

Corning Union High School Regular School Board Meeting

DATE June 20, 2024

TYPE OF MEETING:

Regular

TIME: 6: 45 P.M.

MEMBERS ABSENT:

Larry Glover

PLACE: Corning Union High School

VISITORS:

MEMBERS PRESENT:

Jim Bingham

Tony Turri, Cody Lamb

Todd Henderson

SCHOOL DISTRICT REPRESENTATIVES:

Jared Caylor, District Superintendent

Jason Armstrong, CUHS Principal

Audri Bakke, Centennial Principal

Charlie Troughton, CUHS Associate Principal

Heather Felciano, Director of Special Education

Jessica Marquez, Administrative Assistant to Superintendent

THE CORNING UNION HIGH SCHOOL -

1. CALL TO ORDER: The meeting was called to order at 6:47 p.m. by Board Clerk, Tony Turri.

2. PLEDGE OF ALLEGIANCE: Board Clerk, Tony Turri asked the Board and audience to stand for the flag salute.

3. ROLL CALL: Board Clerk, Tony Turri asked for a roll call.

Attendance is as follows:

- Tony Turri
- Jim Bingham
- Cody Lamb
- Todd Henderson

Absent:

- Larry Glover

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

A motion was made by Cody Lamb and seconded by Todd Henderson to approve the agenda with the following changes. 10.8 will be removed from the consent agenda items and added as 12.14 as an action item.

The vote is as follows:

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

5 .REPORTS

**5.4 SUPERINTENDENT
REPORT:**

Superintendent, Jared Caylor shared the following:

Attendance is as follows:

- CUHSD - 997
- Cent-
- ISP - 4
- CUHS -

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

There was none.

**7. ADJOURN TO
CLOSED SESSION:**

The Board adjourned to closed session at 6:50 p.m.

**8. REOPEN TO PUBLIC
SESSION:**

The Board reopened to public session at 7:43 p.m.

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

Board Clerk, shared that there was no action taken in closed session.

**10. CONSENT AGENDA
ITEMS:**

A motion was made by Todd Henderson and seconded by Cody Lamb to approve the consent agenda items with 10.8 being removed.

The vote is as follows:

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

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

Approval of Regular Board Meeting Minutes of May 16, 2024.

**10.2 APPROVAL
OF WARRANTS:**

40266769-40266789, 40266790-40266865, 40266866-40267079
40267079-40267352, 40267353-40267374, 40267375-40267485
40267486- 40267886, 40267886-40267974, 402467975-40268112
40268331-40268351, 40268351-40268352

Cal Card Report

TOTAL NUMBER OF CHECKS 1
TOTAL: \$ 25,287.47

CHECK # 40268640 CK AMT \$\$25,287.47 US BANK

**10.3 INTERDISTRICT
REQUEST:**

The request for this month are as follows:

Kaitlyn Bailey
Valarie Negrete
Brandon Smith

**10.4 HUMAN
RESOURCES
REPORT:**

Human Resources Reports is as follows:

Board Meeting Date:		6/20/24			
<u>Action</u>	<u>Type</u>	<u>Name</u>	<u>Position</u>	<u>Effective</u>	<u>Background</u>
Resignation	Voluntary	Jimenez, Pedro	CUHS Teacher Foreign Language	6/7/24	Voluntary Resignation
New Hire	Vacancy	Meraz, Patricia	Para Educator I	8/15/24	Filling the Vacancy of R. Runge Classified Salary Schedule 13/1
New Hire	Vacancy	Runge, Rae	IBI/ Centennial	8/15/24	Filling the Vacancy of Y. Rosas, Classified Salary Schedule 24/1
New Hire	New Position	Villacana, Patricia	IBI/Opportunity	8/15/24	Filling New Position Classified Salary Schedule 24/5
39-month Rehire List	CA Ed Code 45192	Sanchez, Mario	Grounds/Maint. I	5/29/24	Extended Medical Leave. 5-month sub differential. Employee notified and place on 39-month rehire list.

Resignation	Retirement	Messmer, Dave	Director of Technology	9/3/24	Retiring
Resignation	Voluntary	Nelson, Mark	Ed Specialist Teacher	6/7/24	Voluntary Resignation
Change	Vacancy	McElfresh, Lacey	IBI/ CUHS	7/1/24	Filling the Vacancy of N.Warner Classified Salary Schedule 24/8
New Hire	Vacancy	Ward, Crystal	Centennial Math Teacher	7/1/24	Filling Vacancy of V.Aguirre
Change	Vacancy	Aguirre, Vanessa	ELD/Spanish Teacher CUHS	7/1/24	Filling the Vacancy of P. Jimenez. Changing from Centennial Math Teacher position
Change	Position		Attendance	6/30/24	Elimination of Position. District Restructuring
New	Position		Principal Admin Assistance/ Data Specialist	7/1/24	New Position. District Need
Change	Position	Rico, Veronica	Principal Admin Assistance/ Data Specialist	7/1/24	Filling New Position. Confidential Non-Exempt Salary Schedule A /16
Extra Duty/Stipend/Temporary/Coaching Authorizations					

10.5 MOU BETWEEN CUHSD & TCDE FOR INSTRUCTIONAL COACHING:

This agreement is between CUHSD & TCDE for the provision of instructional coaching with the term July 1, 2024 through June 30, 2025.

10.6 REVISED 2024-25 ACADEMIC CALENDARS FOR CUHS & CENTENNIAL:

The CUHS & Centennial Calendars have been modified to reflect some minimum days and some dates updated due to transportation at Centennial.

10.7 APPROVAL OF NEW CURRICULUM:

Curriculum to be approved for use at Centennial and Opportunity.

**10.8 SURPLUS
EQUIPMENT
FORM:**

Surplus equipment moved to become 12.14.

Corning Union High School District			
Surplus Report			
Board Meeting Date:	6/20/24		
<u>Received From</u>	<u>Description</u>	<u>Recommendation</u>	<u>Value/Notes</u>
Corning Adult School	Children's Books	Dispose	\$50.00
Corning Adult School	Misc. Toys	Dispose	\$100.00
Corning Adult School	Misc. Blankets/Bedding	Dispose	\$75.00
Corning Adult School	Kids Table & Chair Set	Internal Bid (In district)	\$150.00
Corning Adult School	CD, Tapes & Boombox	Dispose	\$30.00
CUHS Jessica Flores	Job Rock Speaker	Internal Bid (In district)	\$20
CUHS Jessica Flores	25 Volleyballs	Dispose	Dispose
CUHS Jessica Flores	3 ball carts	Dispose	Dispose
CUHS Jessica Flores	Old Uniforms	Surplus	Surplus
CUHS Jessica Flores	S Gym Net Poles	Dispose	Dispose
CUHS Sarah Trammell	Electric Wheels	Internal Bid (In district)	3 Total
CUHS Sarah Trammell	Lockerbie Electric Kick Wheel	Internal Bid (In district)	\$1,600.00
CUHS Natalie Hicks	Assorted barbells in weight rooms	Internal Bid (In district)	\$30
CUHS Nate Borer	Basketball jerseys and shirts	Donate/Dispose	
CUHS Corine Maday	Life Skills, Addiction, Project TND Books	Dispose/Outdated	Dispose
CUHS Ana Theumler	Intro to Culinary Arts Books	Donate/Dispose	Dispose
CUHS Natalia Caylor	Blue Student Computer Stations	Dispose	Dispose

**10.9 APPLICATION
FOR CARS:**

Consolidated Application and Reporting Systems.

**10.10 AG
INCENTIVE
GRANT:**

Application for funding for the Agricultural Career Technical Education Incentive Grant Program Year 2024-25 the project duration is July 1, 2024 to June 30, 2025.

- 10.11 APPROVAL OF THE DIRECTOR OF TECHNOLOGY & DIRECTOR OF MOT JOB DESCRIPTIONS:** Job Descriptions for both Director of Technology and Director of MOT.
- 10.12 AGREEMENT BETWEEN CUSHD & INTERQUEST DETECTION CANINES OF CENTRAL VALLEY:** MOU between CUHSD & Interquest Detection Canines of Central Valley for the period of August 2024 through June 2025.
- 10.13 MOU FOR 2024-25 LIVE SCANS SERVICES:** MOU between TCDE and CUHSD for Live Scan Fingerprinting Program for the 2024-25 school year.
- 10.14 MOU BETWEEN CUHSD AND CORNING HIGH SCHOOL EMPLOYEES ASSOCIATION /ESP/CTA/NEA:** MOU between CUHSD & Corning High School Employee Association ESP/CTA/NEA.
- 10.15 MOU BETWEEN CUHSD & TCDE FOR TECHNOLOGY SUPPORT SERVICES:** MOU between CUHSD & TCDE for Technology Support Services. The agreement is effective July 1, 2024 and ends June 30, 2025.

11. ITMES FOR DISCUSSION

- 11.1 DATA ON NUMBER OF EVALUATIONS COMPLETED IN 2023-24:** Superintendent, Jared Caylor shared the following:

<u>Classification</u>	<u>Due</u>	<u>Completed</u>
Certificated Admin	5	4
Classified Mgmt.	2	2
Confidential	4	4
Certificated	29	29
Classified	61	40
Total	101	79

An evaluation was not completed on Charlie Troughton as he was retiring and there was an agreement with the Classified Bargaining Unit that the Maintenance, Operations & Transportation evaluations were not completed due to the changing of staff with the Director's resignation.

Board Member, Cody Lamb asked if the Board could see the Admin and Director Evaluations in order to capture any trends. Superintendent, Jared Caylor shared that this was a discussion last year and the final decision was that this was a Superintendent role. Examples were shared with the board recently but this isn't a boards role to see each evaluation. Board Clerk, Tony Turri agrees with Cody and would like to be able to see them. The Board will have a further discussion on this moving forward but Superintendent, Jared Caylor shared that this is really something that should remain something that the Superintendent oversees.

**11.2 PRESENTATION
ON THE 2024
LCAP LOCAL
PERFORMANCE
INDICATOR:**

Superintendent, Jared Caylor shared that there are Five Areas of Priorities which are used as a tool for data. This is required by the State. The standards are to annually measure its progress in meeting requirements of the LCFF and report the results to the public through the dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

**12. ITEMS FOR
ACTION:**

**12.1 APPROVAL OF
THE LCAP:**

A motion was made by Jim Bingham and seconded by Cody Lamb approve the LCAP.

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

The vote is as follows:

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

**12.2 APPROVAL
OF THE CUHSD
BUDGET AND
EPA RESOLUTION
NO. 467:**

A motion was made by Todd Henderson and seconded by Jim Bingham to approve Resolution No. 467 for the EPA account.

There being no further discussion, the Board voted unanimously to approve Resolution No. 467.

The vote is as follows:

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

**12.3 APPROVAL OF
THE
AGREEMENT
BETWEEN
CUHSD & NMR:**

A motion was made by Cody Lamb and seconded by Todd Henderson to table the agreement between CUHSD & NMR for the Corning Union High School Building Modernization Project 22-2013 May 2024. The decision is to hold off until after Tuesday's upcoming meeting and possibly approve the amended contract within the next few weeks.

There being no further discussion, the Board voted unanimously to table this item and hold off on approving the agreement for now.

The vote is as follows:

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

12.4 APPROVAL OF THE AGREEMENT BETWEEN CUHS & AIS FOR THE CUHS PARKING IMPROVEMENTS PROJECT:

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the agreement between CUHS and AIS for parking improvements. The proposal is based on the \$2.5m estimate and November 30, 2024 completion date. The agreement is dated May 28th and is between Aulabaugh Inspection Services LLC. There being no further discussion, the Board voted unanimously to approve the CUHS & AIS Agreement.

12.5 COMMITTEE ON ASSIGNMENTS :

A motion was made by Jim Bingham and seconded by Cody Lamb to approve the committee on assignments for the 2024-25 school year. There being no further discussion, the Board voted unanimously to approve the committee on assignments for the 2024-25 school year.

