facility upgrades**

1. HVAC Mechanical Equipment
2. HVAC Controls with CO2 Sensors
3. Energy Management
4. CalSHAPE Grant mechanical
5. Interior/Exterior Lighting retrofit to LED



Attachment B:

Utility Authorization Request and 1st Step needs list

- ~~1. Please Access this Utility API Link which will allow SiteLogIQ to access the Districts PG&E data on 15-minute intervals. The account # and password will be needed. Please include all meters for which the District is billed.~~

~~API link <https://utilityapi.com/authorize/sitelogiq?f=3c9adb4b-db8f-4567-8051-133052561a86>~~

- ~~2. Please see attached PG&E third party authorization form to complete and return.~~
- ~~3. Complete set of building plans (original & as-builts); at a minimum, overall architectural plan, main mechanical schedule, electrical single-line diagram.~~
- ~~4. Site Square footage of Occupied Space~~

1,2 & 4 ALREADY COMPLETED BY DISTRICT

Attachement C :
Pre-audit Information Request

#	Must Have	Nice to Have
Utility Information		
1	Electric, Gas, Water, Oil, Other: Utility supplier and contact	all data in excel format; 3 to 5 years. Customer Access through Utility API.
2	Summary of monthly usage and cost (1 year minimum, 3 years preferred)	Utility Rate structures
3	Copies of actual Utility bills for one year	Kilo Watt (kW) and Kilo Volt Amp (kVA) Data: Monthly Peaks & 15-minute interval
4	What are the interconnection or other major electrical codes that we need to be aware of, e.g., for islanding from the utility, for connecting to a substation, etc.	Utility Meters: main & sub-meters- layout drawing, locations, areas they feed
5	What is the power rating of equipment (Volts, Amps, Hz)?	
Facility Information		
1	Age, Total building area (sq. feet.), Conditioned Area, window area, number of rooms, common facilities	Roof type & age, window type & age, any window films, etc.?
2	Operation schedule, monthly occupancy data	
3	Complete set of building plans (original & as-builts); at a minimum, overall architectural plan, main mechanical schedule, electrical single-line diagram;	Please scan & pdf all the building as-built drawings.
4	Any problems regarding guest comfort (humidity, hot/cold areas, mold, etc.)	Equipment Maintenance logs & schedule (indicate recurring problems)
5	Any major renovation projects in the last 3 years? Or plans to renovate	Air balance report, Facility Assessment Plan



BLANK

Corning Union High School District

Committee on Assignments

2022-2023

The following teachers have been recommended by the Committee on Assignments to serve in subject areas outside of their credential based on California Education Code 44263 and/or 44258.7:

1. Sherry Peterson- English
2. James Johnson- Physics
3. Thomas Mendonsa- Yearbook
4. Ana Thuemler- Leadership

Submitted for Board Approval on June 16, 2022