

Corning Union High School Special School Board Meeting

DATE February 11, 2023

TYPE OF MEETING:
Special

TIME: 8: 00 A.M.

MEMBERS ABSENT:
Cody Lamb

PLACE: Corning Union High School
Library

VISITORS:

MEMBERS PRESENT:

Todd Henderson
Cody Lamb, Larry Glover
Tony Turri

SCHOOL DISTRICT REPRESENTATIVES:

Jared Caylor, District Superintendent
Jessica Marquez, Administrative Assistant to Superintendent

THE CORNING UNION HIGH SCHOOL -

- 1. CALL TO ORDER:** The meeting was called to order at 8:00 a.m. by Board President, Larry Glover.
- 2. PLEDGE OF ALLEGIANCE:** Board President, Larry Glover asked the Board and audience to stand for the flag salute.
- 3. ROLL CALL:** Board President, Larry Glover asked for a roll call.

Attendance is as follows:

- Tony Turri
- Larry Glover
- Todd Henderson
- Jim Bingham

Absent:

- Cody Lamb

**4. PUBLIC
COMMENT
STUDY SESSION
ITEM:**

There was none.

5. STUDY SESSION

Fred VanVleck from National Center for Executive Leadership and Board Development introduced himself, Dr. Walt Hanline and Mary Hopewell. Next was Board introductions.

Name and why they chose to be on the board.

Mary Hopewell shared that on Day #1 of the Strategic Planning Process many people spoke to the tradition that CUHSD has.

The Board will receive the overview process and what happened on Day#1 and Day#2.

Prioritization/Leadership

- Why
- Review
- Mission/Vision Statement (recommendation)
- 20 different priorities (process)
- 20 different priorities in order listed by most important to least important

6. ADJOURNMENT:

A motion was made by Tony Turri and seconded by Jim Bingham to adjourn the meeting at 3:35 p.m.

Approved

Larry Glover, President

Jim Bingham, Clerk

Corning Union High School District Special Board Meeting

Date: Saturday, February 11, 2023

Time: 8:00am -4:00 pm

Location: Corning Union High School Library

1. CALL TO ORDER

2. FLAG SALUTE

3. ROLL CALL

4. PUBLIC COMMENT ON STUDY SESSION ITEM

5. STUDY SESSION

5.1 – Strategic Planning

The Board will participate in a Strategic Planning conducted by Walt Hanline.

6. Adjournment

Priority/Control Number	Objective	Component (Objective, Outcome, Metric, Action and Service)	Task	Due Date	Assigned (Responsible)
17	Alternative and Optional Programs	Objective	Students will be provided alternatives and options within the district that are beyond the core comprehensive program (9-12+).		
17.1	Alternative and Optional Programs	Outcome	Students will be provided with optional programs that support their educational development outside of the regular school day.		
17.1.1	Alternative and Optional Programs	Metric	Annually in September, the CUHS principal will report to the Superintendent the number of students who were recommended for tutoring as well as the number who accessed the support. (data source: baseline)	September	CUHS Principal
17.1.2	Alternative and Optional Programs	Metric	Teachers will identify students who will benefit from afterschool tutoring by analyzing grades earned on assignments and in the classes. (data source: gradebooks; transcripts)	Ongoing	CUHS Teachers
17.2	Alternative and Optional Programs	Outcome	Students will be provided with alternative credit recovery programs that support their educational development.		
17.2.1	Alternative and Optional Programs	Metric	Annually in September, CUHS principal will report to the Superintendent the number of students who are credit deficient and accessing credit recovery courses. (data source: Aeries)	September	CUHS Principal
17.2.2	Alternative and Optional Programs	Metric	Annually in September, CUHS and Centennial principals will report to the Superintendent that 25% of students in summer school will	September	CUHS & Centennial Principals

			complete 5 or more credits. (data source: transcripts)		
17.2.3	Alternative and Optional Programs	Metric	Biannually in December and June, CUHS & Centennial principals will certify to the Superintendent that 25% of students in night school will complete 5 or more credits. (data source: transcripts)	December/June	CUHS & Centennial Principals
17.2.4	Alternative and Optional Programs	Metric	Annually in June, the site principal will certify to the Superintendent that 60% of seniors at the continuation school will complete all deficient credits and be on track for graduation. (data source: transcripts)	June	Centennial Principal
17.2.5	Alternative and Optional Programs	Metric	Annually in June, the site principal will certify to the Superintendent that 30% of students, other than seniors, at the continuation school recovered at least 10% of deficient credits. (data source: transcripts)	June	Centennial Principal
17.3	Alternative and Optional Programs	Outcome	Students will be provided with an alternative and optional independent study program that supports their educational development outside of the site based model.		
17.3.1	Alternative and Optional Programs	Metric	Annually in December, the Superintendent will report to the board the enrollment for the independent study high school (source documents: human resources staffing report, attendance, and budgets).	December	Superintendent
17.3.1	Alternative and Optional Programs	Metric	Annually in June, the Superintendent will report to the board the number of students who graduated from the independent study high school. (data source: Aeries; transcripts)	June	Superintendent
17.4	Alternative and Optional Programs	Outcome	Students will be provided with optional youth employment programs.		

17.4.1	Alternative and Optional Programs	Metric	Annually in September, CUHS & Centennial principals will report to the Superintendent the number of work permits given to students during the previous school year. (data source: work permits)	September	CUHS & Centennial Principals
17.4.2	Alternative and Optional Programs	Metric	Annually in September, CUHS & Centennial principals will report to the Superintendent the number of community businesses students are employed at. (data source: baseline)	September	CUHS & Centennial Principals
17.4.3	Alternative and Optional Programs	Metric	Annually in September, CUHS & Centennial principals will report to the Superintendent the number of students who maintained employment during the school year. (data source: baseline)	September	CUHS & Centennial Principals
17.5	Alternative and Optional Programs	Outcome	Adult students will be provided with an optional adult education program to support educational goals.		
17.5.1	Alternative and Optional Programs	Metric	Annually in July, the Director of Alternative Education will report to the Superintendent the enrollment number for all programs at the adult school. (data source: baseline)	July	Director of Alternative Education
17.5.2	Alternative and Optional Programs	Metric	Annually in July, the Director of Alternative Education will report to the Superintendent the number of adult students who earned a high school diploma. (data source: baseline)	July	Director of Alternative Education
17.5.3	Alternative and Optional Programs	Metric	Annually in July, the Director of Alternative Education will report to the Superintendent the pre- and post-test data for the programs offered. (data source: baseline)	July	Director of Alternative Education
17.6	Alternative and Optional Programs	Outcome	Students who are also parents will be provided with programs to support their educational development.		

17.6.1	Alternative and Optional Programs	Metric	Annually in September, CUHS and Centennial principals will report to the Superintendent the percentage of pregnant parenting teens who graduated the previous school year or who are currently on track to graduate on time (data source: transcripts)	September	CUHS & Centennial Principals
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Priority/Control Number	Objective	Component (Objective, Outcome, Metric, Action and Service)	Task	Due Date	Assigned (Responsible)
12	Career and Technical Education (CTE)	Objective	Students will develop fundamental knowledge and skills to prepare for the transition to postsecondary education, career training, or the workforce by following a multiyear sequence of course "pathways" integrating core academic knowledge with technical and occupational skills.		
12.1	Career and Technical Education (CTE)	Outcome	All high school students will have access to at least 1 CTE pathway.		
12.1.1	Career and Technical Education (CTE)	Metric	Annually, in May, Principals will certify to the CTE Departments that all high school students have access to coursework which would allow them to complete a CTE pathway. (Source Document: Master Schedule).	May	Principals
12.1.1.1	Career and Technical Education (CTE)	DA&S	By March 2024, the principal will have identified and reported at least two potential methods to provide a CTE course pathway for DISTRICT high school students (asynchronous or in-person) to the Teaching & Learning Director.	Mar-24	Principal
12.1.1.2	Career and Technical Education (CTE)	DA&S	By June 2024, the principal will choose a plan for a new CTE pathway that will be accessible to all high school students as reported by the principal to the Teaching & Learning Director.	Jun-24	Principal
12.1.1.3	Career and Technical Education (CTE)	DA&S	By March of each year, all 9-12 students will use Naviance to plan for CTE courses; updating of 4-year plans with academic counselor as appropriate.	March	Principals

12.1.2.4	Career and Technical Education (CTE)	DA&S	By March, through the process of next year's course selection process, academic counselors will communicate advantages and pathways to CTE designation to parents and stakeholders.	March	Academic Counselors
12.1.2	Career and Technical Education (CTE)	Metric	In April, CTE Departments will verify to the Principal that the number of students who are CTE pathway completers has increased by 5% from the previous year. (Source Document: Aeries)	April	CTE Departments
12.1.2.1	Career and Technical Education (CTE)	DA&S	Annually the Data Manager will report the number of graduates earning the CTE completer designation to high school principals and the Teaching & Learning Director.	October	Data Manager
12.1.2.2	Career and Technical Education (CTE)	DA&S	Annually the Teaching & Learning Director will report the number of graduates earning the CTE completer designation as part of CA School Dashboard and student achievement presentations.	Annually	Teaching & Learning Director

Priority/Control Number	Objective	Component (Objective, Outcome, Metric, Action and Service)	Task	Due Date	Assigned (Responsible)
7	Clean and Safe Facilities	Objective	Students and staff will learn and work in clean, safe, functional, and attractive classrooms, facilities, and grounds that are maintained and in good repair.		
7.1	Clean and Safe Facilities	Outcome	M&O will ensure to the Associate Principal/Principal all District School facilities will be clean with general maintenance, landscaping, and repairs complete.		
7.1.1	Clean and Safe Facilities	Metric	The M & O Director will certify to the Superintendent that all sites will receive a rating of Exemplary on the Facility Inspection Tool (FIT) during bi-annual (July and January) site visits. Sites that receive ratings of Good, Fair, or Unsatisfactory will show annual improvement in their rating. (Data: Bi-Annual FIT report and/or yearly inspection)	Annually	M & O Director
7.1.2	Clean and Safe Facilities	Metric	The M&O Director will certify to the Associate Principal that we are increasing the number of Good or Fair ratings will increase by 5% each year. (Data: Bi-Annual FIT report and/or yearly inspection)	February	
7.1.1.1	Clean and Safe Facilities	DA&S	The M & O Director will provide an annual facilities maintenance schedule to the Superintendent each school year.	August	M & O Director
7.1.1.2	Clean and Safe Facilities	DA&S	All grounds, including planters, grass areas, and sports fields, will be consistently watered, fed, and maintained.	Ongoing	M & O Director

7.1.1.3	Clean and Safe Facilities	DA&S	All instructional spaces, offices, and restrooms will be cleaned at maintained by custodial staff on a daily basis	Ongoing	M & O Director
7.1.2	Clean and Safe Facilities	Metric	The M & O Director will certify to the Superintendent that all on-going repairs to the facilities are being completed in a timely manner (Data: Completed Job Orders)	May	M & O Director
7.1.2.	Clean and Safe Facilities	DA&S	For facilities owned by the District school, the M & O Director will ensure all repairs are made in a timely manner.	Ongoing	M & O Director
7.1.2.2	Clean and Safe Facilities	DA&S	The M & O Director will report any facilities complaints to the Superintendent and develop a plan to resolve the complaint in a timely manner.	Ongoing	M & O Director
7.1.2.3	Clean and Safe Facilities	DA&S	The Superintendent will provide quarterly updates to the Board of Trustees regarding campus facilities.	Quarterly	Superintendent
7.1.3	Clean and Safe Facilities	Metric	The M & O Director will certify to the Superintendent that PE and Athletic facilities are safe for students/staff and use and identify any needed repairs. (Data: Bi-Annual FIT report and/or yearly inspection)	August	M & O Director
7.1.3.1	Clean and Safe Facilities	DA&S	The M & O Director or another certified inspector evaluates equipment (bleachers/hoops, cages, etc...) and note improvements for safety and compliance and present it to the Superintendent.	Annually	M & O Director
7.1.3.2	Clean and Safe Facilities	DA&S	The M & O Director will work with the PE and dance teachers and athletic coaches to evaluate their instructional spaces and ensure all equipment is safe for student use.	Annually	M & O Director
7.2	Clean and Safe Facilities	Outcome	M&O Director will ensure the district maintaining appropriate levels of custodial and grounds staffing to ensure all facilities are well-maintained to the Superintendent.		
7.2.1	Clean and Safe Facilities	Metric	Quarterly, the M & O Director will certify to the Superintendent that the school has the appropriate level of staffing for the coming school	Quarterly	M & O Director

			year to complete all custodial and grounds work in a timely manner. (Data: HR report)		
7.2.1.1	Clean and Safe Facilities	DA&S	The M & O Director will work with the CBO to develop a documented staffing ratio tool to ensure the school maintains full staffing in custodial, grounds, and maintenance.	April/May	M & O Director
7.2.1.2	Clean and Safe Facilities	DA&S	The M & O Director will review the grounds contract quarterly to ensure the school is receiving the proper amount of on-going grounds service.	Quarterly	M & O Director
7.2.1.2.1	Clean and Safe Facilities	SA&S	The M & O Director will meet with the school principals and lead custodians for both campuses to identify custodial and grounds needs.	Bi-Monthly	M & O Director
7.2.1.2.2	Clean and Safe Facilities	SA&S	The Associate Principal will ensure their campuses are being regularly cleaned and maintained.	Ongoing	Associate Principal & Principals
7.2.1.2.3	Clean and Safe Facilities	SA&S	Principals will develop "landscape beautification" days with the M & O Director for families and students to participate in campus clean up and maintenance twice per year.	Annually	Associate Principal
7.2.1.2.4	Clean and Safe Facilities	SA&S	Principals will work with teachers and student leadership groups to develop "green team" initiatives to encourage students to take ownership in maintaining a clean and safe campus	Ongoing	Associate Principal
7.3	Clean and Safe Facilities	Outcome	All District School facilities will be safe with from internal and external threats plus natural disasters.	February	
7.3.1	Clean and Safe Facilities	Metric	SRO or RTAC will update the vulnerability report annually and certify there are no high vulnerability points on campus. (Date source: Vulnerability Report)	February	Associate Principal
7.3.2	Clean and Safe Facilities	Metric	Associate Principal will determine what needs immediate action and will certify to the Superintendent and provide recommendations of timeline of implementation. (Date source: Vulnerability Report)	June	Associate Principal