The vote is as follows:

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

12.6 APPROVAL OF NEWLY REVISED CLASSIFIED MANAGEMENT EXEMPT SALARY SCHEDULE:

A motion was made by Todd Henderson and seconded by Cody Lamb to approve the Classified Management Exempt Salary Schedule. There being no further discussion, the Board voted unanimously to approve the Classified Management Exempt Salary Schedule.

The vote is as follows:

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

**12.7 APPROVAL OF
THE
NEWLY REVISED
ADULT ED
SALARY
SCHEDULE:**

A motion was made by Todd Henderson and seconded by Cody Lamb to approve the Adult Education Salary Schedule for 2023/24 retro back to 7/1/23. There being no further discussion, the Board voted unanimously to approve the newly revised Adult Ed Salary Schedule.

The vote is as follows:

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

**12.8 APPROVAL OF THE
SKILLS USA CLUB
ADVISOR STIPEND:**

A motion was made by Todd Henderson and seconded by Cody Lamb to approve the Skills USA Club Advisor Stipend. The Board would like to see quarterly updates on the amount of student involvement. This will be added to the reports in October, January and April to allow time for the club to get rolling. There being no further discussion, the Board voted unanimously to approve the Skills USA Club Advisor Stipend.

The vote is as follows:

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

**12.9 APPROVAL
OF THE 2024
SPSA:**

A motion was made by Todd Henderson and seconded by Jim Bingham to approve the School Plan for Student Achievement. There being no further discussion, the Board voted unanimously to approve.

The vote is as follows:

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

**12.10 EL MASTER
PLAN:**

A motion was made by Cody Lamb and seconded by Todd Henderson to approve the English Language Master Plan for the Corning Union High School District for 2024-25 school year. Board Member, Cody Lamb asked who was the coordinator and who is part of the advisory committee. The coordinator is Clementina Torres and DELAC is a combination of parents and students. There being no further discussion, the Board voted unanimously to approve the EL Master Plan.

The vote is as follows:

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

**12.11 APPROVAL OF
NEWLY REVISED
NON-EXEMPT
CONFIDENTIAL
MANAGEMENT
SALARY SCHEDULE:**

A motion was made by Todd Henderson and seconded by Cody Lamb approve the revised Confidential/Classified Management Non-Exempt Salary Schedule. There being no further discussion, the Board voted unanimously to approve the revised non-exempt confidential management salary schedule.

The vote is as follows:

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

**12.12 APPROVAL
OF THE
PRINCIPAL
ADMINISTRATIVE
ASSISTANT/DATA
SPECIALIST
JOB DESCRIPTION:**

A motion was made by Cody Lamb and seconded by Todd Henderson to approve the Principal Admin Assistant/ Data Specialist job description. There being no further discussion, the Board voted unanimously to approve the new job description.

The vote is as follows:

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

**12.13 RESOLUTION
NO. 468:
PRINCIPAL**

A motion was made by Todd Henderson and seconded by Cody Lamb to approve Resolution No. 468 which is a resolution that needs to be approved ordering election, requesting county elections to conduct the election and specification of the election order. There being no further discussion, the Board voted unanimously to approve the resolution.

The vote is as follows:

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

**12.14 SURPLUS
ITEMS:**

A motion was made by Cody Lamb and seconded by Todd Henderson to approve all surplus items going out to public auction and not solely internally. The Board will revisit the policy before we differentiate how we auction these items off.

There being no further discussion, the Board voted unanimously to approve all of the surplus items to go out for bid

The vote is as follows:

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

**12.15 FUTURE
AGENDA ITEMS:**

The Board discussed what time the Special Board Meeting will be held this upcoming Tuesday, June 25th. The Board unanimously decided that 6:00 p.m. would work best for everyone.

13. ADJOURNMENT:

The Board adjourned at 8:01 p.m.

Approved



Larry Glover, President



Tony Turri, Clerk

Corning Union High School District Regular School Board Meeting

Date of Meeting: June 20, 2024

Time of Meeting: 6:45P.M.

Place of Meeting: CUHS Library

Agenda

1. CALL TO ORDER

2. PLEDGE OF ALLEGIANCE

3. ROLL CALL

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

Action

5. REPORTS

5.1 Superintendent Report - Jared Caylor

Information

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

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

7. ADJOURN TO CLOSED SESSION

7.1 PUBLIC EMPLOYEE/DISCIPLINE/DISMISSAL/RELEASE/ RESIGNATION

8. REOPEN TO PUBLIC SESSION

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

10. CONSENT AGENDA ITEMS

Action

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

- 10.1 Approval of Regular Board Meeting Minutes May 16, 2024
- 10.2 Approval of Warrants
- 10.3 Interdistrict Attendance Requests
- 10.4 Human Resources Report
- 10.5 MOU between CUHSD & TCDE for Instructional Coaching
- 10.6 Revised 2024-25 Academic Calendars for CUHS & Centennial High School
- 10.7 Approval of new Curriculum to be used at Centennial and Opportunity
- 10.8 Surplus Equipment Form
- 10.9 Application for Funding for Consolidated Application and Reporting Systems (CARS)
- 10.10 Ag Incentive Grant
- 10.11 Approval of the Director of Technology & Director of MOT Job Descriptions
- 10.12 Agreement between CUHSD & Interquest Detection Canines of Central Valley
- 10.13 MOA for 2024-25 Live Scan Services and County Fingerprinting Cooperative
- 10.14 MOU between CUHSD and Corning High School Employees Association/ESP/CTA/NEA
- 10.15 MOU between CUHSD and TCDE for Technology Support Services
- 10.16 SARB Coordinator Program Participation Contract 2024-25

11. ITEMS FOR DISCUSSION

11.1 Data on Number of Evaluations Completed in 2023-24

Superintendent Caylor will review data on how many evaluations were completed this year for certificated, classified, confidential, and admin/management employees.

11.2 Presentation of the 2024 LCAP Local Performance Indicator

Superintendent Caylor will update the Board on the 2024 LCAP Local Performance Indicator.

12. ITEMS FOR ACTION

12.1 Approval of the Local Control Accountability Plan (LCAP)

The Board will be asked to approve the LCAP.

12.2 Approval of the Corning Union High School District Budget and Education Protection Account Resolution No. 467

The Board will consider approval of the 2024-25 school year budget and Resolution No. 467

12.3 Approval of the agreement between CUHSD & NMR for the Corning Union High School Shop Building Modernization Project

The Board will consider approving the agreement between CUHSD & NMR for the CUHS Shop Building Modernization Project.

12.4 Approval of the agreement between CUHSD & AIS for the Corning Union High School Parking Improvements Project.

The Board will consider approving the agreement between CUHSD & AIS for the CUHS Parking Improvements Project.

12.5 Committee on Assignment

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

12.6 Approval of the newly revised Classified Management Exempt Salary Schedule

The Board will consider approval of the newly revised Classified Management Exempt salary schedule.

12.7 Approval of the newly revised Adult Education Salary Schedule

The Board will consider approval of the newly revised Adult Education salary schedule.

12.8 Approval of Skills USA Club Advisor Stipend

The Board will consider approval of the Skills USA Club Advisor Stipend.

12.9 Approval of the 2024 School Plan for Student Achievement (SPSA)

The Board will consider approval of the SPSA for 2024-25 school year.

12.10 EL Master Plan

The Board will approve the English Learners Master Plan.

12.11 Approval of the newly revised Non-Exempt Confidential Management Salary Schedule

The Board will consider approval of the newly revised Non-Exempt Confidential Management salary schedule.

12.12 Approval of the Principal Administrative Assistant/Data Specialist Job Description

The Board will consider approval of the Principal Administrative Assistant/Data Specialist Job Description.

12.13 Resolution No. 468

The Board will consider approving Resolution #468 which is the resolution Election, requesting county elections to conduct the election, requesting consolidation of the election, and specifications of the election order for the upcoming election in November 2024.

12.14 Future Agenda Items

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

13. ADJOURNMENT

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

Corning Union High School

Regular School Board Meeting

DATE May 16, 2024

TYPE OF MEETING:

Regular

TIME: 5:45 P.M.

MEMBERS ABSENT:

Todd Henderson

PLACE: Corning Union High School

VISITORS:

John Studer, Brad Schreiber

Shawni McBride, Emily Brown

Sarah Pettit

MEMBERS PRESENT:

Larry Glover

Jim Bingham

Tony Turri, Cody Lamb

SCHOOL DISTRICT REPRESENTATIVES:

Jared Caylor, District Superintendent

Jason Armstrong, CUHS Principal

Justine Felton, CUHS Associate Principal

Cassie Riddle, DATA/HR Coordinator

Jessica Marquez, Administrative Assistant to Superintendent

THE CORNING UNION HIGH SCHOOL -

- 1. CALL TO ORDER:** The meeting was called to order at 5:46 p.m. by 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
 - Jim Bingham
 - Cody Lamb
 - Larry Glover
Absent:
 - Todd Henderson
- 4. APPROVAL OF AGENDA/REORDERING OF AGENDA/ADDITION OF ITEMS:** A motion was made by Cody Lamb and seconded by Tony Turri to approve the agenda with no changes.

The vote is as follows:

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

5 .REPORTS

5.1 ACADEMIC REPORT:

Brad Schreiber reported on the following:

Teachers

Brett Henry
Spanish I, II

Martina Fiorot-Peek
Spanish II, III, IV

Pedro Jimenez
Spanish V, AP
Emerging ELD

Brad Schreiber
Expanding ELD
Bridging ELD

Para Professionals

Rose Montoya Alicia Lopez Ana Diaz

CUHSD # of ELS: 242 (208 @ CUHS)

Total # of students in ELD: 78

of students in Emerging (EM): 18

of students in Expanding (EX): 19

of students in Bridging (BR): 51

of SPED EL students: 65

Reclassification requirements

1. 4 on the ELPAC
2. 5.0 on the STAR reading test
3. 2/4 on the CUHS English writing assessment

37 students have been reclassified in 23/24

Spanish Department

Spanish 1	4 sections (77 students)
Spanish 2	3 sections (68 students)
Spanish 3	2 sections (18 students)
Spanish 4	3 sections (66 students)
Spanish 5	2 sections (59 students)
AP Spanish	2 sections (33 students)

Highlights

- AP Spanish- 33/34 students passed the AP test last year!
- Seal of Biliteracy: 22 students received the Seal last year
- Professional Development: CABC, CLTA, and FLASH
- ELPAC testing finished

5.2 ACADEMIC REPORT:

Shawni McBride reported on the following:

The CUHS English Department strives to graduate students who are literate, enjoy learning, and have the confidence and skills to pursue whatever post-secondary pathway they choose.

English Department Members and Courses Taught

Andrea Beaumont

- English I, English II

Natalie Borer

- English I, English IV

Lou Buran

- English I, English IV, English IV AP

Shawni McBride

- English III, English III AP

Sherri Peterson

- English II, English IV NF

Olivia Gross-Jauregui

- English II, English III

Contributing Factors when Choosing Texts:

- Alignment with Language Arts Common Core Standards, California State Framework, and California Ed Code
 - Are students reading both fiction and informational texts?
 - Are the texts rigorous enough?
 - Is there a wide variety of texts with different themes and viewpoints?
 - Are all student populations represented? ([AB-1078](#))
- Accessibility for all students
 - Is it challenging enough for more capable readers yet capable of being modified for struggling readers?
 - Is it engaging and relevant for students? Are there entry points for everyone?

- Student culture
 - Can our students relate?
 - Is it a mirror or a window, or both?
- Development of Literacy Skills for Life After High School
 - Will the text help with college readiness?
 - Will the text help foster reading fluency and vocabulary development?

Teaching Writing

We give three common assessments per year using our common department rubric

English Department Rubrics and Student Writing Self-Assessment Tool

Great Things Happening in the classroom

Students...

- making annotations on difficult texts and then using those texts to support their own claims.
- working productively in diverse groups; first language learners helping second language learners
- speaking and writing using “academic verbs” such as analyze, define, evaluate, articulate, synthesize, etc.
- using planners to organize, set goals, record due dates.
- utilizing sentence frames to help support them with their responses.
- self-reflecting on their own writing and setting goals for improvement
- finding their voices through spoken word poetry (writing and presenting)
- making meaningful connections with texts
- doing close readings, analyzing texts for structure and organization as well as for claims and evidence
- showing growth and improvement through common assessments

Challenges...