7.3.2.1	Clean and Safe Facilities	DA&S			
7.3.2.2	Clean and Safe Facilities	DA&S			
7.4	Clean and Safe Facilities	Outcome	District will make available gender neutral bathrooms	Ongoing	
7.4.1	Clean and Safe Facilities	Metric	The M&O Director will confirm by 2025 that four general neutral bathrooms were added (Data: Building plans)	June	
7.4.1.1	Clean and Safe Facilities	DA&S			

Priority/Control Number	Objective	Component (Objective, Outcome, Metric, Action and Service)	Task	Comments	Assigned (Responsible)
20	Community Outreach	Objective	The District will develop community outreach and involvement strategies to support identified priorities in partnership with local government, business and community colleges (e.g., governmental partnerships, grant development, educational foundations, and community-sponsored clubs and activities).		
20.1	Community Outreach	Outcome	The district schools will be active community partners with organizations within our community.		
20.1.1	Community Outreach	Metric	Annually in June, the principals of district schools will certify to the superintendent that the schools have participated in a minimum of five community events.	June	School Principals
20.1.2	Community Outreach	Metric	Annually in April the CTE department chair will certify that 2 CTE advisory meetings have been held.	April	CTE Department Chair
20.1.3	Community Outreach	Metric	Each year in August, the principal will report the the school board that the district schools will have formal work based partnerships with at least 4 local businesses.	August	Principal
20.2.1.2	Community Outreach	DA&S			

Priority/Control Number	Objective	Component (Objective, Outcome, Metric, Action and Service)	Task	Due Date	Assigned (Responsible)
3	English	Objective	All students will develop reading, writing, speaking, and listening skills; they will meet or exceed the California Common Core Standards.		
3.1	English	Outcome	Students will show growth in ELA department writing standards, as defined by the ELA common rubric, at every grade level in English Language Arts.		
3.1.1	English	Metric	Each year, the ELA department chair will certify to the principal, who will then share with the superintendent and school board, that 50% or more of the students, including all subgroups, will score a 2 or higher on the 4 pt ELA Common Rubric. [Source Document: CUHS ELA Common Rubric]	May	ELA teachers
3.1.1.1.1	English	SA&S	Annually the ELA department will review previous results of the ELA common rubric, using the data to fill in gaps in student performance and inform future instruction.	August	ELA teachers
3.1.1.1.2	English	SA&S	Three times a year, the ELA department will meet with the ELD teachers to review practices and strategies for meeting the learning needs of ELD students to support their writing improvement as measured by the ELA common rubric.	August, November, February	ELA and ELD Departments

3.2	English	Outcome	Students in Grade 11 will meet or exceed California Common Core State Standards for English Language Arts.		ELA Teachers
3.2.1	English	Metric	Annually by June, the principal will report to the school board that 37% of Grade 11 students, including all subgroups, will meet or exceed standards on the state assessment. [Source Document: CAASPP]	June	Principal
3.2.1.1.1	English	SA&S	All students will have access to research-based, standards-aligned ELA curriculum with scaffolds and supports for all subgroups.	Ongoing	ELA Teachers
3.2.1.1.2	English	SA&S	THIS SQUARE IS NOT FINISHED The ELA department will meet 3 times a year to articulate the curriculum and assessment required that ensures that students in grades 9-10 are prepared to meet or exceed Common Core Standards. (Where do they need to be at each interval? Backward map the benchmarks) We will accomplish this by doing these things (spell it out):	August, January, March	ELA Teachers
3.3	English	Outcome	Students will be provided with supports gleaned from our school's ELD coach as well as supports outlined in the school sponsored ELD trainings and statewide GLAD trainings.	Ongoing	ELD coach and ELA teachers
3.3.1	English	Metric	Annually principals will certify to the Superintendent that the ELA Dept has implemented ELD supports [Data Source Document: Principal walk-through reports, formative assessments, lesson plans].	September	Principals

Priority/Control Number	Objective	Component (Objective, Outcome, Metric, Action and Service)	Task	Due Date	Assigned (Responsible)
8	Family Engagement	Objective	Families and the Community are valued members of the school community, having an active voice in the support and development of the school through participation, involvement and providing feedback at the District and School levels.		
8.1	Family Engagement	Outcome	Families will receive regular, ongoing communication from the school.		
8.1.1	Family Engagement	Metric	Annually, principal and associate principal will provide a school communication plan that addresses regular ongoing communication from the school in August.	August	Principals
8.1.1.1	Family Engagement	DA&S	Annually, by August 30th, the Data Technician will certify to Principal that all student contacts for the coming school year have been updated and that the student information system is set to update this information when provided by parent/guardians throughout the school year. [Data Source: Aeries]	Annually	Data Technician
8.1.1.1.1	Family Engagement	SA&S	Each principal/associate principal will develop a monthly communication to be sent to families highlighting key information for parent/guardians to know in support of their child.	Ongoing	Principals
8.1.1.1.2	Family Engagement	SA&S	Each teacher	Ongoing	Teachers

8.1.1.3	Family Engagement	SA&S	Each administrator will ensure the website is up-to-date for the coming school year and maintain the data on the site throughout the school year.	August / Ongoing	Principals Directors
8.1.1.4	Family Engagement	SA&S	At least weekly principals will post relevant and timely information to the social media accounts with a focus on celebrating student work and inviting families to on-campus activities.	Weekly	Associate Principals/Principal
8.1.1.5	Family Engagement	SA&S	Principals will work with front office staff to ensure all physical mail communication has been sent home in timely manner. This includes report cards, progress reports, absence letters, test scores, or similar communications which require a physical copy to be provided to the family.	Ongoing	Associate Principals/Principal
8.1.1.6	Family Engagement	SA&S	Principals will work with teachers to ensure phone calls are made home daily for any emergency or student behavior concerns and a "next steps" plan has been put into place for the student.	Daily	Principals
8.2	Family Engagement	Outcome	Principals and teachers will provide opportunities for families to be connected to the school environment.		
8.2.1	Family Engagement	Metric	Annually the principal will provide to the Superintendent a calendar of on-campus events and volunteer opportunities for families. (Source document: baseline data, Google Calendar)	August	Principals
8.2.1.1.1	Family Engagement	SA&S	In addition to Back to School, principals will ensure that each School has hosted multiple events per school year including at least one academic event and one family-centered event.	June	Principals

8.2.1.1.2	Family Engagement	SA&S	Principals will support the development of parent groups at each by attending meetings and assisting each group in developing volunteer activities for families which support the school.	Ongoing	Principals
8.2.1.1.3	Family Engagement	SA&S	Principals will host quarterly "coffee chats" or similar informal opportunities for parents to meet with School administration.	Ongoing	Principals
8.2.1.1.4	Family Engagement	SA&S	By the end of the school year, principals will certify that parents and families had monthly opportunities for collective feedback, input, and discussion led by a parent-teacher team.	June	Principals
8.2.1.1.5	Family Engagement	SA&S	Annually, lead teachers and principals ensure that parent representatives have been established for each grade level and/or graduating class.	Sept	Principals
8.2.1.1.6	Family Engagement	SA&S	Each School will provide meaningful, age-appropriate opportunities for families to volunteer on campus (ex: academic tutoring, reading in classes, chaperoning field trips, crosswalk, landscape beautification).	Ongoing	Principals
8.3	Family Engagement	Outcome	All families have opportunities to be included in their child's academic development and progress.		
8.3.1	Family Engagement	Metric	Annually, Counseling Chair will provide to the Principal a list of opportunities families have been provided to be included in their child's academic development and progress. Data: Baseline data	October	Principals
8.3.1.1.1	Family Engagement	SA&S	Teachers will maintain all grades and attendance in a timely manner and post this information in Aeries.	Sept	Principals
8.3.1.1.2	Family Engagement	SA&S	At the end of each grading period, principals/register will ensure that a formal record of academic progress (ex: report cards, progress reports) has been sent to each family.	Ongoing	Principals Teachers
8.3.1.1.3	Family	SA&S		Ongoing	Principals

	Engagement			End of Grading Periods	
8.3.1.1.4	Family Engagement	SA&S	At the end of each assessment window (iReady, CAASPP), copies of score reports for each tested subject areas (ELA, math PE, science, etc.) will be sent to families. The score reports will also include information about the assessment and plans for addressing any concerns.	Ongoing	Principals
8.3.1.1.5	Family Engagement	SA&S	Principals will collaborate with the Teaching & Learning Director and lead teachers to host at least one assessment workshop to review assessment data (iReady, CAASPP) with families, along with strategies for supporting students at home in developing skills in these areas.	Annually	Principals
8.3.1.1.6	Family Engagement	SA&S	Each School will provide structured opportunities for parent/guardians to meet with teachers to discuss academic progress (ex: parent-teacher conference, advising meetings, etc.) and communicate these opportunities out to families.	Ongoing	Principals
8.4	Family Engagement	Outcome	All families are prepared to support their children in the pursuit of transition planning and post-secondary education.	Copy and paste from Heather	
8.4.1	Family Engagement	Metric	Annually, Counseling Chair will provide to the Principal a list of activities held by the School focused on transition planning.	November	Principals
8.5	Family Engagement	Outcome	All families attend Back to School Night	August	
8.5.1	Family Engagement	Metric	The teachers will certify to Principal total attendance at Back to School night. Source: Baseline data		
8.6	Family Engagement	Outcome	All incoming 8 th grade families attend Freshmen Orientation		
8.6.2	Family Engagement	Metric	Leadership will certify to the Associate Principal attendance at Freshmen Orientation. Source: Baseline data		

8.4.1.1	Family Engagement	DA&S	Annually principals and school administration will participate in regional/community events focused on assisting families in making middle and high school selection decisions.	Annually	Principals
8.4.1.1.1	Family Engagement	SA&S	Annually counselors will host information nights at key grade levels regarding the transition to high school and college.	Annually	Principals
8.4.1.1.2	Family Engagement	SA&S	Annually academic counselors in collaboration with School principals will provide workshops for families regarding high school graduation and college admission requirements for middle and high school families.	Annually	Academic Counselors Principals

Priority/Control Number	Objective	Component (Objective, Outcome, Metric, Action and Service)	Task	Due Date	Assigned (Responsible)
1	Human Resources	Objective	The District will seek to attract, retain and develop high quality, CUHSD vision & mission aligned professionals through competitive wages and a desirable work environment.		
1.1	Human Resources	Outcome	The district will retain and develop high quality staff.		
1.1.1	Human Resources	Metric	The CBO will certify to the Superintendent that 100% of staff members have been given meaningful, on-time evaluations.	September	CBO
1.1.2	Human Resources	Metric	The Superintendent will certify to the Board that certificated salary schedules will be competitive with the 9 identified and agreed upon districts. Competitive is defined as X out of 10 or higher.	September	Superintendent
1.1.3	Human Resources	Metric	The Superintendent will certify to the Board that classified salary schedules will be competitive with districts identified by the board. Competitive is defined as X out of 10 or higher.	September	Superintendent
1.1.4	Human Resources	Metric	A member of the district Administrative team will conduct an exit interview with 100% of non-returning staff to gain insight on the reasons for leaving the district.	Ongoing	District Admin Team member
1.1.5	Human Resources	Metric	Staff members will be given the opportunity to request a minimum of one professional development training. (Data Source: annual budget request)	March/April	CBO
1.1.6	Human Resources	Metric	The District will reduce the employee turnover rate by 2% each year.	Annually	

1.2	Human Resource	Outcome	The District will attract high quality, long term focused employees.		
1.2.1	Human Resources	Metric	The District will build relationships with universities to host 3 student teaching opportunities.	January	Principal
1.3	Human Resources	Outcome	The district commits to creating a positive, welcoming work environment.	Ongoing	Superintendent
1.3.1	Human Resources	Metric	The District will plan 3 informal events to grow personal relationships amongst staff.	Ongoing	
1.3.2	Human Resources	Metric	The District will explore opportunities to provide a resource for all staff members to feel their voice is heard through thought exchange, surveys, or similar process. This will serve as a baseline for future improvement.	Ongoing	
1.3.3	Human Resources	Metric	The Superintendent will certify to the Board all new employees were assigned a mentor within 6 weeks of hire date.		Superintendent, Admin team

Priority/Control Number	Objective	Component (Objective, Outcome, Metric, Action and Service)	Task	Due Date	Assigned (Responsible)
2	Math	Objective	All students will develop concepts, operational skills, and problem solving as aligned with the Common Core State Standards in alignment with the 8 mathematical practices.		
2.1	Math	Outcome	Students will meet or exceed grade level standards.		
2.1.1	Math	Metric	Each year in September the Math Teachers will certify to the Principal that 30% or more of the students, including all subgroups, will meet or exceed grade level standards in mathematics. For subgroups who did not meet this schoolwide criteria, 75% of students will demonstrate a minimum of one year's growth in mathematics. [Source Document: CAASPP, CA School Dashboard.]	September	Math Teachers & Principal
2.1.2	Math	Metric	Each year in May the Math Teachers will certify to the Principal that 75% of the Integrated 1-3 mathematical students have shown mathematical growth in that subject. [Source Document: Diagnostic Assessment (to be developed)]	May	Math Teachers & Principal
2.1.1.1.1	Math	SA&S	Develop a diagnostic assessment for each level of mathematics (To be developed)	August and May	Math Dept. Teachers
2.1.1.2.2	Math	SA&S		August, October, February, May	Math Dept Teachers

			Increase the number of students taking Integrated Math 3 by....(think of a percent to increase by) based on diagnostic assessment		
2.1.1.2.3	Math	SA&S	Principals work with teachers and math department leaders and the Math teachers to identify students not meeting the annual math goals and to develop support plans.	October	Math Dept. Teachers
2.1.1.2.4	Math	SA&S	Annually principals will certify to the Teaching & Learning Director a timeline with interventions for identified subgroups have been established using diagnostic and summative assessment data.	October	Principals
2.2	Math	Outcome	Students will receive instruction that is aligned to College and Career Readiness Standards.		
2.2.1	Math	Metric	Bi-annually in December and May the teachers? will verify to the principal that 50% of their curriculum and instruction will be aligned to College and Career Readiness Standards. [Source Document: Curriculum pacing guides, scope and sequence documents]	December and May	Principal
2.2.1.1.1	Math	SA&S	All students will have access to research-based, standards-aligned mathematics curriculum with cross-disciplinary connections.	Ongoing	Math Teachers
2.2.1.1.2	Math	SA&S	Each year, students will be taught through dynamic, hands-on, real world math instruction in alignment with the DISTRICT Instructional Stance (purposeful, active, relevant).	Ongoing	Math Teachers
2.3	Math	Outcome	Students will receive instruction that encompasses the 8 mathematical practices aligned to the California Common Core Standards in Mathematics.		

2.3.1	Math	Metric	Annually in September the math department teachers will verify to the principal that all students receive instruction which encompasses all 8 of the Mathematical Practices. [Source Document: Curriculum pacing guides, scope and sequence documents]	September	Principal
2.3.1.1.1	Math	SA&S	Each School will implement on-going data analysis structures (ex: PLCs, MTSS data meetings) to evaluate assessment and grading data to differentiate instruction and provide individualized supports.	Ongoing	Principals
2.3.1.1.2	Math	SA&S	Each School will implement standardized and shared data systems by School with use of common benchmark and summative assessments (ex: iReady, MDPT, CAASP) to facilitate meaningful collaborative data conversations.	Ongoing	Principals
2.3.1.1.3	Math	SA&S	Principals will provide time for collaboration between staff working with students in order to expand teaching practices and lesson development.	Ongoing	Principals
2.3.1.1.4	Math	SA&S	Each School will implement standardized curriculum differentiation tools (ex: WIN time, Bridge Class, MathSpace, iReady Instruction, etc.) to assist teachers in providing individualized supports.	Ongoing	Principals
2.4	Math	Outcome	Math Teachers will engage in on-going mathematics professional learning with a focus on implementing research-based instructional strategies to support all learners.		
2.4.1	Math	Metric	Annually, in April the Math Department Chair will provide to the principal 1- 2 different professional developments that focus on implementing research based instructional strategies. The principal will provide School-level professional learning plan which incorporates mathematics instruction for the coming school year and outlines specific topics, materials, and resources	April	Principal and Head of Math Dept.

			to be utilized [Source Document: School professional learning plans].		
2.4.1.1	Math	DA&S	The Teaching & Learning Director will work with the Math TOSA to develop support plans for the school year.	Ongoing	Teaching & Learning Director
2.4.1.2	Math	DA&S	The Teaching & Learning Director will work with the Math TOSA to develop support plans for the school year.	Ongoing	Teaching & Learning Director
2.4.1.3	Math	DA&S	The Teaching & Learning Director will work with principals and the Math Coach to prioritize Math TOSA support for the school year.	Ongoing	Teaching & Learning Director
2.4.1.3.1	Math	SA&S	Principals will work with teachers and instructional staff to identify professional development needs in the area of mathematics.	Ongoing	Principals
2.4.1.3.2	Math	SA&S	Principals will work with the Teaching & Learning Director to identify resources for support teacher professional learning.	Ongoing	Principals
2.4.1.3.3	Math	SA&S	Principals will develop a year-long calendar which outlines specific professional learning and instructional staff collaboration times across the school year.	Ongoing	Principals
2.4.1.3.4	Math	SA&S	Principals will assist teachers in identifying and developing professional growth goals in the area of mathematics as appropriate each year.	Ongoing	Principals
	Math	Metric	Annually, principals will certify to the Teaching & Learning Director that the professional learning plan from the prior school year has been implemented with fidelity.	2.4.2	Principals

Priority/Control Number	Objective	Component (Objective, Outcome, Metric, Action and Service)	Task	Due Date	Assigned (Responsible)
4	Mental and Social Emotional Wellness	Objective	Students will learn and utilize healthy coping skills to support their social-emotional wellness. In partnership with their teachers and families, students will learn to advocate for themselves and access community resources.		
4.1	Mental and Social Emotional Wellness	Outcome	District will have a Research based Social-Emotional practice that is implemented district-wide.		
4.1.1	Mental and Social Emotional Wellness	Metric	Annually, By August, Director of Special Education will certify to the Supt. that all staff have implemented the social Emotional practices district wide. (Data source Document: Social Emotional Practice Implementation Guide)	August	Student Services Director
4.1.1.1	Mental and Social Emotional Wellness	DA&S	Student Services Director will provide a school wide list of the Top 10 Best Social Emotional Practices to be implemented in each classroom.	August	Student Services Staff
			SSD will provide school wide norms for interacting with students to promote positive social emotional practices.		
4.2	Mental and Social Emotional Wellness	Outcome	students will demonstrate the ability to use coping skills and demonstrate healthy wellness behaviors.		
4.2.1	Mental and Social Emotional Wellness	Metric	Self awareness and Self management		

4.2.1.5.1	Mental and Social Emotional Wellness	DA&S	Student Services Staff will collect parent feedback related to student wellness and use of healthy coping skills. This data collection will occur three times a year and will be presented for review to the Student Services Director.	Ongoing	Student Services Staff
4.3	Mental and Social Emotional Wellness	Outcome	Families will have access to tools and resources to support their student(s) well-being.		
4.3.1	Mental and Social Emotional Wellness	Metric	Annually, by May, the School Psychologist will certify to the Director of Special Education that all families have access to tools and resources to support their students. [Source Document: List of Resources].	May	Student Services Director
4.3.1.1	Mental Health and Social Emotional Wellness	DA&S	Utilizing California Health Kids Survey to build resources available to families from our website.	Ongoing	Student Services Staff
			will provide a list of parent and student resources provided throughout the year to the Superintendent		

Priority/Control Number	Objective	Component (Objective, Outcome, Metric, Action and Service)	Task	Due Date	Assigned (Responsible)
6	New and Modernized Facilities	Objective	The District will develop strategies to maximize state and local resources to provide new and modernized facilities that support students and staff in a safe learning environment as an asset to our community		
6.1	New and Modernized Facilities	Outcome	The District shall provide quality, accessible, and modern facilities to serve the students and staff.		
6.1.1	New and Modernized Facilities	Metric	The Superintendent will develop and present a long-range Master Facility Plan to the district Board of Trustees which addresses the facility needs of the District School (ex: classrooms, before/after school care, central services).	May	Superintendent
6.3	New and Modernized Facilities	Outcome	The district facilities reflect the needs and desires of the community.		
6.3.1	New and Modernized Facilities	Metric	Superintendent will conduct a survey to determine community priorities within the master facilities plan.	Sept.	Principals
6.4	New and Modernized Facilities	Outcome	The district will have adequate fiscal resources required to implement the master facilities plan.		
6.4.1	New and Modernized Facilities	Metric	The superintendent will present to the board the possible options for financing (including state funding) the implementation of the master facilities plan. The board will provide direction for the district of how to proceed.	June	Superintendent

Priority/Control Number	Objective	Component (Objective, Outcome, Metric, Action and Service)	Task	Due Date	Assigned (Responsible)
14	Technology & Equipment	Objective	The District will develop systems to maximize federal, state, and local resources to provide new and modernized technology and equipment to address the needs of the students and staff, in the most efficient and effective manner possible (e.g., new or modernized hardware, software, vehicles, and copiers).		
14.1	Technology & Equipment	Outcome	All students and staff will have access to the appropriate up-to-date technology and resources specific to their grade level or role within the organization.		
14.1.1	Technology & Equipment	Metric	Annually the Director of Technology will certify to the Superintendent that all scheduled classrooms/offices have been outfitted with new and modernized technology as part of the school's technology replacement program. (Data Source Document: Tech Inventory)	August	Director of Technology
14.1.1.1	Technology & Equipment	DA&S	In collaboration with the Superintendent, the Director of Technology develops and reviews a standard technology list for classrooms by grade level, school and subject area. (projectors/TVs, sound systems, teacher laptops, etc.).	March	Director of Technology
14.1.1.2	Technology & Equipment	DA&S	In collaboration with the Superintendent, the Director of Technology develops and reviews a hardware replacement schedule for the coming three school years based on K-12 industry standards.	March	Director of Technology

14.1.2	Technology & Equipment	Metric	The Director of Technology and Associate Principal in Charge of Instruction reports annually to the Board on the status of retiring hardware, software, and online services, including recommendations on purchasing necessary replacements. (Data Source Document: Tech Inventory)	April	Director of Technology
14.1.2.1	Technology & Equipment	DA&S	Director of Technology reports to Superintendent items up for retirement	April	Director of Technology
14.2	Technology & Equipment	Outcome	The District will ensure all students have timely and equitable access to technology when on campus.		
14.2.1	Technology & Equipment	Metric	The Chief Business Official will certify to the Superintendent that the District will reserve a sufficient amount annually for the replacement of expiring student technology devices to maintain equitable access to technology. {Data Source Document: District Budget}	June	Chief Business Official
14.2.1.1	Technology & Equipment	DA&S	The Director of Technology will work with School principals and the Associate Principal in charge of instruction to develop and revise student technology use plans for the coming three school years based on instructional needs.	March	Director of Technology Principals
14.2.1.2	Technology & Equipment	DA&S	The Chief Business Official will collaborate with the Director of Technology on maximizing the school's use of E-rate and other technology grant opportunities.	October	Chief Business Official
14.2.1.3	Technology & Equipment	DA&S	The Chief Business Official reports annually to the Board of Trustees on the status of technology replacement reserves.	June	Chief Business Official
14.3	Technology & Equipment	Outcome	The District will maintain the technology infrastructure and appropriate staffing to ensure all technology devices are able to reliably access the Internet and other network resources in a timely manner.		

14.3.1	Technology & Equipment	Metric	Director of Technology will report to the Superintendent that all network & Internet infrastructure be will be outfitted with new and/or current District standardized technology and equipment for the coming three school years. (Data Source Document: Tech Refresh Schedule)	July	Director of Technology
14.3.1.1	Technology & Equipment	DA&S	The Director of Technology will develop, revise, and implement standard technology infrastructure lists for the District.	May	Director of Technology
14.3.1.2	Technology & Equipment	DA&S	Annually the Director of Technology will develop, revise, and implement a technology replacement rotation schedule.	May	Director of Technology
14.3.1.3	Technology & Equipment	DA&S	Annually the Director of Technology will review technology staffing levels based on industry standards for K-12 education with the Superintendent	May	Director of Technology
14.4	Technology & Equipment	Outcome	Staff will utilize serviceable, maintenance and grounds vehicles, tractors, and other related equipment in the performance of their duties and responsibilities.		
14.4.1	Technology & Equipment	Metric	The Director of Maintenance and Operations and Director of Transportation annually report to the Superintendent and the Chief Business Official on the condition of District vehicles and equipment, and recommends replacements as appropriate. (Data Source Document: Equipment Inventory)	Annual	Director of Maintenance and Operations and Director of Transportation
14.4.1.1	Technology & Equipment	DA&S	The Director of Maintenance and Operations and Director of Transportation will purchase, replace, and repair equipment as budgeted for the school year.	Annual	Director of Maintenance and Operations and Director of Transportation

Priority/Control Number	Objective	Component (Objective, Outcome, Metric, Action and Service)	Task	Due Date	Assigned (Responsible)
13	Physical Education	Objective	Students will gain the knowledge, skills, and experiences to be physically active for a lifetime. Students will recognize and value the importance of physical activity in their overall personal wellness.		
13.1	Physical Education	Outcome	Students will meet the healthy fitness zone levels for at least 4 out of the 6 components of fitness.		
13.1.1	Physical Education	Metric	Annually, in October, the Physical Education Department Chair will certify to the Principal that the 9th grade physical fitness test scores for each component of fitness have improved by 5% per year until a goal of 80% of students are in the healthy fitness zone for each component of fitness as measured by the California State Physical Fitness Exam. [Data Source Document: Fitnessgram].	October	Department Chair/Principal
13.1.1.1	Physical Education	DA&S	Annually, the Physical Education Department Chair reviews Physical Fitness Exam data with the principal to set new goals for the coming school year.	October	Physical Education Department Chair and Principal
13.1.1.2	Physical Education	SA&S	The Physical Education Department staff will teach goal setting and implement the use of fitness	Ongoing	Physical Education Department staff

			tracking sheets in student folders to create weekly and tri-annual fitness goals for students.		
13.1.1.3	Physical Education	SA&S	Physical education curriculum will include weekly physical fitness testing opportunities to create goals to continue to improve fitness.	Ongoing	Teachers
13.2	Physical Education	Outcome	All students will be taught Physical Education utilizing the California State Standards.		
13.2.1	Physical Education	Metric	Annually, in June, the Department Chair will certify to the Principal that the Department of Physical Education has taught the 7 course offerings using the California State Standards. [Data Source Document: Physical Education Content Standards]	June	
13.2.1.1.1	Physical Education	SA&S	Physical education teachers will develop and revise scope and sequence documents annually addressing the five components of fitness and 3 principles of fitness, Physical Education domains (psychomotor, affective, cognitive), and Physical Education standards.	Ongoing	Teachers
13.2.1.1.2	Physical Education	SA&S	Physical Educators will provide training on the FITT formula and Principles of Fitness, and will test students on their content knowledge and ability to create a 1 month physical fitness plan.	Ongoing	Teachers
13.2.1.1.3	Physical Education	SA&S	Principals will provide collaboration for Physical Education staff to align scope and sequence for Physical Education classes.	Ongoing	Principal
13.3	Physical Education	Outcome	The Corning Union High School Physical Education program will offer a variety of physical education classes to engage Junior and Senior students, as a part of the 4 year Physical Education requirement.		
13.3.1	Physical Education	Metric	Annually, in December, the Department of Physical Education will certify to the Principal that there are at least 6 dynamic Physical Education Class course selections for Junior and Senior students to take within the department.	December	Principals