- Low skills
- Behavior issues
- Apathy
- Mental health problems
- Vaping/Drug Use
- Time

5.3 STUDENT BOARD

Student Board Member, Bentley Mondoza reported on the following

- End of school is near
- Senior Exit Interviews
- Soak a Senior
- Spring BBQ
- Senior Skip Day
- Ballet Folklorico Dance Show
- Prom
- Next years theme is Battle of the Gods
- Finals
- Graduation

5.4 SUPERINTENDENT REPORT:

Superintendent, Jared Caylor shared the following:

Attendance is as follows:

- CUHSD - 910
- Cent- 71
- ISP - 42
- CUHS - 1023

Board Member, Cody Lamb asked if Centennial's Opportunity Class would show up separately on the report or if it would be part of Centennial. Superintendent, Jared Caylor shared it would be part of the Centennial's report but could break it down for the report every so often if needed.

Superintendent, Jared Caylor shared some information on Governors Budget which was release partially Friday and then on Monday morning.

EDUCATION FUNDING OVERVIEW

PROPOSITION 98

Due to an overall decrease in state revenues, the Prop. 98 minimum guarantee has lowered an additional \$3.5 billion over the three-year budget window than what was estimated in January. The budget proposal includes a total of \$109.1 billion for all TK-12 programs. Per-pupil spending totals \$23,278 when accounting for all sources, with \$17,502 coming from state funds. The governor maintains his accounting maneuver to cover the costs associated with the drop in prior year revenues.

PROPOSITION 98 RAINY DAY FUND

The governor fully utilizes the \$8.4 billion reserve to fund Prop. 98, as a result the school district reserve cap is not triggered.

LOCAL CONTROL FUNDING FORMULA (LCFF)

The governor proposes to fully fund the 1.07 percent statutory cost-of-living adjustment (COLA). The \$3.2 billion of the LCFF is funded with one-time dollars.

PROGRAMS OUTSIDE OF LCFF

Equity Multiplier, school nutrition, special education, and adult education, among others are proposed to receive the 1.07 percent COLA.

PROPOSITION 28

The governor provides \$907 million for the 2024-2025 school year per the initiative's requirements.

TRANSITIONAL KINDERGARTEN

The governor continues to rebench the Prop. 98 guarantee to account for the additional students TK implementation is bringing into the public school system. The implementation of TK remains on track with September 2 to June 2 birthdays qualifying in the 2024-25 school year, and full implementation in the 2025-26 school year.

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)

The governor proposes changes to the LREBG to meet the requirements of the Cayla J. litigation settlement. This includes requiring LEAs to develop a needs assessment for the use and expenditure of LREBG funds for the 2025-26, 2026-27, and 2027-28 school years.

NUTRITION

The actual utilization of school nutrition programs continues to outpace estimates. The governor proposes to cover the shortfall in the current year and provide \$198.9 million in 2024-2025 to fully fund the universal meals program, which includes the COLA.

STATE PRESCHOOL

The May Revision proposes to cut \$250 million from the Inclusive Early Education Expansion Program (IEEEP) and redirect the funds to support electric buses.

The governor eliminates the requirement for State Preschool programs to reserve 7.5 percent and 10 percent of slots for students with disabilities in 2025-26 and 2026-27 respectively. Accordingly, the governor eliminates the planned investments that would have increased rates for preschools meeting the 10 percent requirement. The governor maintains current law that state preschools must reserve five percent of their slots for students with disabilities.

ZERO EMISSION BUSES

The governor maintains his prior commitment of \$500 million for electric school bus fleets. He proposes to increase the investments in electric buses by \$395 million, for a total investment of \$895 million. Of the investments, 75 percent will fund vehicles and 25 percent will fund infrastructure.

EXPANDED LEARNING OPPORTUNITIES PROGRAM (ELOP)

While funding is maintained, the governor proposes changes to the ELOP rules. The proposed changes would require encumbered funds from the 2021-22 and 2022-23 school years to be expended by Sept. 30, 2024. Additionally, the proposal would require local educational agencies to expend funds within two fiscal years, starting in the 2023-24 school year. The governor also states *intent* to require school districts to annually declare whether they intend to run an ELOP, starting in 2025-26, and shift unused funds to bolster rates for Tier 2 districts.

FACILITIES

The May Revision proposes an additional \$375 million cut to the School Facilities Aid Program, which was already reduced by \$500 million in the early action plan adopted by the Legislature and governor in April, for a total proposed cut of \$875 million.

The governor eliminates the \$550 million investment in the California Preschool, Transitional Kindergarten and Full-Day Kindergarten Facilities Grant Program, previously

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

There was none.

**7. ADJOURN TO
CLOSED SESSION:**

The Board adjourned to closed session at 6:18 p.m.

**8. REOPEN TO PUBLIC
SESSION:**

The Board reopened to public session at 7:19 p.m.

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

Board President, shared that there was no action taken in closed session.

**10. CONSENT AGENDA
ITEMS:**

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

The vote is as follows:

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

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

Approval of Regular Board Meeting Minutes of April 18, 2024.

**10.2 APPROVAL
OF WARRANTS:**

40265111-40265402, 40265402-40265420, 40265420-40265772
40265773-40265794, 40265885-40266096, 40266096-40266119
40266119-40266224

Cal Card Report

TOTAL NUMBER OF CHECKS 1
TOTAL: \$24,318.07

CHECK #40267079 CK AMT \$24,318.07 US BANK

**10.3 INTERDISTRICT
REQUEST:**

The request for this month are as follows:

Jasmine Hayes	Kassandra Galvin
Jesse Pineda	Riley Wooten
Jordin Scott	Satino Williams

**10.4 HUMAN
RESOURCES
REPORT:**

Human Resources Reports is as follows:

Board Meeting Date:		5/16/24			
<u>Action</u>	<u>Type</u>	<u>Name</u>	<u>Position</u>	<u>Effective</u>	<u>Background</u>
New Hire	Vacancy	St. George, Haley	Ed Specialist	7/1/24	Filling Vacancy of J. Kerr
Resignation	Voluntary	Kerr, Justine	Ed Specialist	6/30/24	Voluntary Resignation
New Hire	Vacancy	Cruz, Isel	Ed Specialist	7/1/24	Filling Vacancy of M Johnson
New Hire	Vacancy	Boone, Ashley	Math Teacher	7/1/24	Filling Vacancy of A. Farrell, Column I, Step III based on Undergraduate work
New Hire	New Position	Grayson, Eric	Centennial Opportunity Teacher	7/1/24	Filling New Position
Resignation	Retirement	Troughton, Charlie	Associate Principal	6/30/24	Retiring after 30 years of service

New Hire	Vacancy	Perez, David	School Psychologist	7/1/24	Filling Vacancy T. Moyer
Resignation	Voluntary	Warner, Natalie	Intensive Behavior Interventionist	6/30/24	Voluntary Resignation
New Hire	Vacancy	Aguirre, Vanessa	Math Teacher Centennial	7/1/24	Filling Vacancy E.Fennell
Change	Vacancy	Reyes, Ramirez	Grounds Maintenance II	5/1/24	Changing from Custodial/Maintenance to Grounds/Maintenance II
Resignation	Voluntary	Rosas, Yamilet	Intensive Behavior Interventionist/ Centennial	6/30/24	Voluntary Resignation
New	Position		Campus Supervisor Centennial	7/1/24	New Position Centennial
New Hire	Vacancy	Sutton, James	CTE Building Trades Teacher	7/1/24	Filling Vacancy D. Proctor
Change	Position/Placement	Proctor, Dan	Construction Tech. Teacher/Centennial	7/1/24	Filling Vacancy
Change	Position/Placement	Farrell, Andrew	ISP Teacher 2024/25	7/1/24	Filling Need at ISP
Extra Duty/Stipend/Temporary/Coaching Authorizations					

10.5 APPROVAL OF 2023-24 2ND INTERIM BUDGET REPORT: Tehama County Department of Education sent an approval of the 2023/24 2nd Interim Budget Report. Based on review from the County Office, they have approved the 2nd Interim Budget Report.

10.6 DONATION INTAKE FORM:

Corning Union High School District					
Donations Report					
Board Meeting Date:		5/16/24			
<u>Received From</u>	<u>Item</u>	<u>Reference</u>	<u>Amount/Value</u>	<u>Description</u>	<u>Purpose</u>
The Hive	Donation	Food	\$270.00	Honey Buckets	To be used for Culinary Arts Class
Sierra Nevada Creamery	Donation	Food	\$60.00	Large Trims of Cheese	To be used for Culinary Arts Class

10.7 NATIONAL ALLIANCE ON MENTAL ILLNESS CLUB: Wellness Coordinator, Leilani Miller has requested permission to form a student club. This organization will be called the NAMI Club. Nami stands for National Alliance Mental Health Institute and will promote mental health awareness, provide support to students facing mental health challenges, and Advocate for a stigma-free environment within the school community. This club was presented to and approved by ASB as well.

11. ITMES FOR DISCUSSION

11.1 GRADUATION WEEK ACTIVITIES: The Graduation Week Activities are as follows:

<u>Event</u>	<u>Date</u>	<u>Time</u>	<u>Location</u>
• Senior Memory Night	6/4	6:00 PM	North Gym
• Senior Awards Night	6/5	6:00 PM	North Conf Room
• Centennial/ISP Graduation	6/6	3:00 PM	North Gym
• Staff BBQ	6/6	5:00-9:00	Woodson Bridge
• CUHS Graduation	6/7	8:30 PM	Cardinal Stadium

Superintendent, Jared Caylor shared that he wanted to make sure that everyone was notified ahead of time. Senior Memory night is not a priority for the Board to attend but it would be nice to have everyone try to attend Graduation. Board President, Larry Glover shared with the Board that he would really encourage the other members to have some members present at each event. He requested that Jessica notify and remind the members the day before. Board Member, Jim Bingham will be at graduation for sure but opted out for handing them out to students.

11.2 FACILITIES MASTER PLAN UPDATE: Superintendent, Jared Caylor shared the following information:

Options from Architect:

- Comprehensive plan, highly detailed
 - Example [here](#)
 - \$50k-\$75k
- More Basic Plan
 - Including areas to set aside for future growth
 - Path of travel and egress improvements
 - Assessment of existing building needs for aged infrastructure, technology, etc
 - \$25-\$30k range

Superintendent, Jared Caylor shared that we did an informal plan a few years ago but we should really look into having one completed. These options were shared and an example of the more extensive plan was shared. Board Member Cody shared that a basic plan would be just fine. The Board would like an example from Dean. Superintendent, Jared Caylor will work on that request for the Board.

11.3 LIST OF PROFESSIONAL DEVELOPMENT BY CHIEF BUSINESS OFFICIAL: Professional Development by the CBO:

SSDA CBO Conference – October

Various School Services Webinars- October- December

CASBO CBO Cert Course – January-June

Federal grant compliance – April

**11.4 LIST OF
PROFESSIONAL
DEVELOPMENT
BY THE
SUPERINTENDENT:**

Professional Development by the Superintendent:

Mentorship through The National Center for Executive Leadership and School Board Governance
Bride the Gap Consulting
ACSA Region 1 and VPLA Activities
ACSA Regions 1-4 Conference
SSDA State Conference

**11.5 PROFESSIONAL
DEVELOPMENT
OPTIONS
FOR THE SCHOOL
BOARD FOR THE
2024/25 SCHOOL YEAR:**

The following are professional development options for the CUHSD Governing Board for the 2024-25 school year.

SSDA State Conference

- April 6-8, 2025 (Sunday-Tuesday)
- Sheraton Grand Hotel, Sacramento CA
- Attendees: Board Members, Superintendents, District Office Staff, Site Administrators
- The Small School District Association's largest conference focused on issues pertaining to K-12 Education, with an emphasis on districts with fewer than 2,500 students.

CSBA Annual Education Conference

- December 5-7, 2025 (Thursday-Saturday)
- Anaheim Convention Center, Anaheim CA
- Attendees: Board Members, Superintendents
- The California School Board Association's largest conference of the year and their primary opportunity for Board Member professional development.

The Board discussed and some would like to stick with the conference in Sacramento. There was further discussion of the cost difference. Superintendent, Jared Caylor shared that some could go to one and some could go to the other if they wanted to. He would attend both with them, if they desired. Superintendent, Jared Caylor will follow up as the CSBA Conference approaches to see if the Board would like to go.

11.6 AAU ATHLETICS: The Board received information on the Pre-Season Guidelines Season of Sport Guidelines, Post Season Guidelines and Out of Season Guidelines. Information shared is as follows:

OUT-OF-SEASON GUIDELINES:

- A. **Out-of-Season Definition:** Out-of-Season is defined as starting the day after the last contest of the season and ending on the Official Start Date for season of sport.
- B. **Summer Season Definition:** The Summer Season begins on April 1st and ends on the first day of Fall practices.
- C. **Out-of-Season Limitations:** Coaches will not conduct practices, open gyms, tryouts, or workouts during the Out-of-Season period UNLESS it is during the Summer Season (after April 1st).
- D. **Summer Season Limitations:** Athletes who are participating in a CUHS Spring Sport CANNOT participate in Summer Season practices, open gyms, tryouts, or workouts until their Spring Season has ended. Athletes who quit their Spring Sport or are removed from the team by the coaching staff, CANNOT participate in Summer Season practices, open gyms, tryouts, or workouts until their Spring Season has ended.
- E. **Unaffiliated Teams Definition:** Unaffiliated teams are not connected to CUHS or CIF. They are run through organizations such as American Legion, AAU, and various "travel" organizations and include athletes in 9th – 12th grade.
- F. **Unaffiliated Team Parameters:** CUHS coaches will be allowed to coach unaffiliated teams with the following parameters:
 1. Coaches need to clearly communicate with in season coaches, parents, and student athletes
 2. Practices for unaffiliated teams will not be mandatory and coaches expect athletes will always attend in season practices/contests before unaffiliated teams.
 3. Coaches should not schedule any practice, scrimmage, or game that puts athletes in conflict with their CUHS "in season" sport.

There was discussion that the district is making a shift to allow coaches to coach out of season. They can coach but there are some expectations. Athletic Director, John Studer doesn't like this new idea but is willing to try it. He doesn't want to see the kids being spread too thin, know that they will want to follow their coach and try to manage too much. Academics and playing for the school is important to him. Also another downside is that a coach may have conflict with other coaches on campus. If a coach has a meeting for one athletic team that conflicts with another sport, this can create problems. He recalls this happening to him with Mr. Mache once and he only held a meeting. There was further discussion that the AAU Coaches are being paid and Board President, Larry Glover shared that times are changing. CUHS Principal, Jason Armstrong shared that items 2,3 and 4 are a concern for our kids but John, Justine and he will all be working through any situation that may come up and take action accordingly, whether that means policy changes or changes in the coaching staff. Another discussion was that CIF allows 18 hours of practice time per week. A new updated document was shared and Superintendent, Jared Caylor will make sure that each Board member has the most current document. The Board would like to stick with this and see how it goes, and if needed a year from now, changes can be made.

**11.7 JOB PLACEMENT
FOR STUDENTS
AT CUHS:**

Sarah Pettit shared some following highlights on CTE Work Experience:

Where we've been, where we are and where we are headed.

Program has consisted of 3 courses, 1 teacher with para support and placements of 2 schools and a few business placements.

20/21= 11 students 2022/23= 21 students

There is now increased enrollment, more flexibility in scheduling for students and more placement in the community through business partnership/engagement.

The bell schedule change has made this possible along with the Master Schedule changes, Community Liaison (Sarah Pettit) added and the CTE Pathway Coordinator added.

A Recap is that we began with 10 students in 5 different placement and ending with 16 students in 11 different off campus placements.

We currently have over 40 students enrolled in our Careers in Business Careers in Education and Advanced Life and Work Prep with a total of 25 business ready for a student worker in the 24- 25 school year.

Emily Brown shared that we have done a tremendous job and commended Sarah for all of her hard work. This is a great opportunity for the students to experience real life skills. There have been a few struggles and kinks to work through but overall the program is doing very well, growing and is a great opportunity for the students.

The department is looking for offer seniors a job shadow day sign up and the goal is to have every senior participate in a job shadow. It would be great to have every senior participate in a work experience by 2028-29.

There was further discussion about the business's in town that we are working with and Board Member, Jim Bingham would like a list of those businesses if possible. Sarah will work on getting that list to Superintendent, Jared Caylor for the Board.

11.8 ROTARY QUAD PROJECT:

Superintendent, Jared Caylor shared the following designs:

The items below are an example of what the district is looking into. This conversation has been going on for some years now and Rotary has money set aside for work at the Northside Park and would also like to do something on our campus. The picture on the left is Chico High and the right is PV. Board President, Larry Glover thinks that this is a good idea.



11.9 BOARD POLICY CSBA or SSDA UPDATES:

Board President, Larry Glover would like to stick with the little one, which is from SSDA. The other Board Members agreed and Superintendent, Jared Caylor will work on getting this taken care of.

11.10 RODGERS COMMITTEE MEETING REVIEW:

Superintendent, Jared Caylor shared the following information from the meeting held on May 14, 2024 at 4:00pm:

- ☐ Welcome
- ☐ Minutes from May 14, 2024
- ☐ Endowment Update - Eric Moxen
- ☐ Student Update
- ☐ Ranch Maintenance Update - Tony Rosales
- ☐ Pigeon Mitigation
- ☐ Spring Showcase Event - Follow Up Notes for Next Year
- ☐ Orchard Updates and Plans - Tony Rosales
- ☐ Student Oversight of Ranch Sectors/Areas - Status Update, Next Steps
- ☐ Budget for 2024-25
 - ☐ Review Two Year Budget Comparison - General Fund Picks Up Any Costs Above \$80k
 - ☐ Additional Requests for 2024-25
 - ☐ Peach Orchard - \$5k in budget for 2024-25
 - ☐ Trail Landscaping - \$5k
 - ☐ Pond Restoration - ????
 - ☐ Erosion/Parking - ????
 - ☐ Electricity to Hog Pens - ???
 - ☐ Lamb Pens - \$5k (pens and concrete)
 - ☐ Show Ring Additional Gate (8 ft) - ???
 - ☐ Level A2 - \$1k for survey plus ???
 - ☐ Twelve Dairy Hatch to Replace Pig Boxes - ???
 - ☐ Mile Spray (Equipment or \$5k in contract services) - \$5k or ???
 - ☐ Truck for Felipe, or mileage/spend - Ideas? Can move truck from CUHS, but must replace - suggested spend \$150 per month
 - ☐ Fuel Tank for Ranch - \$1k in budget for 2024-25
 - ☐ Chicken Equipment - \$15k (CTEIG)
 - ☐ Greenhouse Supplies and Materials - \$3k
 - ☐ Fencing Project - \$3k
 - ☐ Cameras in Barn - \$5k
 - ☐ Tables and Chairs for Ranch Events - \$2k
 - ☐ Post Hole Tractor Attachment - \$4k
 - ☐ Total Additional Asks \$60k plus unknown amounts above

- ☐ Cow Vaccine Schedule - Emily Brown
 - ☐ Ranch Student Employees (This year and process for future) - Emily Brown
-
- ☐ Tomato Planting - Emily Brown
 - ☐ R Farm Projects - Jared Caylor/Emily Brown
 - ☐ International Greenhouse Vendor Status - Jared Caylor
 - ☐ Pond Restoration Discussion - First Steps? - Jason Armstrong
 - ☐ Rodgers Committee Reps
 - ☐ Private Sector Suggestions - Connections from Showcase?, Dave Lester, Kevin Randall, Clayton Handy (Suggestion from Julie Johnson), Others? - Prioritize List, assign contacts
 - ☐ Non Ag Teacher Suggestions - Debbie Lamson Update
 - ☐ Other
 - ☐ 2024-25 Meeting Dates: August 6, November 12, February 11, May 6
 - ☐ Adjourn

There was a debrief on the Showcase event and some items were highlighted that requires some attention. The district would like to be using the word Enterprises rather than sectors or areas. A budget document was also distributed for the Board. This shows a comparison from 23/24 to 24/25. There are some projects that are in the Master Plan that the Board wanted to be completed so the group met and looked at each item once by one and Superintendent, Jared Caylor asked for feedback on which items were most important and which items might be able to wait on getting completed. Also, some items can be paid with CTEIG funding. Board Member, Tony Turri thanked Mr. Caylor for his work because he is doing a great job of looking at this fiscally and there are some things that we many want to have done, but maybe they can wait until the next year to be completed. There was a discussion about the Student Worker. The job announcement was in the Bulletin and on Parent Square. The deadline is Friday and the group will hold interviews. There will be interviews and the group has decided to hire 3 students total. The hiring committee will be Emily, Bob, Tony R. and maybe an Admin.

Superintendent, Jared Caylor shared a reminder that CTE is the 3rd priority for the Board on the Strategic Plan so if we close the books and have 100K to spend, we can put that into the priorities.

Superintendent, Jared Caylor also mentioned that we need to find a private sector committee member and asked the group for feedback on Lester, Randall, Hardy or Mentz. Board Member, Tony Turri shared that Lester or Randall would do a great job. There was no other feedback. Superintendent, Jared Caylor will decide on one using this feedback from the Board.

12. ITEMS FOR ACTION:

12.1 YEAR END CLOSING RESOLUTION NO. 466:

A motion was made by Tony Turri and seconded by Cody Lamb to approve Resolution No. 466 which is the year end closing resolution which is approved each school year.

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

The vote is as follows:

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

12.2 ACCEPTANCE OF SUBSHINE ITEMS FOR NEGOTIATIONS:

Sunshine Items were received from the following:

CITA, ESP and the District

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the acceptance of the sunshine items for negotiations. There being no further discussion, the Board voted unanimously to approve summer school

The vote is as follows:

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

12.3 AGREEMENT FOR PROJECT MANAGEMENT SERVICES:

A motion was made by Cody Lamb and seconded by Tony Turri to approve the agreement between CUHSD and Zane Schreder, dba Schreder & Associates Project Management. Board Member, Cody Lamb wants to ensure that the last page of the contract that reads post construction phase follow through is complete. Superintendent, Jared Caylor will follow up on this.

There being no further discussion, the Board voted unanimously to move forward to approve the agreement.

The vote is as follows:

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

12.4 SHOP DESIGN:

The following options were discussed.

- Option #1
 - Design two full sized new shops, plan to retrofit old shops to expand manufacturing and/or other classroom space
 - Most expensive option
 - Zane's recommendation would be to design the two shops so they could be built separately because we won't know if our budget permits this until we're further through the design process
- Option #2
 - Design one full sized new shop, plan to retrofit/modernize one old shop for continued use, utilized the other old shop for classroom space (manufacturing, remaining shop, or other)
 - Second most expensive option
- Option #3
 - Modernize and expand both current shops. Use current shop classrooms, tool storage, and restrooms to create two larger shops
 - Utilized current classrooms on northside of building for shop classrooms
 - Construct new classrooms north of the shop
 - Most cost effective approach and reduces the potential for loss of state new construction and modernization funds in the future

The Board discussed the options and are favorable for Option #3. They would like to know how the Ag Department would feel about this option and want to make sure that this would meet their needs. Superintendent, Jared Caylor reminded them that a modernization would look like brand new buildings. Board Member, Cody Lamb is concerned of having kids displaced with this option. The group discussed whether or not the students could be on one side of the building while working on the other side. Dean gave us a price and Zane gave us other examples which were lower. The Board would like to hold a Special Board Meeting to discuss things with Jared and Zane in more detail. Superintendent, Jared Caylor will work to get this scheduled. No Action was taken at this time.

**12.5 BOARD
MEETING
TIMES:**

A motion was made by Cody Lamb and second by Tony Turri to approve that the board meeting times for the regular scheduled board meetings move from 5:45 pm to 6:45 pm for the months June-October.

There being no further discussion, the Board voted unanimously to move forward.