13.3.1.1	Physical Education	DA&S	A Physical Education waiver will be offered each year to students who may choose to opt out of Physical Education to pursue rigorous core courses/pathways.	February	Counselors
13.3.1.2	Physical Education	DA&S	Courses offered within the department will be based on the annual physical education survey, the course handbook, and the number of students who select each course.	Ongoing	Teachers
13.3.1.1.1.	Physical Education	SA&S	The Physical Education department staff will poll students on areas of interest of different forms of physical activity to gauge interest in Junior/Senior choice physical education courses.	October	Principals

Priority/Control Number	Objective	Component (Objective, Outcome, Metric, Action and Service)	Task	Due Date	Assigned (Responsible)
16	Physical Health	Objective	Students will participate in a comprehensive health education program designed to promote healthy lifestyle choices by increasing students' health knowledge, attitudes and decision making skills.		
16.1	Physical Health	Outcome	Students will have up-to-date health education to help them achieve their health goals by learning how to maintain and improve their health, through nutrition education, disease prevention, health-related risk taking behaviors including drug abuse and addiction.		
16.1.1	Physical Health	Metric	By March the counseling department will report to the principal that at least 85% of all ninth grade students are enrolled in a comprehensive health education course which meets state mandates and standards. (Source Document: Aeries)	March	Counseling Department & Principal
16.1.2	Physical Health	Metric	The health teacher will report to the principal at the end of each semester that at least 80% of ninth grade students enrolled in freshman health will be able to recognize that their day to day decision making does impact their health. (Source Document: BOTVIN Lifeskills Survey data)	End of first and second semester	Teacher & Associate Principal
16.1.1.1	Physical Health	DA&S	The Teaching & Learning Director will work with School principals to identify and address any health-related curriculum gaps with age-appropriate curriculum for K-12 students.	Ongoing	Teaching & Learning Director

16.1.1.2	Physical Health	DA&S	Principals will identify and report to the Teaching and Learning Director any staff that need training in Health Education requirements and curriculum including reproduction / sex education curriculum for the following year.	May	Principals
16.1.1.2.1	Physical Health	SA&S	Principals will establish a plan with teachers to ensure that all students have participated in the comprehensive health education for their grade level.	May	Principals
16.1.1.3	Physical Health	DA&S	The school will provide access to ongoing professional development for health education standards at the beginning of each school year.	August	Teaching & Learning Director
16.1.1.3.1	Physical Health	SA&S	The school will provide collaboration time for health teachers to align scope and sequence and assessment practices vertically.	Ongoing	Principals Teaching & Learning Director
16.1.1.3.2	Physical Health	DA&S	Prior to reproduction / sex education units teachers will host a parent health education night and make curriculum available to parents to review.	Ongoing	Teachers
16.2	Physical Health	Outcome	All students will have access to an annual physical exam by a partnering medical clinic(s).		
16.2.1	Physical Health	Metric	By July each year, the associate principal will report to the principal that 20% of students received a free physical exam. (Source Document: Associate Principal)	July	Associate Principal
16.2.1.1	Physical Health	DA&S	The Student Services Director will develop and maintain digital, online resources and an annual communication plan for sharing community health resources with students and families.	August	Student Services Director
16.2.1.2	Physical Health	DA&S	The school will maintain health staffing (school nurse, health clerks, etc.) based on industry and regional standards.	Ongoing	Student Services Director

Priority/Control Number	Objective	Component (Objective, Outcome, Metric, Action and Service)	Task	Due Date	Assigned (Responsible)
5	Science	Objective	Students will develop a vision of science, understand core science & engineering ideas, recognize crosscutting concepts across disciplines, and think like scientists & engineers by applying practices from these domains.		
5.1	Science	Outcome	Students will meet or exceed state standards at every grade level in integrated science.		
5.1.1	Science	Metric	Each year in October, the principal will report to the Superintendent that each grade level and equity subgroups will achieve 50% (meeting or exceeding the standard) on the CAST/CAAS. [Source Document: CAST/CAAS data]	October	Principal
5.1.1.1	Science	DA&S	Annually in October, the principal reviews CAST and CAAS data provided by the Testing Coordinator.	October	Principal
5.1.1.1.1	Science	SA&S	Annually in November, the principal shares CAST & CAAS data with staff in data chats aimed at reducing the achievement gap and understanding student needs.	November	Principal
5.1.1.1.2	Science	SA&S	Annually in January, principal/AP in collaboration with staff, develop an action plan and timeline to ensure students are familiar with CAST practice tests prior to the spring test administration.	January	Principal/AP

5.1.2	Science	Metric	Science teachers will report to the principal at the end of May, the results of the local integrated assessments to provide longitudinal indicators of student learning progress.	End of May	Science teachers
5.2	Science	Outcome	Students will receive instruction to develop skills in scientific literacy, scientific inquiry, and science-oriented ways of thinking in alignment with the California Next Generation Science Standards.		
5.2.1	Science	Metric	Annually in May, Principal will certify that all students will receive science instruction aligned to the NGSS standards for that grade level or integrated content. [Source Document: internal curriculum pacing guides, scope and sequence documents, course syllabi, etc.]	May	Principal/AP
5.2.1.1	Science	DA&S	Annually in May, science teachers and principal/AP will coordinate to review the current science curriculum and scope and sequence to determine if it is meeting the current state standards and needs of students.	May	Teachers/AP Principal
5.2.1.1.2	Science	SA&S	Principal & Science dept. head will select and implement a high school science curriculum, along with a course sequence which develops a plan for all students to access three years of high school science.	August	Principal & AP
5.2.1.1.3	Science	SA&S	Each year, students will be taught through dynamic, hands-on, inquiry-based science instruction in alignment with the NGSS.	Ongoing	Science Teachers
5.2.1.1.4	Science	SA&S	Annually in April, the principal & dept. head will establish a science materials budget to provide inquiry-based science lab materials and equipment which need to be replenished each year.	April	Principal
5.2.1.1	Science	DA&S	Principal/AP will create a protocol for classroom walkthroughs to evaluate the effectiveness of NGSS teaching practices.	September 2023	Principal/AP

5.2.1.1.1	Science	SA&S	Annually, AP will conduct classroom walkthroughs to ensure teachers are utilizing best NGSS teaching practices and standards-based educational curriculum and materials.	Sept - May	Associate Principal
5.3	Science	Outcome	Teachers and appropriate staff will be fully trained in best teaching practices for the Next Generation Science Standards.		
5.3.1	Science	Metric	Annually in April, the principal & AP will work with the science department to determine appropriate professional learning which incorporates science instruction and NGSS standards for the coming school year, outlining specific topics, materials, and resources to be utilized [Source Document: notes from principal/dept. head meeting & school professional learning options].	April	Principal/AP & Dept. Head
5.3.1.1.1	Science	SA&S	Throughout the school year, the principal & AP will assist teachers in finding appropriate professional development opportunities based on the conversations of the principal & dept. head.	Sept - May	Principal/AP & Teachers
5.3.2	Science	Metric	Annually in June, the principal will confirm with the dept. head and the AP that the professional learning plan from the prior school year has been implemented with fidelity.	June	Principal

Priority/Control Number	Objective	Component (Objective, Outcome, Metric, Action and Service)	Task	Due Date	Assigned (Responsible)
10	Social Science	Objective	Proficiency in the disciplines of Geography, World History, United States History, American Government, and Economics and the development of the Social Science Analysis Skills of Chronological and Spatial Thinking, Historical Interpretation, and Historical Research with an emphasis on claim writing		
10.1	Social Science	Outcome	Students will receive instruction aligned to the California State Standards for Social Science and the Historical and Social Sciences Analysis Skills.		
10.1.1	Social Science	Metric	Each year by October 1st, the department head will report to the Principal or Associate Principal that all students are receiving instruction aligned to the California History Social Science Standards. [Source Document: Curriculum pacing guides, scope and sequence documents, educational adviser records.]	October 1	Principal or Associate Principal
10.1.1.1	Social Science	DA&S	Annually, teachers and principals will coordinate to review the current social science scope and sequence to determine if it is meeting the current state standards and needs of students.	May-24	Teaching & Learning Director
10.1.1.1.1	Social Science	SA&S	All students will have access to research-based, standards-aligned, interdisciplinary social science curriculum.	October	Principals

10.2	Social Science	Outcome	Students will meet or exceed local (for Freshmen Geography) and State Standards at every grade level in social science.			
10.2.1	Social Science	Metric	Each year by June 1 st , the department head will report to the Principal or Associate Principal that 70% or more of students enrolled in a social science course will meet or exceed grade level standards in social science by passing the course with a "C" or better as measured by semester grades and culminating projects. [Source Document: Student grades in Aeries, projects]	June 1	Principal or Associate Principal	
10.2.2	Social Science	Metric	Each year by June 1 st , the department head will report to the Principal or Associate Principal that Students enrolled in a social science course who do not meet the or exceed grade level standards in social science by passing the course with a "C" or better as measured by semester grades and culminating projects will score 60% or better on semester benchmark assessments. (Source Document: Benchmark Assessment Results)	June 1	Principal or Associate Principal	
10.2.1.1	Social Science	DA&S	A team of teachers and administrators will develop common benchmark assessments in social science at key grade levels (5th, 8th, HS) consisting of tests and/or projects tied to the social science standards.	May	Teachers, Principals	
10.2.1.1.1	Social Science	SA&S	Annually principals will review social science data with staff as part of schoolwide data conversations and use this information to establish new goals, activities, and projects.	Ongoing	Teachers	

10.2.1.1.2	Social Science	SA&S	Each School will adopt a common language for unit development in social science, outlining instructional materials, essential questions, and assessment practices (ex: Project GLAD, Understanding by Design, etc.).	May-24	Principals
10.2.1.1.3	Social Science	SA&S	Principals and lead teacher(s) from each School will identify community partners (ex: city council representatives, parks administration, Chamber of Commerce, Rotary clubs, etc.) as resources for building relationships to assist with civics instruction.	Ongoing	Principals, Dept. Chairs, Grade Level Leads
10.2.1.1.4	Social Science	SA&S	Annually, social science teachers will report to the School principal at least one strategy that engages our community as part of social studies scope and sequence documents. [Source Document: Course Scope and Sequence]	May	Teachers
10.2.1.1.5	Social Science	SA&S	Annually, teachers will report to the School principal lessons with UDL principles which have been developed in partnership with Inclusive Education teachers and staff. [Source Document: Scope and sequence.]	May	Teachers
10.2.1.1.6	Social Science	SA&S	Each year, students will be taught social science content in alignment with the DISTRICT Instructional Stance (purposeful, active, relevant).	Ongoing	Teachers
10.2.1.1.7	Social Science	SA&S	Educational advisers will ensure all families are using research-based, standards-aligned mathematics curriculum resources at home.	Ongoing	Advisers
10.3	Social Science	Outcome	Students will develop the writing skills outlined in the College Career Readiness Anchor Standards.		
10.3.1	Social Science	Metric	Each year by June 1 st , the department head will report to the Principal or Associate Principal that 70% or more of students enrolled in a social science course will meet or exceed the proficiency level for writing by scoring a 3 or higher on the	June 1	Principal or Associate Principal

			Social Science writing rubric. [Source Document: Social Science Writing Rubric]		
10.3.2	Social Science	Metric	Each year by June 1 st , the department head will report to the Principal or Associate Principal that students enrolled in a social science course who do not meet or exceed the proficiency level for writing by scoring a 3 or higher on the Social Science writing rubric will score a 2 or higher. [Source Document: Social Science Writing Rubric]	June 1	Principal or Associate Principal
10.3.1.1.1	Social Science	SA&S	Annually, teachers will receive on-going professional development regarding practices for developing curriculum units and teaching the social science standards through outside partners (ex: SCOE, UC Davis History Project, Project GLAD).	Ongoing	Principals
10.3.1.1.2	Social Science	SA&S	Social science teachers will have on-going department / grade level and cross-School planning time to develop units and curriculum resources.	Ongoing	Principals
10.3.1.1.3	Social Science	SA&S	Annually teachers will receive on-going professional development regarding strategies to help all students access the social science curriculum including UDL principles and language acquisition strategies.	Ongoing	Principals
10.3.1.1.4	Social Science	SA&S	Throughout the school year, secondary (MS/HS) principals will assist teachers in finding appropriate professional development opportunities based on the outcome of the training audit.	Sept - May	Principals, Teachers
10.3.1.1.5	Social Science	SA&S	Annually, middle and elementary school principals will assist teachers in finding appropriate professional development opportunities based on the outcome of the training audit.	May	Principals, Teachers

10.3.2	Social Science	Metric	Annually, principals will certify to the Teaching & Learning Director that the professional learning plan from the prior school year has been implemented with fidelity.	June	Principals
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Priority/Control Number	Objective	Component (Objective, Outcome, Metric, Action and Service)	Task	Due Date	Assigned (Responsible)
15	Student Decision Making and Behavior (SDMB)	Objective	All students will develop the skills to make age-appropriate decisions by setting goals, gathering information, and assessing and selecting alternative choices, which result in logical, safe, respectful, responsible, socially acceptable actions.		
15.1	Student Decision Making and Behavior	Outcome	Students will engage in positive decision making and behavior utilizing the school's positive behavioral supports and restorative practices.		
15.1.1	Student Decision Making and Behavior	Metric	Annually, associate principals will certify to the Superintendent that attendance levels, increase from 93% to 95% across the school. [Source Data: Aeries]	August/June	Principals
15.1.1.1	Student Decision Making and Behavior	SA&S	Associate Principal and counseling will engage in positive attendance activities to encourage students to attend school regularly	Ongoing	Principals
15.1.1.1.2	Student Decision Making and Behavior	SA&S	Associate Principal will ensure families are receiving 5/10/15 day attendance letters per the school's handbook and attendance policies.	Ongoing	Principals
15.1.2	Student Decision Making and Behavior	Metric	Associate principal will report to the Superintendent in September suspension is reduced from 8.3% to 7.5% and expulsion rate under 1%. [Source Document: Aeries and California Dashboard]	September	Principals
15.1.2.1.1	Student Decision Making and Behavior	SA&S	Every trimester/semester, associate principal will review expulsion and suspension data to review for disproportionality across subgroups with the goal of maintaining rates below 7.5% for the year.	Ongoing	Principals

15.1.2.1.2	Student Decision Making and Behavior	SA&S	Principals will implement restorative practices strategies with teachers and support staff.	Ongoing	Principals
15.1.3	Student Decision Making and Behavior	Metric	At the end of the year, principal and the 12th grade Academic Counselors will report to the Superintendent on the graduation rate and dropout rate, with a goal of at least 95% (from 92.9%) and no more than 4%, respectively.	June	Principals
15.1.3.1.1	Student Decision Making and Behavior	SA&S	At the end of the year, principals and the 12th grade Academic Counselors will review graduation and dropout rates to review for disproportionality across subgroups.	Annually	Principals
15.2	Student Decision Making and Behavior	Outcome	All students will receive age-appropriate social-emotional learning opportunities and support.		
15.2.1	Student Decision Making and Behavior	Metric	The Counseling dept. will provide a plan to the Principal for the implementation of SEL curriculum in each School in the coming school year.	October	Principals
15.2.1.1.1	Student Decision Making and Behavior	SA&S	Principals will work with teachers and counseling staff to ensure SEL curriculum is implemented in each School with fidelity.	Annually	Principals
15.2.2	Student Decision Making and Behavior	Metric	Annually, Department counseling chair, HOPE, and SPED director will certify to the principals the number of students in each School who received social-emotional support via social-emotional counselors for all three tiers of MTSS.	May	Student Services counseling staff
15.2.2.1	Student Decision Making and Behavior	DA&S	The school will provide social emotional counselors at student ratios suggested by industry standards and commensurate with schools in our community.	Annually	Student Services Director
15.2.2.2	Student Decision Making and Behavior	DA&S	Social-emotional counselors will cultivate relationships with outside groups to provide students and families mental health resources within the community.	Annually	Social Emotional Counselors
15.2.2.2.1		SA&S		Annually	Social Emotional Counselors

	Student Decision Making and Behavior		Social emotional counselors will provide tiered support to all students including whole group, small group, and individual services.		
15.2.2.2	Student Decision Making and Behavior	SA&S	Annually, counseling data will be reviewed collaboratively by the principal and Student Services teams to identify themes and needs for the coming school year.	Annually	Principals Student Services Director
15.2.3	Student Decision Making and Behavior	Metric	Principals will certify to the Student Services Director that students in their School have access to age-appropriate social-emotional resources in various spaces (classrooms, libraries, nurse's office). [Data Source: Student Survey Results]	September	Principals
15.2.3.1	Student Decision Making and Behavior	DA&S	Student Services staff will conduct an annual survey of students to assess the effectiveness and availability of social-emotional resources on campus.	Annually	Student Services Director
15.3	Student Decision Making and Behavior	Outcome	All students will be provided opportunities to increase their research skills and reflective practice.		
15.3.1	Student Decision Making and Behavior	Metric	AVID team will certify to the principal that students in each School have been provided the opportunity for age-appropriate research projects (e.g., setting goals, gathering information, and assessing/selecting the best choice for a desired outcome). [Data Source: Scope & Sequence documents]	April	Principals
15.3.1.1.1	Student Decision Making and Behavior	SA&S	Teachers will identify age-appropriate opportunities for students to conduct research, set goals and gather information.	Annually	Teachers
15.3.1.1.2	Student Decision Making and Behavior	SA&S	At least once in each secondary grade level range (6-8, 9-12), students will be given a reflection assignment on their learning and their growth to build towards a culminating portfolio or project.	Annually	Teachers
15.4	Student Decision Making and Behavior	Outcome	Students will demonstrate a high level of connectedness to the school		

15.4.1	Student Decision Making and Behavior	Metric	Annually, the associate principal student survey administered to 9th-12th grade students about the level of connectedness, showing a minimum of 92% of connectedness / positive outlook towards the school.	March	Teaching & Learning Director
15.4.1.1.1	Student Decision Making and Behavior	SA&S	The school will conduct an annual survey regarding school climate and connectedness for all middle school students	Annually	Student Services Director
15.4.2	Student Decision Making and Behavior	Metric	The Superintendent annually reports to the Board of Trustees about the student retention rate year to year and School to School being at least 97%	May	Superintendent
15.4.3	Student Decision Making and Behavior	Metric	Student alumni participation grows by at least 5% (student alumni foundation, alumni coming to work for DISTRICT)	October	Principals
15.4.3.1	Student Decision Making and Behavior	DA&S	The District will establish an alumni tracking program to maintain connections with DISTRICT graduates.	Jun-24	Student Services Director
15.5	Student Decision Making and Behavior	Outcome	A Multi-Tiered System of Support is in place and followed with fidelity.		
15.5.1	Student Decision Making and Behavior	Metric	The Superintendent will certify to the Board of Trustees that the Schools are staffed with appropriately trained employees to address student academic, social emotional, and behavioral needs.	September	Superintendent
15.5.1.1	Student Decision Making and Behavior	DA&S	Employees who are in regular contact with students are trained at least once annually on MTSS, PBIS, UDL, and restorative practices that are age-appropriate for the student population they serve.	Annually	Student Services Director & Teaching & Learning Director
15.5.1.2	Student Decision Making and Behavior	DA&S	The Student Services Director leads the MTSS team to review on a yearly basis, and improve (when needed), the school's MTSS processes	Annually	Student Services Director

15.5.1.3	Student Decision Making and Behavior	DA&S	The Student Services Director reports to the Board of Trustees on the state of, review of, and potential improvements to, the MTSS process	Annually	Student Services Director
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Priority/Control Number	Objective	Component (Objective, Outcome, Metric, Action and Service)	Task	Due Date	Assigned (Responsible)
18	Extracurricular Activities	Objective	Students will develop a connectedness to their School and community by participating in activities falling outside the realm of the school curriculum (e.g., artistic productions, sports, clubs, and student leadership involvement) with the goal of increasing connectedness and developing diverse, well-rounded citizens.		
18.1	Extracurricular Activities	Outcome	All high school students will have access to extracurricular (outside of coursework) and co-curricular (connected to coursework) activities connecting students to their school and providing motivation for the students to succeed in school.		
18.1.1	Extracurricular Activities	Metric	Annually, the AP will certify to the principal that all students have been provided the opportunity to participate in extracurricular and co-curricular activities that reflect student interest and track participation rates by student demographics.	May	Associate Principal
18.2	Extracurricular Activities	Outcome	Students will participate in extracurricular and co-curricular activities that connect students with the community (Corning Rec., Community Service, PAL Mentoring, etc).		
18.2.1	Extracurricular Activities	Metric	Annually in August AP will certify that at least 25% of extra and co-curricular activities include opportunities to participate in community based programs.	August	Associate Principal

Priority/Control Number	Objective	Component (Objective, Outcome, Metric, Action and Service)	Task	Due Date	Assigned (Responsible)
19	Student Transitions	Objective	Students will successfully move from eighth grade to high school, within the high school system, and from high school to post secondary/ college/ transition programs the educational process to the next.		
19.1	Student Transitions	Outcome	Students will successfully transition through each of the transitional educational stages: middle school to high school, transition between traditional and alternative, high school to post secondary transition program and high school to college/career.		
19.1.1	Student Transitions	Metric	Annually the principal will certify to the Superintendent that at least 90% of incoming students in 9th grade attended transition/orientation events. (Data source: Baseline data)	October	Principals
			Annually the principal will certify to the Superintendent that all students transferring between traditional and alternative sites will participate in orientation events at the time of enrollment. (Data source: Registration paperwork)	June	

	Student Transition	Metric	Annually the principal will certify to the Superintendent that at all students with exceptional transferring to a county adult program will engage in a transition process through the IEP team. (Data source: IEP transition pages)	June	
	Student Transitions	Metric	The Director of Special Education will certify to the superintendent that 90% of Students with Exceptional Needs will engage in a transition process from 8th grade to high school through collaboration with feeder districts. (Data source: IEP transition pages)	June	
	Student Transition	metric	Alt Ed Principas will certify to the Superintendent that all students/families attending Alternative Education and independent study have an orientation/ enrollment meeting by the first week of attendance in the Alternative Education and independent study program. (Data source: Registration paperwork)	October	Principals
19.1.1.1.1	Student Transitions	SA&S	Prior to the first day of school, the comprehensive site Principal and teachers will invite transition stage (8th grade) students and families to attend specific transition events at their new site where they can experience the physical environment and connect with staff and peers at the site.	August	Principals Teachers
19.1.1.1.2	Student Transitions	SA&S	Within the first week of school, all students and families enrolled in Alternative Education and Independent study programs will be invited to attend back-to-school orientation as part of each School's enrollment requirements.	August	Principals
19.1.1.1.4	Student Transitions	SA&S	Annually the site Principals shall provide a report to the Superintendent the level of implementation, satisfaction, effectiveness, and needs associated with smooth transitions students, as evidenced by presenting the annual parent and staff transition survey results. [Data	January/ February	Teaching & Learning Director

			Source Document: DISTRICT Student & Parent Survey Report]		
	Student Transitions	Metric	Counselors will report the amount of 9th grade students with 2 or more F's in the first semester to determine correct class placement during transition meetings with counseling staff. (Data source: District F Report from Counselors)	Dec/June	
19.1.2.1	Student Transitions	DA&S	Annually the counselors will facilitate SST meetings with families and students not on-track to graduate in four years to discuss options for completing high school and transitioning to college/career.	Ongoing	Student Services Director
	Student Transitions	Outcome	Transition successfully from the Traditional Site to the Alternative site		
	Student Transitions	metric	Counseling staff will provide attendance data to indicate if the transfer from traditional to alternative or alternative to traditional has increased student attendance rates. (Data source: Aeries report)	June	
	Student Transitions	Metric	Counseling staff will report the rate of student success towards meeting graduation requirements after transferring between sites. (Data source: Baseline Data)	Jan/ June	
19.1.2.3	Student Transitions	DA&S	Annually the Student Services Director will work with the Academic Counselor to survey seniors regarding their post-graduation transition plans.	June	Student Services Director
19.1.1,2,3	Student Transitions	SA&S	At the end of each grading period, academic counselors will report to the principal the number of 9th-12th graders who failed classes and will be in need of remediation. [Data Source Document: DISTRICT Developed Report]	January/June	Academic Counselors

19.2.1	Student Transitions	Metric	Counseling staff will provide opportunities to matriculate with community colleges. Career Center staff will provide opportunities for Scholarships. [Data Source Document: DISTRICT Developed Report]	October	Principals
19.1.2	Student Transitions	Metric	Annually, 95% of high school students will graduate in four years with a diploma and 70% of graduates will transition to college, career training, or the military. (Data source: Dashboard Graduation rates)	June	High School Principals
	student transition		Annually the Career Center staff will provide opportunities for students to gain financial support for post secondary transition(FAFSA, scholarships)	June	
19.2.1.1.3	Student Transitions	SA&S	Annually Counseling staff leaders and principals will survey students, parents, and mentors to get feedback on the level of implementation, satisfaction, effectiveness, and needs associated with smooth transitions students. (Data Source: Survey results)	May	Link & WEB Coordinators & Principals

Priority/Control Number	Objective	Component (Objective, Outcome, Metric, Action and Service)	Task	Due Date	Assigned (Responsible)
11	Visual and Performing Arts	Objective	Students will develop artistic literacy, transferable skills, and aesthetic appreciation in the three arts disciplines of visual arts, music & dance aligned to the California Arts Framework.		
11.1	Visual and Performing Arts	Outcome	All students will have access to instruction and experiences in visual and performing arts aligned to the California Arts Framework.		
11.1.1	Visual and Performing Arts	Metric	Annually in May, the principal will certify to the Superintendent that all of the students in the school had access to visual/performing arts in alignment with the California Arts Framework. [Source Document: Listing of visual/performing arts opportunities].	May	Principals
11.1.1.1	Visual and Performing Arts	S&S	Principal ensures in August that all students have access to visual/performing arts in the master schedule and other alternate & extra-curricular opportunities.	August	Principals
11.1.1.1.2	Visual and Performing Arts	S&S	Annually in May, the VAPA department will report to the AP & principal, the visual and performing arts lessons/activities implemented within their classroom.	May	Teachers
11.2	Visual and Performing Arts	Outcome	Students will have multiple authentic opportunities to display and/or perform in at least two performances within or outside of the classroom.		
11.2.1	Visual and Performing Art	Metric	Once per semester, the VAPA dept. will report to the principal the authentic displays of Visual and	End of Semester	Teachers

			Performing Arts performances per class [Data Source: Scope & Sequence, School calendar].		
11.2.1.1.1	Visual and Performing Art	S&S	Annually in September, the principal & AP will work with teachers in the VAPA dept. to identify necessary curriculum resources and materials to provide authentic performance opportunities.	Sept	Principals
11.3	Visual and Performing Arts	Outcome	All VAPA teachers will be appropriately credentialed and supported with appropriate Professional Development		
11.3.1	Visual and Performing Arts	Metric	Annually in September, the principal will certify to the Superintendent that all teachers are appropriately credentialed (Data Source: CTC, CALSASS, CALPADS, SARC)	September	Principal
11.3.1.1	Visual and Performing Arts	DA&S	The principal will develop/maintain partnerships with credentialing agencies which assist arts teachers in obtaining the appropriate credentials for their position.	Ongoing	Principal
11.3.1.1.1	Visual and Performing Arts	S&S	Principal & AP will work with VAPA teachers to identify professional development needs for visual and performing arts.	Annually	Principal