The vote is as follows:

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

**12.6 RODGERS
SCHOLARSHIP
ALLOCATIONS:**

Superintendent, Jared Caylor shared the information below:

	Annual Award	Renewable?	Total Award	Total Cost
Top 5 Graduating Seniors	1500	YES	6000	30000
Next 10 Graduating Seniors	750	YES	3000	30000
Pathways (10)	1000	NO	1000	10000
Ranch (2)	1000	NO	2000	2000
Centennial/ISP (2)	1000	NO	2000	2000
			Total Cost	74,000

A motion was made by Tony Turri and seconded by Cody Lamb to Approve the Rodgers Scholarship Allocations for the Class of 2025 and beyond.

There being no further discussion, the Board voted unanimously to move forward.

The vote is as follows:

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

**12.7 APPROVAL
OF GOING
OUT TO BID
ON PARKING
LOT PROJECT:**

A motion was made by Tony Turri and seconded by Cody Lamb to approve to move forward to go out to bid on the parking lot project.

There being no further discussion, the Board voted unanimously to move forward.

The vote is as follows:

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

**12.8 FUTURE
AGENDA ITEMS:**

Board President, Larry Glover asked if there were any future agenda items. There were none.

13. ADJOURNMENT:

A motion was made by Cody Lamb and seconded by Tony Turri to adjourn the meeting at 9:15 p.m.

The vote is as follows:

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

Approved

Larry Glover, President



Tony Turri, Clerk

ReqPay12c

Board Report

Checks Dated 05/01/2024 through 05/30/2024

Board Meeting Date 6/20/24

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40266769	05/01/2024	ACSA TEHAMA CHARTER BARBARA THOMAS	01-5800	ACSA ALL STAR STUDENT LUNCHES CUHS AND CENTENNIAL		200.00
40266770	05/01/2024	AERIES SOFTWARE INC EAGLE SOFTWARE	01-5800	AERIES RENEWAL		5,974.50
40266771	05/01/2024	ALBERS, MELINDA S	01-5202	MILEAGE		13.40
40266772	05/01/2024	AMAZON CAPITAL SERVICES, INC	01-4300	CLASSROOM KITCHEN SUPPLIES ENVELOPES FOR CAREER CENTER	55.88 18.95	
				FFA AWARDS	779.59	
				M&O SUPPLIES	63.92	918.34
40266773	05/01/2024	BIG TIME PEST CONTROL BULLERT ENTERPRISES	01-5505	PEST SVC	200.00	
				PEST SVC (CENT.)	50.00	
				PEST SVC (RANCH)	50.00	
				TRANSPORTATION PEST	50.00	350.00
40266774	05/01/2024	CAROLINA BIOLOGICAL SUPPLY CO	01-4300	SCIENCE CHEMICALS		506.55
40266775	05/01/2024	CDW GOVERNMENT	01-4300	DISTRICT INK		542.30
40266776	05/01/2024	CORNING LUMBER COMPANY	01-4300	LUMBER	122.68	
				M&O SUPPLIES	35.54	158.22
40266777	05/01/2024	CREATIVE LANGUAGE CLASS LLC	01-4200	CURRICULUM FOR MARTINA		200.00
40266778	05/01/2024	DONALD R WOOD NORTHWOOD BACKFLOW SERVICES	01-5800	BACKFLOW DEVICE CHECK		450.00
40266779	05/01/2024	EMPLOYMENT DEVELOPMENT DEPT	01-4400	SHADE HOUSE STRUCTURE		2,709.92
40266780	05/01/2024	EWING IRRIGATION	01-4300	M&O SUPPLIES	328.55	
				Unpaid Sales Tax	1.52	330.07
40266781	05/01/2024	FLORA FRESH	01-4300	FLOWERS FOR ARRANGMENTS		730.28
40266782	05/01/2024	HUNT & SONS, INC	01-4311	FUEL GAS	905.60	
				FUEL DIESEL	1,995.87	2,901.47
40266783	05/01/2024	MT. SHASTA SPRING WATER CO,INC	01-5800	WATER SERVICES		23.19
40266784	05/01/2024	NUTRIEN AG SOLUTIONS	19-4300	ORCHARD - CHEMICALS/FERTILIZER	1,328.02	
				Unpaid Sales Tax	6.16-	1,321.86
40266785	05/01/2024	P G & E	01-5503	CUHS ELECTRIC/GAS 6218	14,583.74	
				CUHS ELECTRIC/GAS 6218	8,118.62	22,702.36
40266786	05/01/2024	PITNEY BOWES PURCHASE POWER	01-5904	23/24 PURCHASE POWER 4538		515.00
40266787	05/01/2024	SAV-MOR FOODS	01-4300	AG BIO ACTIVITY SUPPLIES		54.13
40266788	05/01/2024	SOUTH AVENUE ACE HARDWARE	01-4300	AG BIO GREENHOUSE SUPPLIES	19.38	
				M&O SUPPLIES	442.99	
				PAINT SUPPLIES	14.22	
				RANCH-VARIOUS MATERIALS/SUPPLIES	18.40	494.99
40266789	05/01/2024	THE PAPER GROUP INC.	01-4300	M&O SUPPLIES 7102358	110.13	
				Unpaid Sales Tax	.51	110.64

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

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Checks Dated 05/01/2024 through 05/30/2024

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40266790	05/01/2024	VESTIS GROUP DBA ARAMARK	01-5500 01-5508	LAUNDRY CLEANING SVC UNIFORMS	389.57 312.63	702.20
40266791	05/01/2024	W.W. GRAINGER, INC.	01-4300	CUSTODIAL SUPPLIES	997.84	
40266792	05/01/2024	WAXIE SANITARY SUPPLY	01-4300	MAINTENANCE SUPPLIES	256.34	1,254.18
40266843	05/02/2024	AMAZON CAPITAL SERVICES, INC	01-4300	CUSTODIAL SUPPLIES		1,026.19
40266844	05/02/2024	AT&T	01-5901	MANUFACTURING CLASS		518.16
				CALNET 3 - TELEPHONE SVC 581/582/57893		352.14
40266845	05/02/2024	AT&T MOBILITY SPECTRUM	01-5901	AT&T MOBILITY		266.16
40266846	05/02/2024	CORNING LUMBER COMPANY	01-4300	OPEN PO		339.16
40266847	05/02/2024	CRYSTAL CREAMERY	13-4700	NSLP DAIRY		986.50
40266848	05/02/2024	CUHS ASB	01-4300	FLORAL VASE ARRANGEMENTS		250.00
40266849	05/02/2024	DIANA DAVISSON	01-5200	4/23-4/26 D DAVISSON FEED GRANT INST SAN DIEGO		35.48
40266850	05/02/2024	FREEZING POINT, LLC.	13-4700	SNACK BAR BEVERAGE		1,969.00
40266851	05/02/2024	GENERAL PRODUCE	13-4700	CACFP FRUIT AND VEGETABLES		923.15
40266852	05/02/2024	GOLD STAR FOODS, INC	13-4700	NSLP FOOD		3,452.36
40266853	05/02/2024	GRADUATION SOLUTIONS, LLC	Cancelled	CAPS AND GOWNS		1,832.70*
40266854	05/02/2024	HUNT & SONS, INC	01-4311	FUEL GAS	1,792.66	
40266855	05/02/2024	IEC POWER, LLC	01-4312	FUEL DIESEL	2,612.76	4,405.42
40266856	05/02/2024	MAGEE, STACIE S	01-5699	SOLAR MAINTENANCE		1,370.01
40266857	05/02/2024	MILLER, LEILANI	13-5211	MILEAGE		163.48
			01-5200	5/2/-5/31 L MILLER '24 NAT'L COMM SCHOOLS ATLANTA		248.61
40266858	05/02/2024	MODEL 1 COMMERCIAL VEHICLES, I INC	01-6500	ELECTRIC BUS		45,618.69
40266859	05/02/2024	NOR-CAL TOILET RENTALS	01-5600	TOILET RENTAL - SOCCER FIELD		199.12
40266860	05/02/2024	OFFICE DEPOT	01-4300	BUS OFC SUPPLIES	17.53	
				CLASSROOM SUPPLIES	802.74	
40266861	05/02/2024	OLIVE CITY AUTO PARTS DERODA,INC	01-4300	ISP SUPPLIES	342.28	1,162.55
			19-4300	MATERIALS/SUPPLIES	155.41	
40266862	05/02/2024	P G & E	01-5503	RANCH-VARIOUS MATERIALS/SUPPLIES	31.68	187.09
				R FARM 3914 ELECTRIC/8947-8 START 12/2022		57.26
40266863	05/02/2024	P G & E	19-5503	RANCH 4916 & 7250 ELECTRIC		2,272.84
40266864	05/02/2024	P G & E	19-5503	RANCH 4916 & 7250 ELECTRIC		25.27
40266865	05/02/2024	P G & E	01-5503	R FARM 3914 ELECTRIC/8947-8 START 12/2022		78.36

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Board Report

Checks Dated 05/01/2024 through 05/30/2024

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40266866	05/02/2024	TEHAMA CO DEPT OF EDUCATION	01-7142	2023/24 SELPA BUS REPLACEMENT FUND		7,573.00
40266867	05/02/2024	TEHAMA TIRE SERVICE INC	01-4313	TRANS TIRES		313.33
40266868	05/02/2024	THE DANIELSEN COMPANY	13-4700	CACFP FOOD	2,575.22	
40266869	05/02/2024	VESTIS GROUP DBA ARAMARK	01-5500	NSLP FOOD	818.51	3,393.73
40267079	05/06/2024	U.S. BANK CORPORATE PAYMENT SYSTEM	13-5500	TRANS LAUNDRY SVC	50.07	
			01-4200	CAFE LAUNDRY	53.75	103.82
				REPLACEMENT BOOKS TO KILL A MOCKINGBIRD	643.75	
				ROBBINS CURRICULUM ORDER	407.84	
			01-4300	3/21-3/24 GAS FOR FFA CONVENTION	153.95	
				AG MECH ROPE UNIT SUPPLIES	315.19	
				CONST TECH SUPPLIES	774.22	
				COUNSELING MISC SUPPLIES	356.53	
				CRATES FOR MARTINA	51.46	
				FFA AWARDS	7.00	
				FLORAL RIBBONS AND CONSUMABLES	588.92	
				FOOD	992.00	
				HOME DEPOT	71.74	
				ILAB INCENTIVES	143.63	
				IMPACT DRIVER	128.22	
				RODGERS RANCH SHOWCASE	60.15	
				SCIENCE NOTEBOOKS	460.63	
				SOAR STEM	166.89	
				STATE CONFERENCE AND FIELD DAY MEALS	2,092.60	
				STRIVE FOOD&SUPPLIES	43.87	
				STUDENT INCENTIVES - CSI GRANT	25.91	
				WELINEST - FOOD INCENTIVES	134.78	
			01-4307	FOOD BAGS FOR STUDENTS	288.90	
				RODGERS RANCH SHOWCASE	1,090.91	
				STRIVE FOOD&SUPPLIES	117.00	
			01-4400	CONST TECH SUPPLIES	1,148.62	
			01-5200	3/19-3/24 J JOHNSON NSTA CONF DENVER CO	524.85	
				3/19-3/24 S FREDRICKSON NSTA CONF DEN CO	1,110.48	