Priority/Control Number	Objective	Component (Objective, Outcome, Metric, Action and Service)	Task	Due Date	Assigned (Responsible)
9	World Language	Objective	Students will develop the oral and written language skills in Spanish as part of becoming a global citizen.		
9.1	World Language	Outcome	Students will meet or exceed the California World Language standards for the world language course in which they are enrolled.		
9.1.1	World Language	Metric	Each year, in October, the associate principal in charge of curriculum will certify to the superintendent that 90% or more of students, including all subgroups, meet or exceed course standards for the World Language course in which they are enrolled as measured by grades and common assessments. (Data Source: Aeries)	October	Associate Principal in charge of curriculum and instruction
9.1.2	World Language	Metric	Each year, in October, the associate principal in charge of curriculum will certify to the superintendent for subgroups who did not meet this schoolwide criteria that 75% of students will increase at least one language proficiency level on benchmark assessments. (Data Source: Aeries)	October	Associate Principal in charge of curriculum and instruction
9.1.1.1	World language	DA&S	By May 2024 the associate principal in charge of curriculum will provide the superintendent a plan for world language instruction developed in collaboration with the principal and teachers.	May 2024	Associate Principal in charge of curriculum and instruction
9.1.1.1.2	World Language	SA&S	Annually, in October, the principal will review world language grades and course completion with staff as part of schoolwide data conversations and use this information to establish new goals, activities, and projects.	October	Principal

9.1.2	World Language	Metric	Annually, in October, the associate principal in charge of curriculum and instruction will certify to the superintendent that California State Dashboard will show 10% growth of students earning the California Seal of Biliteracy. (Data Source: California School Dashboard, California Department of Education)	October	Associate Principal in charge of curriculum and instruction
9.1.2.1.1	World Language	SA&S	Annually the principal will review world language grades and course completion with staff as part of schoolwide data conversations to establish needs for assisting students in achieving the California Seal of Biliteracy.	October	Principal
9.2	World Language	Outcome	Students will receive instruction aligned to the California World Language Standards to develop the skills to read, write, and speak for the world language course in which they are enrolled.		
9.2.1	World Language	Metric	Annually, in May, the associate principal will certify to the principal in charge of curriculum and instruction that all students will receive instruction aligned to the California World Language Standards. (Data Source California World Language Standards)	May	Principal
9.2.1.1.1	World language	SA&S	All students will have access to research-based, standards-aligned, interdisciplinary world language curriculum.	Ongoing	Teachers
9.2.1.1.2	World Language	SA&S	Students will have access to authentic texts and technology in Spanish.	Ongoing	Teachers

STRATEGIC PLAN

Corning High School District

Board of Trustees

Larry Glover, Board President

Jim Bingham, Board Clerk

Todd Henderson, Board Member

Tony Turri, Board Member

Cody Lamb, Board Member

Superintendent

Jared Caylor

Corning High School District Strategic Plan

Vision Statement:

Inspiring all students to achieve personal success for their future and community.

Mission Statement:

In partnership with families and the community, Corning Union High School District develops students who are responsible, respectful, and ready for a globally connected society. We are committed to:

- Developing well-rounded students who are collaborative problem solvers and critical thinkers.
- Promoting student social and emotional well-being.
- Ensuring rigorous and innovative academic and Career Technical Education programs.
- Providing a safe, inclusive and positive learning environment.
- Attracting and retaining dynamic teachers and staff.
- Cultivating school pride and honoring traditions.

Fiscal Integrity for Corning Union High School District

The Strategic Plan is designed to ensure that the human, financial, and capital resources are efficiently and effectively allocated based upon the priorities approved by the Board of Trustees of **Corning Union High School District**, with the fiscal integrity of the District as the cornerstone foundational requirement of the Strategic Plan. The prioritization of the Twenty (20) Objectives below presumes that the Core Program fiscal and human resource "needs" will be addressed within the approved budget. The fiscal and human resource "wants" for each of the Twenty (20) Objectives shall be addressed in the priority order established by the Board.

Corning Union High School District's determination of fiscal integrity requires that sufficient funds are in reserve that would address the challenges that may come, both short-term and long-term. Accordingly, the Board commits to establishing reserve levels, as well as their fund balances, to meet State and local priorities. Additionally, the Board commits to saving for potential future expected and unexpected expenditures and for eventual economic downturns. The Board of Trustees ("Board") of **Corning Union High School District** recognizes the need for adequate financial reserves to offset the effects of any downsizing in the economic cycle or to cope with the consequences of unforeseen events in the world or region that would have serious implications for District schools. Adequate reserves also help to meet day to day cash flow needs and to cover the several months in the financial year when expenditures exceed revenues. Adequate reserves also protect against unforeseen revenue shortfalls, unexpected costs, provide savings for large purchases, and reduce the cost of borrowing money. With the goal of maintaining overall fiscal stability, the Board commits to maintain the following **Operational and Program Reserves**.

Operational Reserves (The percentage is established at the adoption of the annual budget, with each percent calculated based on the annual general fund revenue.)

Recognizing the economic downturns that may confront **Corning Union High School District**, the District shall maintain the following Operational reserves:

- Twelve percent (12%) Cash flow reserve to make payroll- This recognizes the state of California makes distribution payments to District Schools in uneven intervals in the best of times and in the worst of times, which are compounded further by payment deferrals.
- Four percent (4%) as the state required minimum reserve
- One percent (1%) to prepare for escalating STRS/PERS Costs
- One percent (1%) to prepare for escalating special education costs
- Two percent (2%) Equipment Replacement Reserve for unforeseen equipment failures

Program/Construction Reserve (Funding will be Undesignated Reserve)

- Thirty percent (30%) These onetime dollars have been set aside to support programs and to complete projects identified in the Master Facility Plan to increase student safety, equitable access to athletic facilities, and improve out of date Career Technical Facilities. **Note, this portion of the reserve will be depleted as the projects are completed.

Program/Construction Reserves

Annually, Program needs will be reviewed by the Superintendent, taking into account the priorities established by the Board in its Strategic Plan, and any programmatic changes impacting projected needs. Maintaining Program Reserves will allow Corning High School District to respond to opportunities (anticipated and unanticipated), such as the one-time expenses related to the development of a new program. The allocation of funds assigned to Program Reserve levels shall be reviewed and established annually by the Board.

Note: Unrestricted General Funds shall be comprised of the Unrestricted Reserve outlined in the California School Accounting Manual (CSAM) as having Resource Code 0000-1999. The difference between the beginning balance and the ending balance will be assigned, by the Board, to Programs and Reserves, based upon the Board established Strategic Plan Priorities.

STRATEGIC PLAN OVERVIEW

The **Corning High School District Strategic Plan**, adopted by the Board of Trustees, is the management plan for the District. The Plan was originally developed in collaboration with representatives from Constituent groups within the District. The following is a description of the purpose, components, definitions, process, and timelines related to the plan.

The Strategic Plan is a **political, accountability, compliance, and inspirational document** that serves three main purposes. First, the plan engages Constituents and provides the Board's **political** direction and **accountability** in addressing the District's vision, mission, ranked objectives, annual outcomes, metrics, and actions. Second, the Strategic Plan provides the source document used for preparing the Local Control Accountability Plan (LCAP), which provides for **compliance** with the requirements established by the State. Lastly, the Strategic Plan, with action taken by the Board in the ranking of the objectives, provides clarity and **inspiration** to the Superintendent and staff in addressing the priorities of the Board and community. The components of the Strategic Plan are defined below:

- **VISION**
What an District ultimately wants to become.
- **MISSION**
What the District does today to achieve its Vision.
- **RANKED OBJECTIVES**
The Objectives present the definition and priority of the services to be accomplished, in which progress is evaluated on an annual basis.
- **ANNUAL OUTCOMES**
The ongoing designing, development, implementation, and evaluation of the Outcomes are to ensure a continuous improvement process in place.
- **METRICS**
The data or standards of measurement used to evaluate the District Ranked Outcomes and the progress expected.

Corning High School District Strategic Plan LCAP Process and Timeline

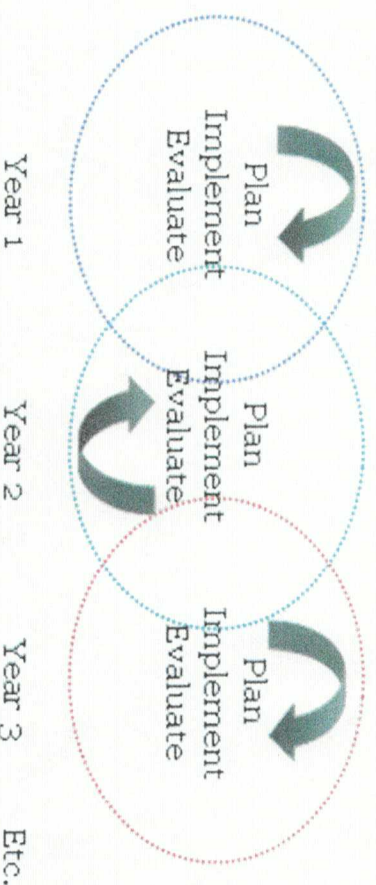
The District is committed to addressing the requirements of LCAP, within the context of the Board approved Strategic Plan, by working with interested Constituents to prioritize available funds and staff; providing each District child with a quality education. As specified in the requirements of the LCAP, we will focus additional supports to students who are English Learners, from low-income households, and who are Foster Youth.

The community based Strategic Plan for the District shall drive the creation of the LCAP Goals for the District. The Local Control Accountability Plan includes both an annual update of how well the District has progressed in the prior year, and also what the District intends to address in the coming school year. The LCAP goals shall be addressed, **where appropriate**, within each Strategic Plan Ranked Objective. To be in compliance, the annual LCAP is approved by action of the Board.

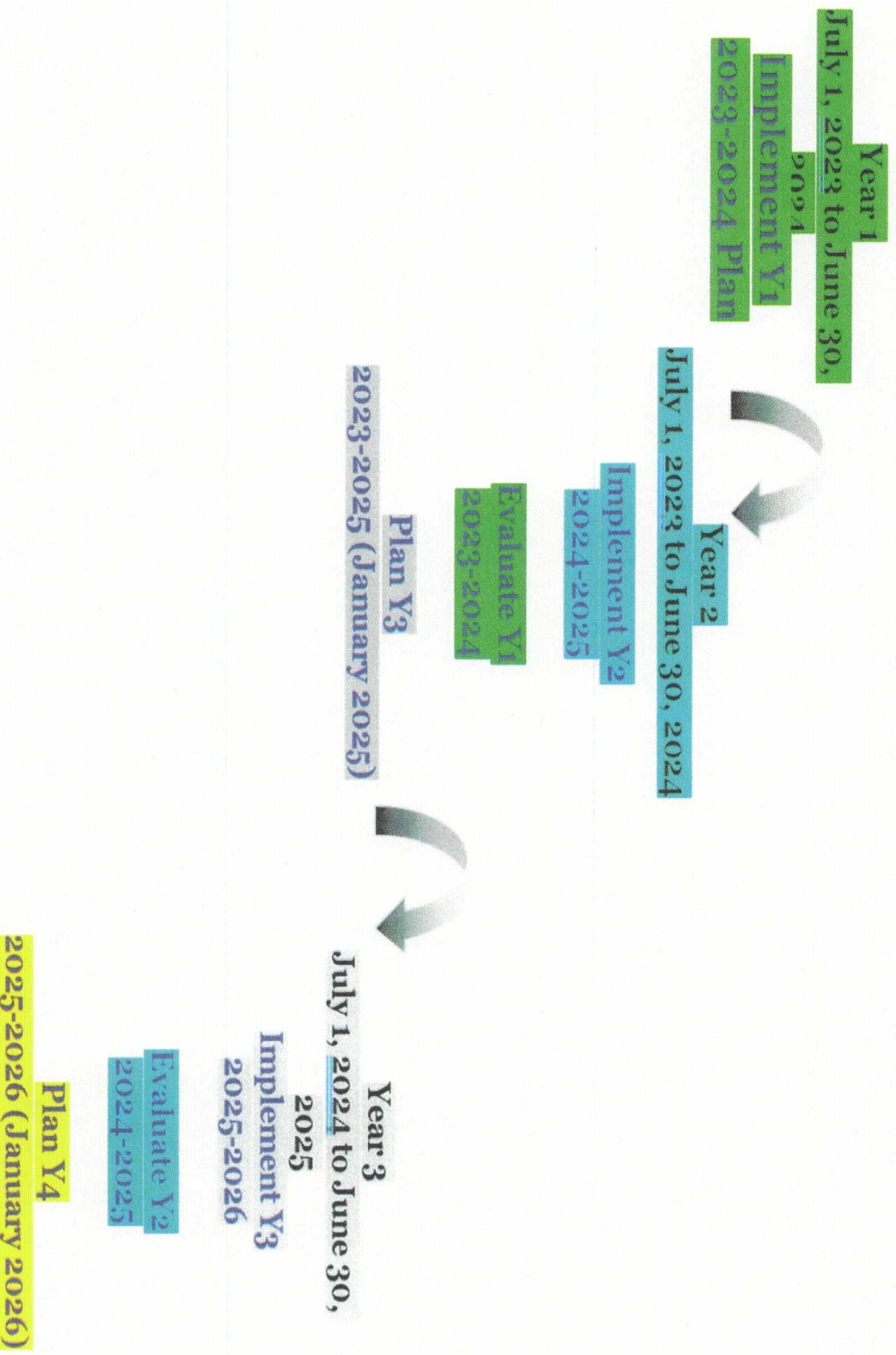
The implementation of the Strategic Plan follows a yearly updated cycle to ensure that the Plan reflects the priorities defined by the Board of Trustees. Implementation of the Plan continues throughout the year and is evaluated, analyzed, and revised annually.

Timeline

Continuous process



TIMELINE: a continuous process . . .



The District's Strategic Plan and LCAP shall be closely aligned. Annually, the Board will approve the Strategic Plan in June for the subsequent year. The approved Strategic Plan shall guide the development of the following year's LCAP.