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Board Report

Board Meeting Date 6/20/24

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40267079	05/06/2024	U.S. BANK CORPORATE PAYMENT SYSTEM	01-5200	3/19-3/24 T LENCI NSTA CONF DENVER CO	500.62	
				3/21-3/24 B SAFFORD STATE FFA CONV SAC	843.69	
				3/21-3/24 E BROWN STATE FFA CONV SAC	271.23	
				3/21-3/24 N KEE STATE FFA CONV SAC	693.69	
				3/21-3/24 S RICHARDSON STATE FFA CONV SAC	893.69	
				4/17-18 2 TEACHERS-TEACHING CANNABIS AWARENESS	125.00	
				4/23-4/26 D DAVISSON FED GRANT INST SAN DIEGO	.98	
				4/3-4/7 S TPAMMELL NATL ARTS EDUCATION MINNEAPOLIS	95.00	
				4/5-4/7 D DAVISSON CASBO CBO CERT PALM SPRINGS	93.00	
				5/2 E BROWN NFN CONF SUMMIT REDDING	50.00	
				5/2/-5/31 L MILLER '24 NATL COMM SCHOOLS ATLANTA	551.97	
				5/6-5/7 A DIAZ CABE MONTEREY	668.70	
				5/6-5/7 A LOPEZ CABE MONTEREY BANNERS	230.96	
				STARS ROBOTICS REGISTRATION	161.63	
				STATE CONFERENCE HOTELS-STUDENTS ONLY	36.05	
					5,549.52	
				EDPUZZLE MONTHLY SUBSCRIPTION	13.50	
				SUBSCRIPTION TO ED PUZZLE FOR YEAR PARCEL REPORT	13.50	
					14.95	
				COSTCO-NSLP/SNACK BAR	1,297.34	
				US CHEF STORE-NSLP FOOD	313.01	24,318.07
				TRANS PARTS/SUPPLIES	47.38	90.85
				FOOD		
				M&O SUPPLIES	103.53	
				NR CLASSROOM SUPPLIES	2,268.62	2,419.53
				NR TEXTBOOKS		3,374.09
				KITCHEN EQUIPEMENT	835.06	
				KITCHEN EQUIPEMENT	11,557.86	12,392.92

ERP for California
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Checks Dated 05/01/2024 through 05/30/2024

Board Meeting Date 6/20/24

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40267353	05/09/2024	CLEMENTINA TORRES	01-5200	2/16 C TORRES FOREIGN TRANSCRIPT REDDING		64.32
40267354	05/09/2024	COASTAL BUSINESS SYSTEMS, INC.	01-5620	COPY CENTER COPIERS	2,853.28	
				CUHSD COPIERS	3,109.38	
				CUHSD COPIERS	45.63	6,008.29
40267355	05/09/2024	CRYSTAL CREAMERY	13-4700	CACFP DAIRY	293.90	
				NSLP DAIRY	658.35	952.25
40267356	05/09/2024	FIRST ADVANTAGE OCCUPATIONAL IRS # 1365611	01-5831	DRUG TESTING		178.32
40267357	05/09/2024	FLORA FRESH	01-4300	FLOWERS FOR ARRANGMENTS		1,058.64
40267358	05/09/2024	GENERAL PRODUCE	13-4700	CACFP FRUIT AND VEGETABLES	364.15	
				NSLP FRUIT/VEGETABLES	945.60	1,309.75
40267359	05/09/2024	GOLD STAR FOODS, INC	13-4700	NSLP FOOD		1,532.13
40267360	05/09/2024	HUNT & SONS, INC	01-4312	FUEL DIESEL		2,412.70
40267361	05/09/2024	JRD FOOD SERVICES CORNING PAPA MURPHY'S PIZZA	13-4700	NSLP FOOD		6,090.00
40267362	05/09/2024	LA RUE COMMUNICATIONS	01-5900	BUS RADIOS		300.00
40267363	05/09/2024	LAUREL AG AND WATER - LODI	19-4300	ORCHARD - MATERIALS/SUPPLIES		32.56
40267364	05/09/2024	MJB WELDING SUPPLY	01-4300	CYLINDER EXCHANGE FOR 23-24		12.90
40267365	05/09/2024	OFFICE DEPOT	01-4300	CLASSROOM SUPPLIES		84.01
40267366	05/09/2024	P G & E	01-5503	CENT ELECTRIC 0308-1		26.29
40267367	05/09/2024	P G & E	01-5503	TRANS ELECTRIC/GAS 1749-6	209.61	
				TRANS ELECTRIC/GAS 1749-6	135.75	345.36
40267368	05/09/2024	PITNEY BOWES PURCHASE POWER	01-5904	23/24 PURCHASE POWER 4538		528.40
40267369	05/09/2024	SAV-MOR FOODS	01-4300	KITCHEN SCIENCE SUPPLIES		544.53
40267370	05/09/2024	SHASTA CO. OFFICE OF EDUCATION	01-5200	2/16 C TORRES FOREIGN TRANSCRIPT REDDING	950.00	
				2/16 V VIVEROS-ZARCO FOREIGN TRANSCRIPT REDDING	950.00	1,900.00
40267371	05/09/2024	SOUTH AVENUE ACE HARDWARE	01-4300	AG BIO GREENHOUSE SUPPLIES	59.60	
				ART SHOW RODGERS THEATER	50.38	
				M&O SUPPLIES	46.90	
				NR SHOVELS	125.07	
				R-FARM SOUTH AVE ACE	109.95	
40267372	05/09/2024	SYSO SACRAMENTO, INC.	19-4300	RANCH-VARIOUS MATERIALS/SUPPLIES	19.38	411.28
				NSLP SUPPLIES	514.45	
				NSLP FOOD	61.52	575.97
40267373	05/09/2024	THE DANIELSEN COMPANY	13-4300	CACFP SUPPLIES	642.78	
				NSLP FOOD	2,378.27	3,021.05
40267374	05/09/2024	THE PLATINUM PACKAGING GROUP	13-4300	FOOD SUPPLY		4,659.72

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Board Report

Checks Dated 05/01/2024 through 05/30/2024

Board Meeting Date 6/20/24

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40267375	05/09/2024	TRAMMELL, SARAH	01-5200	4/3-4/7 S TRAMMELL NATL ARTS EDUCATION MINNEAPOLIS		120.37
40267376	05/09/2024	VERIZON WIRELESS SERVICES LLC	01-5902	DISTRICT CELL PHONE SERVICE		16.70
40267377	05/09/2024	VESTIS GROUP DBA ARAMARK	01-5500	LAUNDRY CLEANING SVC	389.57	
				TRANS LAUNDRY SVC	50.07	
				UNIFORMS	637.15	
				CAFE LAUNDRY	53.75	1,130.54
40267378	05/09/2024	VICTORIA VIVEROS-ZARCO	01-5200	2/16 V VIVEROS-ZARCO FOREIGN TRANSCRIPT REDDING		64.99
40267471	05/10/2024	AMAZON CAPITAL SERVICES, INC	01-4300	CONST TECH SUPPLIES	2,351.12	
				ESME SUPPLY NEEDS	38.04	
				M&O SUPPLIES	63.92	
				NR CLASSROOM SUPPLIES	612.04	
				STAFF APPRECIATION DAY	350.33	
				SUPPLIES FOR SCHREIBER	35.70	
				TEMP CONTROLLER	72.17	3,523.32
				MILEAGE REIMB		69.14
40267472	05/10/2024	BAKKE, AUDRI N	11-5211	DISTRICT INK		155.18
40267473	05/10/2024	CDW GOVERNMENT	01-4300	COR 154,155,194 CUHSD WATER/SEWER	3,672.74	
40267474	05/10/2024	CITY OF CORNING	01-5502	COR 157 TRANS WATER/SEWER	67.39	
				COR 37,176 CENT WATER/SEWER	512.64	4,252.77
40267475	05/10/2024	CORNING LUMBER COMPANY	01-4300	M&O SUPPLIES	4.82	
				OPEN PO	470.76	475.58
40267476	05/10/2024	CRYSTAL CREAMERY	13-4700	NSLP DAIRY		692.25
40267477	05/10/2024	GENERAL PRODUCE	13-4700	CACFP FRUIT AND VEGETABLES	324.30	
				NSLP FRUIT/ VEGETABLES	959.25	1,283.55
40267478	05/10/2024	HUNT & SONS, INC	01-4311	FUEL GAS	1,328.67	
				FUEL DIESEL	1,234.40	2,563.07
40267479	05/10/2024	LES SCHWAB	01-5600	TRANS TIRE/SERVICE		57.58
40267480	05/10/2024	MT. SHASTA SPRING WATER CO.INC	01-5800	TRANS WATER SERVICE	85.31	
				WATER SERVICES	31.14	116.45
40267481	05/10/2024	OFFICE DEPOT	01-4300	PAPER		1,637.37
40267482	05/10/2024	OLIVE CITY AUTO PARTS DERODA,INC	01-4300	M&O SUPPLIES		261.09
40267483	05/10/2024	REDDING FFA	01-5200	5/9 4 TEACHERS SHASTA SECTION SRPING CATA		80.00
40267484	05/10/2024	REDDING FREIGHTLINER, INC	01-4300	MATERIALS/SUPPLIES	318.22	
40267485	05/10/2024	SAV-MOR FOODS	01-4300	AG CHEM ACTIVITY SUPPLIES	1.48-	316.74
				Unpaid Sales Tax		27.98

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Board Report

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Board Meeting Date 6/20/24

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40267486	05/10/2024	SHEFFIELD POTTERY, INC	01-4300	KILN BRICKS/SUPPLIES		743.67
40267487	05/10/2024	SOUTH AVENUE ACE HARDWARE	01-4300	M&O SUPPLIES		325.85
40267488	05/10/2024	VESTIS GROUP DBA ARAMARK	01-5500	LAUNDRY CLEANING SVC	420.67	
				TRANS LAUNDRY SVC	50.07	
40267489	05/10/2024	VIVEROS-ZARCO, VICTORIA	13-5500	CAFE LAUNDRY	53.75	524.49
40267490	05/10/2024	W.W. GRAINGER, INC.	01-5211	MILEAGE REIMB		52.12
			01-4300	CUSTODIAL SUPPLIES	481.58	
40267491	05/10/2024	WASTE MANAGEMENT	14-4400	CART TRASH BINS	4,369.73	4,851.31
			01-5506	CENT DISPOSAL 4-02058-55008	382.68	
				CUHS DISP 13-88262-43003/4-02058-75004	1,558.87	
40267492	05/10/2024	WAXIE SANITARY SUPPLY	01-4300	CUHS DISPOSAL 4-02058-65006	552.98	2,494.53
40267869	05/17/2024	A-Z BUS SALES	01-4300	CUSTODIAL SUPPLIES	1,381.57	1,381.57
40267870	05/17/2024	AMAZON CAPITAL SERVICES, INC	01-4200	TRANS PARTS/SUPPLIES	183.13	1,879.28
				SSR BOOKS FOR MARTINA	93.23	
				STRIVE END OF YEAR		
			01-4300	RSP ENGLISH NEEDS	475.43	
40267871	05/17/2024	BAKKE, AUDRI	01-5200	STRIVE END OF YEAR	301.25	1,053.04
				4/28-5/1 A BAKKE 2024 RURAL SUMMIT LEXINGTON		484.02
40267872	05/17/2024	BEACON FIRE ALARM & SEC	01-5507	ALARM SVC		2,718.00
40267873	05/17/2024	CREATIVE COMPOSITION, INC	01-5800	GRADUATION TICKETS	227.61	227.61
40267874	05/17/2024	CRYSTAL CREAMERY	13-4700	NSLP DAIRY	637.65	637.65
40267875	05/17/2024	DEPARTMENT OF GENERAL SERVICES	01-6170	APP# 02-120971 ALTERATIONS TO 1-SITE IMPROV	2,268.25	2,268.25
40267876	05/17/2024	DEPARTMENT OF JUSTICE	19-5802	68-6215532 RRF-1 YE 6/30/23		100.00
40267877	05/17/2024	EWING IRRIGATION	14-4300	ATHLETICS SUPPLIES	4,092.77	4,092.77
40267878	05/17/2024	FLORA FRESH	01-4300	STAFF APPRECIATION FLOWERS		425.61
40267879	05/17/2024	HUNT & SONS, INC	01-4311	FUEL GAS	1,738.68	
			01-4312	FUEL DIESEL	2,445.47	4,184.15
40267880	05/17/2024	LES SCHWAB	01-5600	TRANS TIRE/SERVICE		324.38
40267881	05/17/2024	LOZANO SMITH, LLP	01-5801	23 24 PROF/LEGAL SVCS	2,573.59	2,573.59
40267882	05/17/2024	MCHALE SIGN CO INC,	01-6400	MARQUEE FOR CENTENNIAL	290.00	290.00
40267883	05/17/2024	MODERN CLEANERS	01-5800	DRY CLEANING FOR BAND UNIFORMS	437.25	437.25
40267884	05/17/2024	SAV-MOR FOODS	01-4300	AG CORE ACTIVITY SUPPLIES	43.74	
				KITCHEN SCIENCE SUPPLIES	183.14	226.88
40267885	05/17/2024	SMARTTRASH	01-5800	COMPACTOR MONITOR		80.00
40267886	05/17/2024	SOUTH AVENUE ACE HARDWARE	01-4300	AG BIO GREENHOUSE SUPPLIES	46.54	