Strategic Plan and LCAP Timeline 2023 - 2025

Target Dates	Strategic Plan (SP)	LCAP
February 2023	Strategic Plan Developed by Board	
May 2023	Final Approval of Strategic Plan and Metrics	LCAP and Budget Public Hearing
June 2023		LCAP and Budget approved by Board
July 2023 – June 2024	Implement Approved 2023-2024 Strategic Plan	Implement Approved LCAP

Strategic Plan and LCAP Evaluation Timeline 2023 - 2024

Target Dates	Strategic Plan (SP)	LCAP
February 2024	Final Approval of 2024-2025 Strategic Plan and Metrics	LCAP and Budget Public Hearing
June 2024		LCAP and Budget approved by Board
July 2024 – June 2025	Implement Approved 2024 - 2025 Strategic Plan	Implement Approved LCAP
September-October 2024	Collect data on Metrics for 2023-2024 Plan	Collect data on Metrics
October 2024	Report to Constituents and Board Progress on Metrics on 2023 -2024 Strategic Plan	Report to Constituents and Board Progress on Metrics
November 2024	Acceptance of 2023 – 2024 Annual Strategic Plan Report	
February 2025	Approval 2025 – 2026 Strategic Plan and Metrics	LCAP - 1st Draft presented to Board
May 2025		LCAP and Budget Public Hearing
June 2026		LCAP and Budget approved by Board

OBJECTIVES in PRIORITY ORDER

ACRONYMS & TERMS

"a-g" Requirements

The sequence of high school courses that are required by the California State University (CSU) and University of California (UC) college systems to determine eligibility for admission.

- a. History/Social Science—2 years required
- b. English—4 years required. No more than one year of ESL-type courses can be used to meet this requirement.
- c. Mathematics—3 years required, 4 years recommended
- d. Laboratory Science—2 years required, 3 years recommended
- e. Language Other than English—2 years required, 3 years recommended
- f. Visual/Performing Arts (VAPA)—1 yearlong approved course from a single VAPA discipline
- g. College Preparatory Elective—1 year required

"a-g" Subjects

The "a-g" subjects are history/social science, English, mathematics, laboratory science, language other than English, visual/performing arts, and college-preparatory electives. The University of California labels them by the letters "a-g" rather than numbers or in some other manner.

AP:	Advanced Placement
ASVAB:	Armed Services Vocational Aptitude Battery
CALPADS:	California Longitudinal Pupil Achievement Data System
CASSPP:	California Assessment of Student Performance Progress
CCSS:	Common Core State Standards
CTE:	Career Technical Education
ELD:	English Language Development
ELS:	English Learners
FIT:	Fitness Inspection Tool
IEP:	Individual Education Plan
LCAP:	Local Control Accountability Plan
LCFF:	Local Control Funding Formula
Lexile Score:	The Lexile Framework for Reading is a scientific approach to measuring reading ability and the text demand of reading materials.

Link Crew: A high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. They are usually paired with a senior student.

NGSS: Next Generation Science Standards

PFT: Physical Fitness Test

SARC: School Accountability Report Card

SBE: State Board of Education

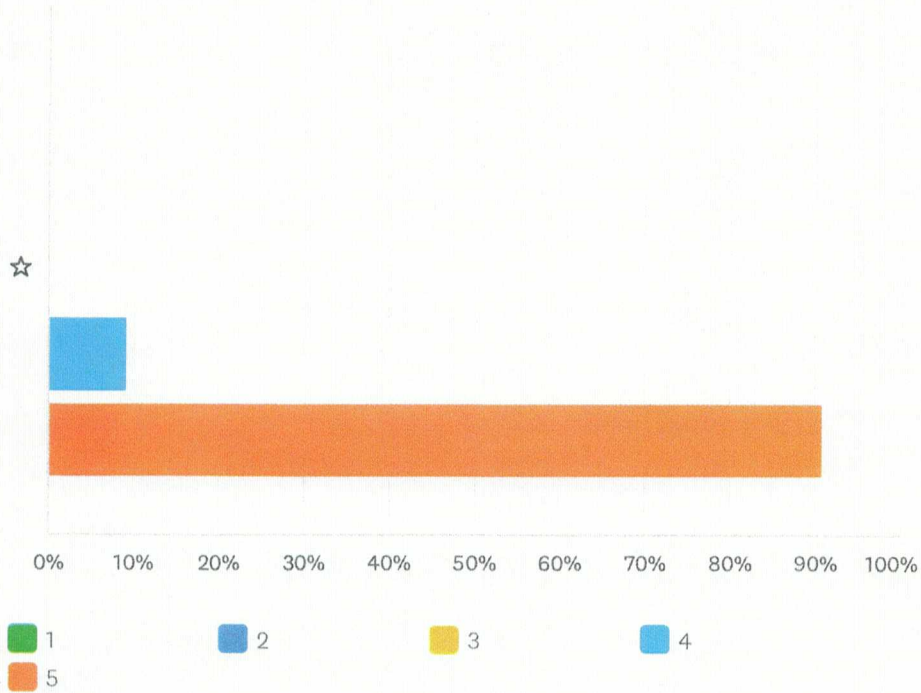
WILLIAMS: The [Williams case](#) requires every California school to provide all students with sufficient instructional materials, safe schools, and quality teachers. Among other things, learning leaders make sure to provide each pupil with:

- State-adopted instructional materials in the four core subjects (English-language arts, mathematics, history/social science, and science)
- Highly qualified teachers

VAPA: Visual and Performing Arts

Q1 The presenters demonstrated depth of knowledge.

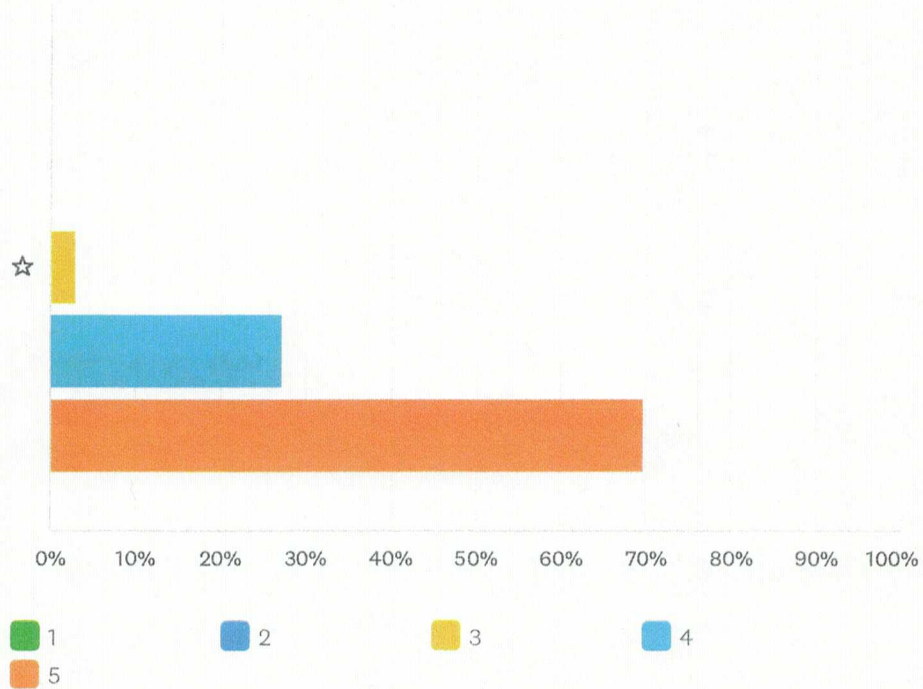
Answered: 33 Skipped: 0



	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
☆	0.00%	0.00%	0.00%	9.09%	90.91%	33	4.91
	0	0	0	3	30		

Q2 The presenters shared credible, relevant, and personal information to convey the message.

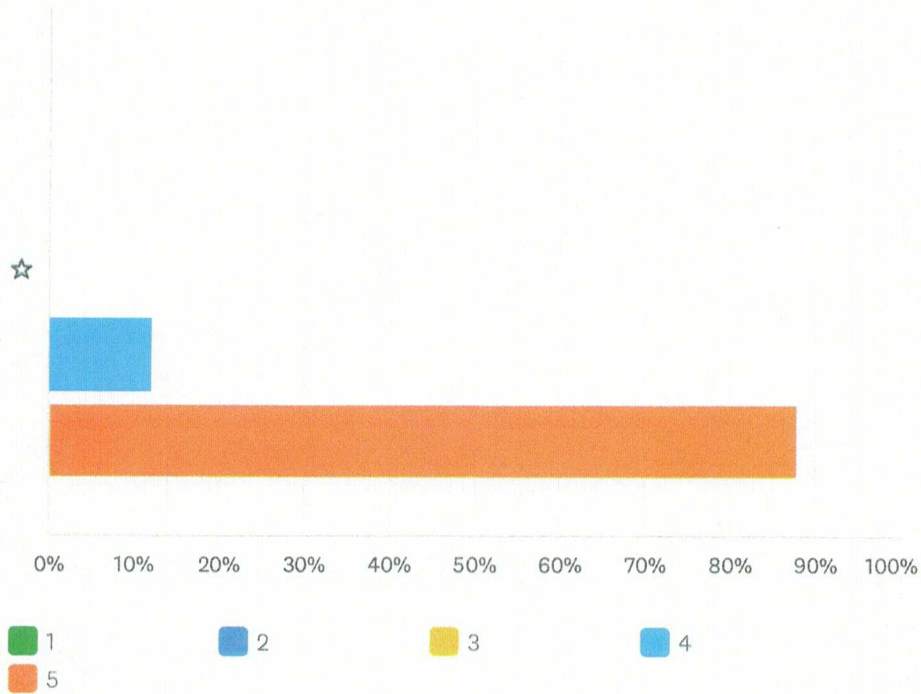
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	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	3.03% 1	27.27% 9	69.70% 23	33	4.67

Q3 The presenters were helpful, responsive, and respectful to participants.

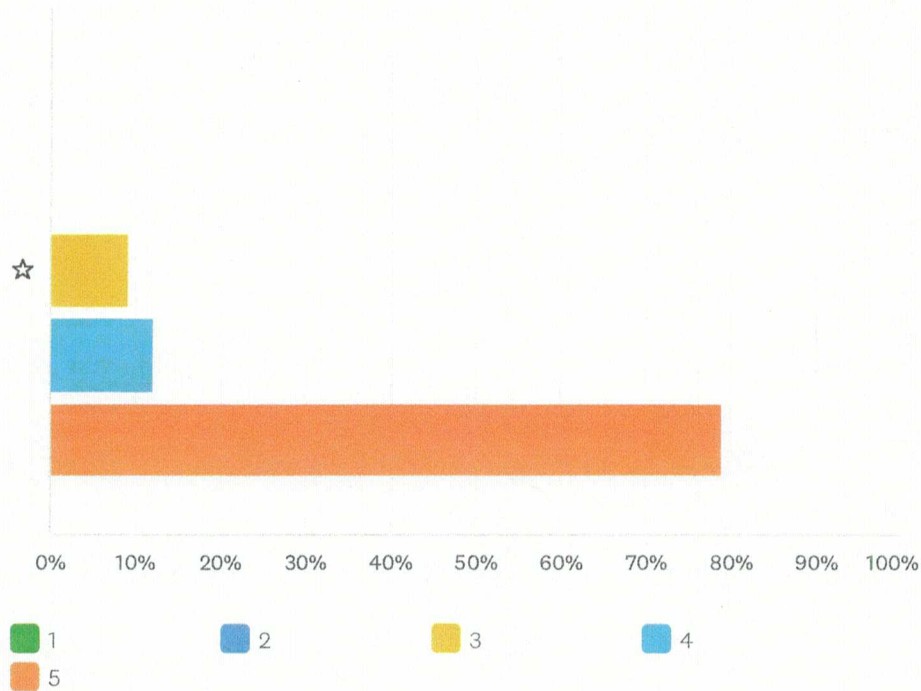
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	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
☆	0.00%	0.00%	0.00%	12.12%	87.88%	33	4.88
	0	0	0	4	29		

Q4 The presenters used visual aids, graphs, video, or electronic media to enhance the presentation.

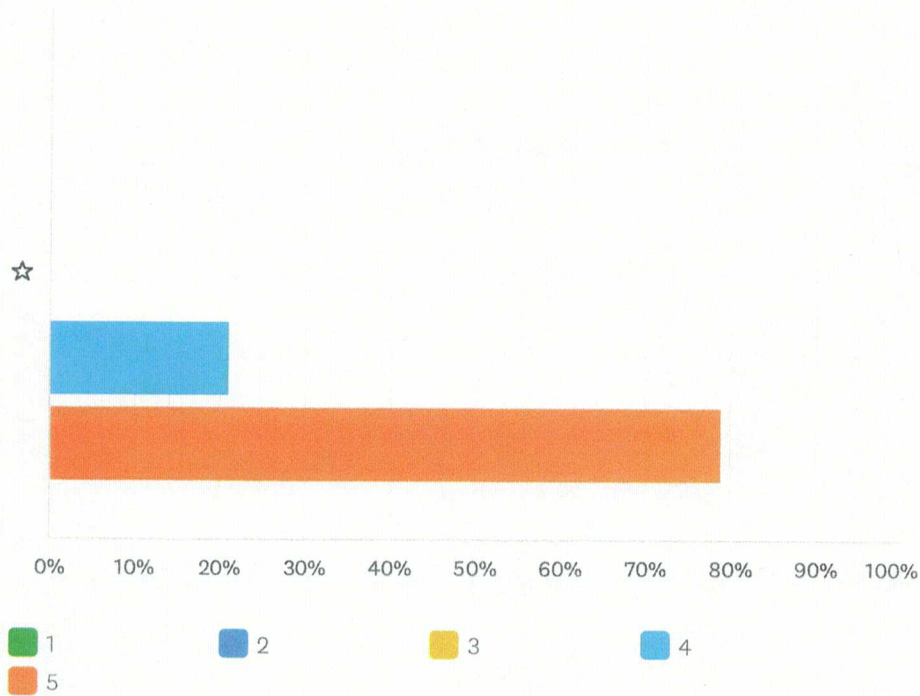
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	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
☆	0.00%	0.00%	9.09%	12.12%	78.79%	33	4.70
	0	0	3	4	26		

Q5 The content, materials, and activities were well organized.