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Board Report

Checks Dated 05/01/2024 through 05/30/2024

Board Meeting Date 6/20/24

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40267886	05/17/2024	SOUTH AVENUE ACE HARDWARE	01-4300	M&O SUPPLIES	98.06	
			14-4300	PAINT SUPPLIES	45.50	190.10
40267887	05/17/2024	TEHAMA CO DEPT OF EDUCATION	01-5200	6/12-14 D VERNER NETWORK ANALYSIS TRN@TCDE	1,350.00	
					26,850.00	
40267888	05/17/2024	THE DANIELSEN COMPANY	01-5800	2023-2024 INTERNET SERVICES		
			01-5830	FINGERPRINTING SERVICE	62.00	28,262.00
			13-4700	CACFP FOOD	127.13	
				NSLP FOOD	1,135.42	1,262.55
40267889	05/17/2024	THE PAPE GROUP, INC KENWORTH	01-4300	TRANS/PARTS/SUPPLIES 7106581		26.72
40267890	05/17/2024	VESTIS GROUP DBA ARAMARK	01-5500	LAUNDRY CLEANING SVC	396.67	
			01-5508	UNIFORMS	293.41	690.08
40267891	05/17/2024	WAXIE SANITARY SUPPLY	01-4300	CUSTODIAL SUPPLIES		313.12
40267892	05/17/2024	WEST COAST PAPER	01-4300	CTE COPY CENTER		745.46
40267965	05/20/2024	AMAZON CAPITAL SERVICES, INC	01-4200	SSR BOOKS FOR FIVE TEACHERS	19.60	
			01-4300	AG CHEM LAB SUPPLIES	301.77	
				AG CORE SUPPLIES	736.94	
				DESK CONVERTER	248.28	
				FOOD BAGS FOR STUDENTS		
				STAFF APPRECIATION DAY SUPPLIES	44.14	
					139.32	
			01-4400	MINI SPLIT FOR INTERNET SERVER ROOM	927.94	2,417.99
40267966	05/20/2024	BIG TIME PEST CONTROL BULLERT ENTERPRISES	01-5505	PEST SVC	200.00	
				PEST SVC (CENT.)	50.00	
				PEST SVC (RANCH)	50.00	
				TRANSPORTATION PEST	50.00	350.00
40267967	05/20/2024	CORNING LUMBER COMPANY	01-4300	M&O SUPPLIES	34.97	34.97
40267968	05/20/2024	CRYSTAL CREAMERY	13-4700	NSLP DAIRY		655.25
40267969	05/20/2024	CUHS ASB	01-4300	PE CLOTHES FOR LOW INCOME		31.00
40267970	05/20/2024	GENERAL PRODUCE	13-4700	CACFP FRUIT AND VEGETABLES	341.75	
				NSLP FRUIT/VEGETABLES	848.25	1,190.00
40267971	05/20/2024	GREEN WASTE OF TEHAMA	01-5506	DISPOSAL R-FARM 4018-2763626	220.87	
			19-5506	DISPOSAL FARM-RANCH 4018-2783982	220.87	441.74
40267972	05/20/2024	HAPPY VALLEY FRESH FRUIT CO. WESTABY ENTERPRISES	13-4700	NSLP PRODUCE		354.00
40267973	05/20/2024	HUNT & SONS, INC	01-4311	FUEL GAS	1,356.66	
			01-4312	FUEL DIESEL	2,971.10	4,327.76
40267974	05/20/2024	LAUREL AG AND WATER - LODI	19-4300	ORCHARD - MATERIALS/SUPPLIES		35.47

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Board Report

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40267975	05/20/2024	MCHALE SIGN CO INC,	01-5600	CAFE. NEON SIGN REPAIR		1,058.32
40267976	05/20/2024	OLIVE CITY AUTO PARTS DERODA,INC	01-4300	M&O SUPPLIES	38.38	
				MATERIAL S/SUPPLIES	22.95	61.33
40267977	05/20/2024	PITNEY BOWES PURCHASE POWER	01-5620	POSTAGE LEASE 15823703		581.22
40267978	05/20/2024	RED TRUCK ROCK YARD LLC	14-4300	BASEBALL SHED CONCRETE	759.64	
40267979	05/20/2024	SAV-MOR FOODS	01-4300	AG CORE ACTIVITY SUPPLIES	2.23-	757.41
40267980	05/20/2024	SOUTH AVENUE ACE HARDWARE	01-4300	M&O SUPPLIES	130.34	92.27
				R-FARM SOUTH AVE ACE	91.82	222.16
40267981	05/20/2024	SYSOCO SACRAMENTO, INC.	13-4700	NSLP FOOD		1,250.37
40267982	05/20/2024	TEHAMA TIRE SERVICE INC	01-4313	TRANS TIRES	282.74	
				Unpaid Sales Tax	.66-	282.08
40267983	05/20/2024	U.S. TELEPACIFIC DBA TPX COMMUNICATIONS	01-5901	TELEPHONE SERVICE 149142		580.17
40267984	05/20/2024	VESTIS GROUP DBA ARAMARK	01-5500	TRANS LAUNDRY SVC	282.37	50.07
40267985	05/20/2024	W.W. GRAINGER, INC.	01-4300	CUSTODIAL SUPPLIES	208.81	
				MAINTENANCE SUPPLIES	1,675.40	491.18
40267986	05/20/2024	WAXIE SANITARY SUPPLY	01-4300	CUSTODIAL SUPPLIES	647.41	
				GYM FLOOR WAX	2,345.48	2,322.81
40268112	05/20/2024	CALIFORNIA'S VALUED TRUST	01-3402	JUNE 2024 - J. BINGHAM/MDV	1,254.48	
				JUNE 2024 - L. GLOVER/MDV	155.41	
				JUNE 2024 - T. HENDERSON/D	1,479.48	
				JUNE 2024 - T. TUPRRI/MDV	1,756.11	
			01-3701	JUNE 2024 - D. SCHLOM	1,041.11	
				JUNE 2024 - J. BEARDSLEY	1,041.11	
				JUNE 2024 - J. NELSON	1,806.53	
				JUNE 2024 - M. ALBEE	1,041.11	
				JUNE 2024 - M. BEARDSLEY	1,517.53	
				JUNE 2024 - M. WILLIAMS	2,885.53	
				JUNE 2024 - T. LAMB	1,041.11	
				JUNE 2024 - W. VADER	1,847.24	
			01-3702	JUNE 2024 - M. RODRIGUEZ	953.24	
				JUNE 2024 - S. HOAG	166,502.00	
				JUNE 2024 MEDICAL	98.80	
				JUNE 2024 LIFE	19,228.16	
				JUNE 2024 DENTAL	2,436.94	
				JUNE 2024 VISION	208,431.37	
				NSLP DAIRY	1,118.00	
40268201	05/23/2024	CRYSTAL CREAMERY	13-4700			

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40268331	05/28/2024	A-Z BUS SALES	01-4300	TRANS PARTS/SUPPLIES		1,054.82
40268332	05/28/2024	AMAZON CAPITAL SERVICES, INC	01-4300	ASSETS- TABLETOP CLUB WORKABILITY- SUMMER	861.39 688.95	1,550.34
40268333	05/28/2024	BAKER DISTRIBUTING COMPANY	01-4300	HVAC SUPPLIES	507.89	
40268334	05/28/2024	CENTER FOR EVALUATION AND RESEARCH, LLC.	01-5800	ASSETS- CONSULTATION SPRING FEE	2.36	510.25
40268335	05/28/2024	CRYSTAL CREAMERY	13-4700	CACFP DAIRY NSLP DAIRY	388.25 416.10	8,750.00 804.35
40268336	05/28/2024	CUHS ASB	01-4300	ASSETS- BOOK CLUB BOOTH		35.94
40268337	05/28/2024	ENVOY PLAN SERVICES C/O US OMNI-TSACG COMPLIANCE	76-9519	TSA 403B FEES		129.60
40268338	05/28/2024	GENERAL PRODUCE	01-4307	8TH GRADE INVASION FOOD CACFP FRUIT AND VEGETABLES	72.00 495.45	
40268339	05/28/2024	GOLD STAR FOODS, INC	13-4700	NSLP FRUIT/VEGETABLES	934.85	1,502.30
40268340	05/28/2024	HAPPY VALLEY FRESH FRUIT CO. WESTABY ENTERPRISES	13-4700	CACFP FOOD NSLP FOOD NSLP PRODUCE	385.02 2,473.56	2,858.58 326.00
40268341	05/28/2024	HUNT & SONS, INC	01-4311	FUEL GAS	1,045.57	
40268342	05/28/2024	NORTH STATE AV, INC	01-4312	FUEL DIESEL	388.16	1,433.73
40268343	05/28/2024	ROMERO FARM & LABOR ESEBIO ROMERO CANEDO	01-5800	SOUTH GYM SOUND SYSTEM ANTENNA REPAIR	321.93	
40268344	05/28/2024	SOUTH AVENUE ACE HARDWARE	01-4300	ORCHARD MAINT SRVC	1.49	323.42
40268345	05/28/2024	SYSKO SACRAMENTO, INC.	19-4300	M&O SUPPLIES	169.61	677.08
40268346	05/28/2024	TEHAMA CO DEPT OF EDUCATION	13-4300	RANCH-VARIOUS MATERIALS/SUPPLIES	30.99	200.60
40268347	05/28/2024	THE DANIELSEN COMPANY	01-5800	NSLP SUPPLIES	271.83	271.83
40268348	05/28/2024	THE PAPE GROUP, INC KENWORTH	01-4307	2023/2024 MTSS TIER 1 TRAINING	10,666.00	10,666.00
40268349	05/28/2024	THE PAPE GROUP INC.	01-4300	8TH GRADE INVASION FOOD	769.92	
40268350	05/28/2024	VESTIS GROUP DBA ARAMARK	13-4300	NSLP SUPPLIES	788.93	
40268351	05/28/2024	WAXIE SANITARY SUPPLY	13-4700	NSLP FOOD	2,053.38	3,612.23
			01-4300	TRANS/PARTS/SUPPLIES 7106581	103.70	103.70
			01-5500	M&O SUPPLIES 7102358	392.80	10.37
			01-5508	LAUNDRY CLEANING SVC	50.07	
			13-5500	TRANS LAUNDRY SVC	771.18	
			01-4300	UNIFORMS	107.50	
				CAFE LAUNDRY	1,321.55	
				CUSTODIAL SUPPLIES	909.62	

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40268351	05/28/2024	WAXIE SANITARY SUPPLY	01-4300	GYM FLOOR WAX	385.69	1,295.31
40268352	05/28/2024	ZELMAS	01-5800	STAFF AWARDS/PLAQUES	205.93	
					Unpaid Sales Tax	.48-
						205.45
					Total Number of Checks	174
						542,422.22

Cancel	Count	Amount
	1	1,832.70
Net Issue		540,589.52

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL	136	290,124.78
11	ADULT EDUCATION	1	69.14
13	CAFETERIA SPEC REV	34	47,930.81
14	DEFERRED MAINTENANCE	5	9,281.86
19	FOUNDATION SPECIAL	12	4,792.56
76	WARRANT/PASS-THRU	2	188,395.50
Total Number of Checks		173	540,594.65
Less Unpaid Sales Tax Liability			5.13
Net (Check Amount)			540,589.52

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905 - Corning Union High School