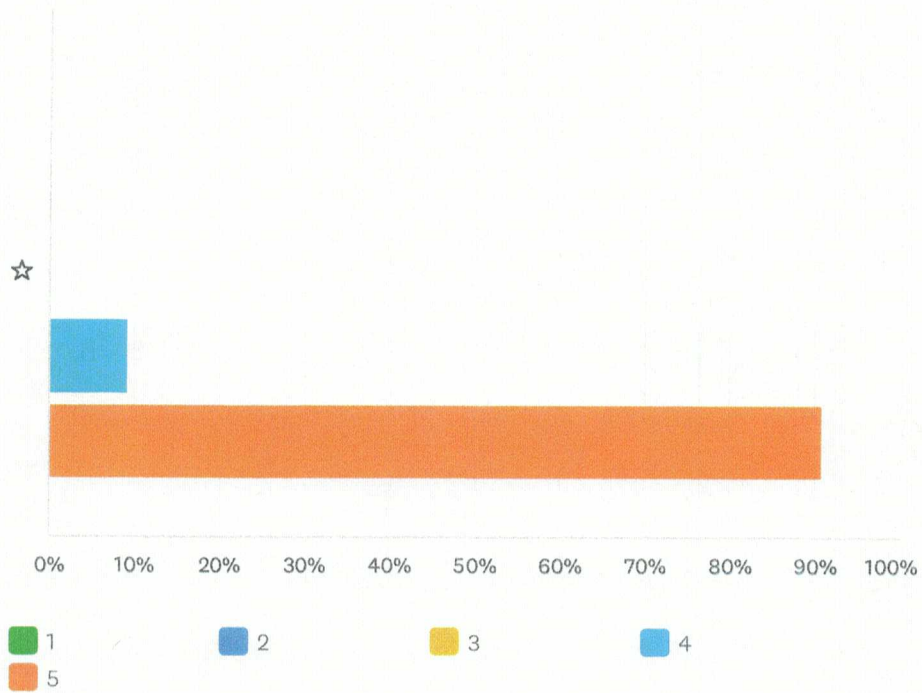
Answered: 33 Skipped: 0



	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
☆	0.00% 0	0.00% 0	0.00% 0	21.21% 7	78.79% 26	33	4.79

Q9 I would recommend this workshop to others.

Answered: 33 Skipped: 0



	1	2	3	4	5	TOTAL	WEIGHTED AVERAGE
☆	0.00%	0.00%	0.00%	9.09%	90.91%	33	4.91
	0	0	0	3	30		

Q6 What did the presenters do especially well in this presentation?

Answered: 33 Skipped: 0

#	RESPONSES	DATE
1	Explain the process.	2/9/2023 9:54 PM
2	The activity was well structured, and designed for everyone's input and participation. Things moved along nicely. Also encouraging to see retired educators still helping to guide and shape the future of education. Thank you	2/9/2023 9:32 PM
3	Moving the group from one activity to another	2/9/2023 7:50 PM
4	We'll organized	2/9/2023 7:47 PM
5	Facilitated collective agency and community voice	2/9/2023 7:32 PM
6	Explanations of activities were clear, they kept an important activity fun and moving along.	2/9/2023 7:28 PM
7	They were well prepared, personable, smart. They kept us right on schedule.	2/9/2023 7:27 PM
8	Kept it light	2/9/2023 7:26 PM
9	Engage everyone	2/9/2023 7:26 PM
10	Helped with making decision	2/9/2023 7:26 PM
11	Group activities and involvement	2/9/2023 7:25 PM
12	They really led the room and stepped back to allow others to speak and lead. Great job!!	2/9/2023 7:25 PM
13	Explained the information	2/9/2023 7:24 PM
14	For a long day this was very engaging and enjoyable. Thank you.	2/9/2023 7:23 PM
15	Engaged all of us 😊	2/9/2023 7:23 PM
16	Moving us along to stay on time!	2/9/2023 7:23 PM
17	Small group discussion followed by whole group and respect of opinions	2/9/2023 7:23 PM
18	Provide guidance to complete tasks.	2/9/2023 7:22 PM
19	They have clear instructions and made the day enjoyable	2/9/2023 7:22 PM
20	Made the presentation fun.	2/9/2023 7:22 PM
21	They were very well organised, and did well at facilitating group discussions.	2/9/2023 7:22 PM
22	I liked Fred's demeanor and engagement.	2/9/2023 7:22 PM
23	Kept us on task	2/9/2023 7:21 PM
24	Helpful and engaging	2/9/2023 7:21 PM
25	Kept the process moving	2/9/2023 7:21 PM
26	They interacted with the group in a light-hearted, familiar way	2/9/2023 7:20 PM
27	Very engaging, interactive, moderately competitive, and as fun as a professional development session could be. The presenters helped to broaden my understanding of creating a vision statement and mission statement.	2/9/2023 7:20 PM
28	Present	2/9/2023 7:20 PM
29	They were personable and engaging.	2/9/2023 7:20 PM
30	Communicate	2/9/2023 7:19 PM

Corning High School District Strategic Plan Workshop - Day 1

31	Facilitated dialogue to come to consensus amongst differing opinions	2/9/2023 7:19 PM
32	Keep the process moving	2/9/2023 7:19 PM
33	The involvement from the whole group was great.	2/9/2023 7:18 PM


Q7 What suggestions do you have for the presenters to better serve you?

Answered: 30 Skipped: 3

#	RESPONSES	DATE
1	None. It was fine.	2/9/2023 9:54 PM
2	I don't have any recommendations, I felt served and heard.	2/9/2023 9:32 PM
3	Can't think of anything	2/9/2023 7:50 PM
4	None	2/9/2023 7:47 PM
5	Nothing, good process; it was hard to push so fast to establish our vision and mission.	2/9/2023 7:32 PM
6	None.	2/9/2023 7:28 PM
7	I feel like it's too early to ask this question Because the vision and mission statements we came up with seem unrealistic, and I think after we meet tomorrow, I'll feel better about it because we will hopefully have some plans.	2/9/2023 7:27 PM
8	None	2/9/2023 7:26 PM
9	I felt the room was dominated by staff and it was difficult to be honest and open	2/9/2023 7:26 PM
10	None	2/9/2023 7:26 PM
11	N/A	2/9/2023 7:25 PM
12	Maybe learn some keyboard shortcuts when cutting and pasting. :)	2/9/2023 7:25 PM
13	They did well	2/9/2023 7:24 PM
14	None	2/9/2023 7:23 PM
15	None	2/9/2023 7:23 PM
16	More time to discuss topics	2/9/2023 7:23 PM
17	Easier to make vision statement after working through the mission statement. Everyone wanted to include 'mission statement' type statements in the vision statement. I feel our vision statement would be stronger if completed last.	2/9/2023 7:22 PM
18	N.A.	2/9/2023 7:22 PM
19	Try to make the presentation shorter.	2/9/2023 7:22 PM
20	The national ranked objectives activity could presented in a way that made it easier to rank priorities.	2/9/2023 7:22 PM
21	Keep it up	2/9/2023 7:21 PM
22	N/A	2/9/2023 7:21 PM
23	None	2/9/2023 7:21 PM
24	None	2/9/2023 7:20 PM
25	None	2/9/2023 7:20 PM
26	S	2/9/2023 7:20 PM
27	None	2/9/2023 7:19 PM
28	Slow down and give more thinking time, but I get the time constraints	2/9/2023 7:19 PM
29	Possibly use Google slides to present instead of poster paper and vote digitally	2/9/2023 7:19 PM
30	I liked what they did.	2/9/2023 7:18 PM

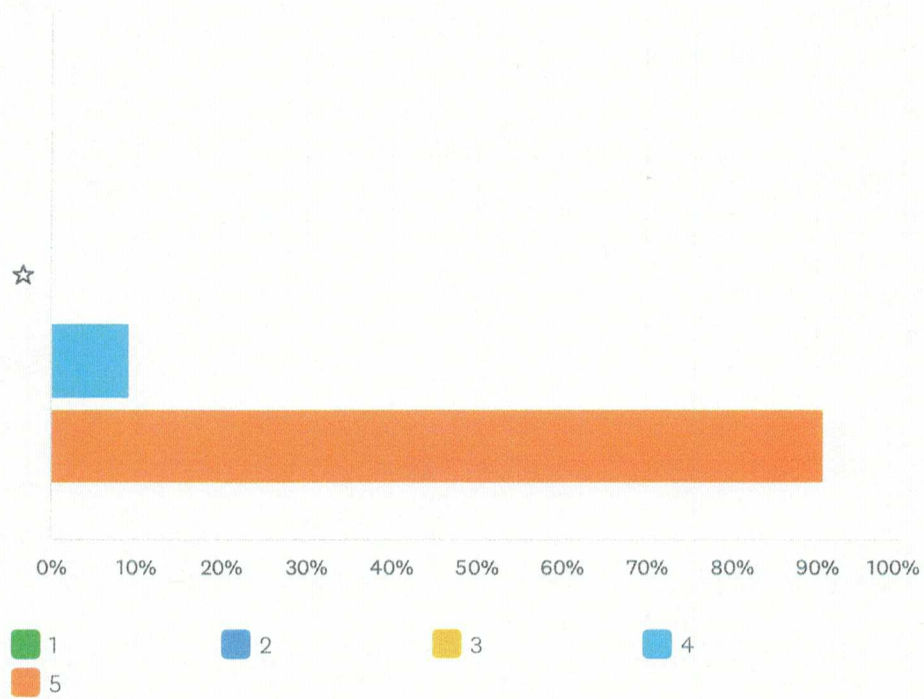
Q8 What additional feedback would you like to share?

Answered: 28 Skipped: 5

#	RESPONSES	DATE
1	Maybe just don't argue with each other.	2/9/2023 9:54 PM
2	This very "intentional" guidance is vital. Education as a whole is facing some pretty daunting challenges. I'm happy to see structured action rolling out. That famous phrase no child left behind is really hitting home. The success of the plan will shape the community in the coming decade. That's a heavy responsibility. Thank you for helping to navigate a path for our schools, our kids and our families.	2/9/2023 9:32 PM
3	Personally I would have liked for the time to have been in the day, more refreshed thinking.	2/9/2023 7:50 PM
4	This was a productive session	2/9/2023 7:47 PM
5	None	2/9/2023 7:32 PM
6	None.	2/9/2023 7:28 PM
7	None. Thank you!	2/9/2023 7:27 PM
8	None	2/9/2023 7:26 PM
9	Would have liked to have had student voice/opinion in the room.	2/9/2023 7:26 PM
10	None	2/9/2023 7:26 PM
11	Good group work	2/9/2023 7:25 PM
12	Nice job	2/9/2023 7:24 PM
13	Thank you	2/9/2023 7:23 PM
14	One	2/9/2023 7:23 PM
15	None!	2/9/2023 7:23 PM
16	Great constructive group!	2/9/2023 7:22 PM
17	NA	2/9/2023 7:22 PM
18	Very informative information. This is something that I will be able to take with me.	2/9/2023 7:22 PM
19	Presenters were very respectful, engaging, and the food was delicious.	2/9/2023 7:22 PM
20	Thanks	2/9/2023 7:21 PM
21	NA	2/9/2023 7:21 PM
22	No	2/9/2023 7:21 PM
23	None	2/9/2023 7:20 PM
24	This felt like time well-spent. I felt heard while collaborating with my colleagues.	2/9/2023 7:20 PM
25		2/9/2023 7:20 PM
26	Thanks for walking us through the process	2/9/2023 7:19 PM
27	None	2/9/2023 7:19 PM
28	It was a great experience. I'm so glad I was able to be part of it.	2/9/2023 7:18 PM

Q9 I would recommend this workshop to others.

Answered: 33 Skipped: 0



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☆	0.00%	0.00%	0.00%	9.09%	90.91%	33	4.91
	0	0	0	3	30		

Q10 What other topics would you like to have presented at future workshops?

Answered: 24 Skipped: 9

#	RESPONSES	DATE
1	Education is BIG, schools are BIG, activities in schools are BIG, but if you are a child of trauma, or food insecurity, or abuse. You can be small and invisible. Finding a way to "see" and connect with every child is vital. Their populations are growing, families are fractured and many children are very lost and alone. As a foster parent this has been a common theme, and challenge.	2/9/2023 9:32 PM
2	How to really implement what we are saying we are going to do in our Visuon	2/9/2023 7:50 PM
3	Not sure what else you offer	2/9/2023 7:32 PM
4	Creating teams centered around data, culture,	2/9/2023 7:28 PM
5	Can't think of any right now. My brain is fried.	2/9/2023 7:27 PM
6	None	2/9/2023 7:26 PM
7	Unknown	2/9/2023 7:26 PM
8	Nothing	2/9/2023 7:26 PM
9	CTE, Dual Enrollment, and career preparation	2/9/2023 7:24 PM
10	None	2/9/2023 7:23 PM
11	?	2/9/2023 7:23 PM
12	None	2/9/2023 7:23 PM
13	NA	2/9/2023 7:22 PM
14	No additional	2/9/2023 7:22 PM
15	No additions	2/9/2023 7:22 PM
16	Focus on student Mental Health	2/9/2023 7:22 PM
17	School safety	2/9/2023 7:21 PM
18	NA	2/9/2023 7:21 PM
19	N/A	2/9/2023 7:21 PM
20	None	2/9/2023 7:20 PM
21	Na	2/9/2023 7:20 PM
22	N	2/9/2023 7:20 PM
23	Not sure at this time	2/9/2023 7:19 PM
24	I'm not too sure what to add.	2/9/2023 7:18 PM