Generated for JESSICA MARQUEZ (JMARQUEZ), May 29 2024

9:11AM

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

Check Date 06/04/2024
Register 001229

Check # 40268640
ReqPay04a - A/P Check Attachment

Invoice Date	Invoice Number	Reference Number	Comment	Invoice Amount
05/22/2024	0693-042424	P24-00710	STAFF APPRECIATION WEEK	91.80
05/22/2024	0693-0428	P24-00580	4/26-4/28 J FELTON NORTHSTATE ACSA RENO	399.50
05/22/2024	0693-050424	P24-00717	STOARGE BINS FOR EVENTS	29.20
05/22/2024	0693-0508-01	P24-00710	STAFF APPRECIATION WEEK	374.34
05/22/2024	0693-050824	P24-00710	STAFF APPRECIATION WEEK	22.90
05/22/2024	0693-0509	P24-00710	STAFF APPRECIATION WEEK	80.16
05/22/2024	0693-0513	P24-00710	STAFF APPRECIATION WEEK	280.00
05/22/2024	0693-0519	P24-00710	STAFF APPRECIATION WEEK	47.97
05/22/2024	3130-0504	P24-00706	BACKUP FREEZER TEMP SENSOR	216.95
05/22/2024	3148-0426	T24-00057	4/23-4/26 D DAVISSON FED GRANT INST SAN DIEGO	103.00
05/22/2024	3148-0426-01	T24-00057	4/23-4/26 D DAVISSON FED GRANT INST SAN DIEGO	655.92
05/22/2024	3148-0507	P24-00675	5/6-5/7 A DIAZ CABE MONTEREY	45.30
05/22/2024	3148-0508	P24-00675	5/6-5/7 A DIAZ CABE MONTEREY	54.62
05/22/2024	3585-0520	P24-00730	RECYCLING SHED	1,875.34
05/22/2024	4118-0424	B24-00159	FOOD	503.60
05/22/2024	4118-0424-01	B24-00159	FOOD	16.54
05/22/2024	4118-0501	B24-00159	FOOD	392.66
05/22/2024	4118-0508	B24-00159	FOOD	344.45
05/22/2024	4118-0514	B24-00159	FOOD	4.18
05/22/2024	4118-0515	B24-00159	FOOD	8.58
05/22/2024	4118-0516	B24-00159	FOOD	427.04
05/22/2024	4118-0517	B24-00159	FOOD	72.32
05/22/2024	4627-0428	T24-00073	4/24-4/28 J CAYLOR ACSA CONF RENO	697.30
05/22/2024	4627-0507	P24-00713	SENIOR EXIT INTERVIEW FOOD FOR VOLUNTEERS	168.38
05/22/2024	4627-0508	P24-00713	SENIOR EXIT INTERVIEW FOOD FOR VOLUNTEERS	207.52
05/22/2024	4627-0509	P24-00713	SENIOR EXIT INTERVIEW FOOD FOR VOLUNTEERS	3.48
05/22/2024	4627-0509-03	P24-00713	SENIOR EXIT INTERVIEW FOOD FOR VOLUNTEERS	129.60
05/22/2024	4627-0520	P24-00710	STAFF APPRECIATION WEEK	69.95
05/22/2024	5063-0430	B24-00083	COSTCO-NSLP/SNACK BAR	789.76
05/22/2024	5063-0510	B24-00083	COSTCO-NSLP/SNACK BAR	862.42
05/22/2024	5063-0519	B24-00084	US CHEF STORE-NSLP FOOD	21.27
05/22/2024	5063-0521	B24-00083	COSTCO-NSLP/SNACK BAR	823.49
05/22/2024	5063-0522	B24-00083	COSTCO-NSLP/SNACK BAR	808.49
05/22/2024	5107-0501	P24-00703	CPR	227.50
05/22/2024	5107-0503	P24-00343	FIELD TRIP TO DI ROSA PRESERVE	60.00
05/22/2024	5107-0506	P24-00716	PIZZA FOR ART SHOW STUDENTS	88.14
05/22/2024	5107-0506-01	P24-00713	SENIOR EXIT INTERVIEW FOOD FOR VOLUNTEERS	182.21

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

Check Date 06/04/2024
Register 001229
Check # 40268640
(continued)
ReqPay04a - A/P Check Attachment

Invoice Date	Invoice Number	Reference Number	Comment	Invoice Amount
05/22/2024	5107-051024	B24-00176	ILAB INCENTIVES	97.32
05/22/2024	5247-0422	B24-00172	EDPUZZLE MONTHLY SUBSCRIPTION	13.50
05/22/2024	5247-0508	P24-00678	CAPS AND GOWNS	1,712.39
05/22/2024	5247-0510	P24-00537	COOKING PROJECTS	37.17
05/22/2024	5247-0514	P24-00537	COOKING PROJECTS	46.90
05/22/2024	5247-0521	P24-00619	PANTRY SUPPLIES	328.77
05/22/2024	5702-0507	P24-00469	FIELD DAY MEALS	34.32
05/22/2024	5702-0422	B24-00150	FLORAL RIBBONS AND CONSUMABLES	45.47
05/22/2024	5702-0422-01	B24-00150	FLORAL RIBBONS AND CONSUMABLES	42.17
05/22/2024	5702-0423	P24-00569	FLORAL FARM TOUR AND WORKSHOP	343.20
05/22/2024	5702-0424	P24-00554	STATE CONFERENCE AND FIELD DAY MEALS	41.75
05/22/2024	5702-0424-06	P24-00566	FAIR RECRUITMENT BBQ	123.88
05/22/2024	5702-042424	P24-00554	STATE CONFERENCE AND FIELD DAY MEALS	20.20
05/22/2024	5702-0426	P24-00517	BRANDING DAY EVENT FOOD AND SUPPLIES	416.47
05/22/2024	5702-0428	B24-00175	CUSTOM SCRAPBOOK AND PICTURES	139.89
05/22/2024	5702-0428-04	P24-00471	GREENHOUSE MATERIALS	140.15
05/22/2024	5702-042824	P24-00485	3/21-3/24 GAS FOR FFA CONVENTION	58.70
05/22/2024	5702-0429	P24-00566	FAIR RECRUITMENT BBQ	264.60
05/22/2024	5702-0429-01	P24-00554	STATE CONFERENCE AND FIELD DAY MEALS	194.31
05/22/2024	5702-0429-02	P24-00554	STATE CONFERENCE AND FIELD DAY MEALS	6.99
05/22/2024	5702-0430	B24-00150	FLORAL RIBBONS AND CONSUMABLES	9.53
05/22/2024	5702-0430-01	B24-00144	FLOWERS FOR ARRANGMENTS	158.07
05/22/2024	5702-0430-02	B24-00150	FLORAL RIBBONS AND CONSUMABLES	32.42
05/22/2024	5702-0501	B24-00175	CUSTOM SCRAPBOOK AND PICTURES	99.77
05/22/2024	5702-0501-01	P24-00554	STATE CONFERENCE AND FIELD DAY MEALS	55.44
05/22/2024	5702-0502	P24-00485	3/21-3/24 GAS FOR FFA CONVENTION	59.71
05/22/2024	5702-0502-01	P24-00554	STATE CONFERENCE AND FIELD DAY MEALS	13.47
05/22/2024	5702-0504	P24-00554	STATE CONFERENCE AND FIELD DAY MEALS	83.57
05/22/2024	5702-0505	P24-00198	SUBSCRIPTION TO ED PUZZLE FOR YEAR	13.50
05/22/2024	5702-0506	P24-00568	FFA RETREAT ACTIVITIES 6/12&13	32.02
05/22/2024	5702-0508	P24-00469	FIELD DAY MEALS	34.37
05/22/2024	5702-0510	P24-00568	FFA RETREAT ACTIVITIES 6/12&13	23.96
05/22/2024	5702-0513	P24-00554	STATE CONFERENCE AND FIELD DAY MEALS	19.47
05/22/2024	5702-0514	P24-00517	BRANDING DAY EVENT FOOD AND SUPPLIES	37.60
05/22/2024	5702-0515	P24-00517	BRANDING DAY EVENT FOOD AND SUPPLIES	81.97
05/22/2024	5702-0515-01	P24-00517	BRANDING DAY EVENT FOOD AND SUPPLIES	12.69
05/22/2024	5702-0515-02	P24-00568	FFA RETREAT ACTIVITIES 6/12&13	94.75

Payee	U.S. BANK CORPORATE PAYMENT SYSTEM (000681/1)		Check Date	06/04/2024	Check #	40268640
	P.O. BOX 790428		Register	001229	(continued)	
	ST. LOUIS, MO 63179-0428				ReqPay04a - A/P Check Attachment	

Invoice Date	Invoice Number	Reference Number	Comment	Invoice Amount
05/22/2024	5702-0515-03	P24-00517	BRANDING DAY EVENT FOOD AND SUPPLIES	87.00

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

Check Date 06/04/2024
Register 001229

Check # 40268640
(continued)
ReqPay04a - A/P Check Attachment

Invoice Date	Invoice Number	Reference Number	Comment	Invoice Amount
05/22/2024	5702-0520	B24-00150	FLORAL RIBBONS AND CONSUMABLES	100.29
05/22/2024	5702-0520-01	P24-00517	BRANDING DAY EVENT FOOD AND SUPPLIES	177.07
05/22/2024	5779-0422	P24-00606	PATHFUL- 2024	3,950.00
05/22/2024	5779-0501	P24-00710	STAFF APPRECIATION WEEK	153.39
05/22/2024	5779-0501-01	P24-00710	STAFF APPRECIATION WEEK	7.98
05/22/2024	5779-0502	P24-00710	STAFF APPRECIATION WEEK	28.38
05/22/2024	5779-0505	P24-00710	STAFF APPRECIATION WEEK	32.07
05/22/2024	5779-0505-01	P24-00710	STAFF APPRECIATION WEEK	148.94
05/22/2024	5779-0517-01	P24-00729	ASSETS- BOOK CLUB	502.09
05/22/2024	6218-0422	P24-00689	LUNCH MOT INTERVIEWS	106.63
05/22/2024	6218-0428	P24-00564	4/24-4/28 J ARMSTRONG ACSA NORTH STATE CONF RENO	697.30
05/22/2024	6342-0516-03	B24-00145	STRIVE - EMERGENCY SUPPLIES	47.38
05/22/2024	6342-0430	P24-00682	FIELD TRIP TO BOWLING ALLEY 04/30/24	160.00
05/22/2024	6342-0503	P24-00725	23/24 CAFE HERO DAY	13.35
05/22/2024	6342-0503-01	P24-00725	23/24 CAFE HERO DAY	42.82
05/22/2024	6342-0503-02	P24-00046	COSTCO MEMBERSHIP FEE MAY 2024	120.00
05/22/2024	6342-0503-03	B24-00180	STAFF APPRECIATION	120.99
05/22/2024	6342-0509	B24-00180	STAFF APPRECIATION	280.00
05/22/2024	6342-0516	B24-00145	STRIVE - EMERGENCY SUPPLIES	141.73
05/22/2024	6342-0516-01	B24-00145	STRIVE - EMERGENCY SUPPLIES	60.30
05/22/2024	6342-0516-02	B24-00145	STRIVE - EMERGENCY SUPPLIES	23.70
05/22/2024	6342-0518-04	B24-00145	STRIVE - EMERGENCY SUPPLIES	90.48
05/22/2024	6342-0520	P24-00732	ASSETS- COOKING CLUB	44.10
05/22/2024	6342-0521	B24-00187	ASSETS CPR/ FIRST AID CLASSES	1,995.14
Number of Items 99				Check Amount 25,287.47

Number	Amount Status	Fund	Cancel Register Id	Payee
40268640	25,287.47 Printed	01		U.S. BANK CORPORATE PAYMENT SYSTEM (000681/1)

25,287.47

Number of Items

1

Totals for Register 001229

2024 FUND-OBJ Expense Summary / Register 001229

01-4300	9,296.96		
01-4307	2,981.34		
01-4400	1,919.05		
01-5200	2,652.94		
01-5800	817.80		
01-5833	3,977.00		
01-9110*		21,645.09-	
Totals for Fund 01	21,645.09	21,645.09-	
13-4300	216.95		
13-4700	3,305.43		
13-5300	120.00		
13-9110*		3,642.38-	
Totals for Fund 13	3,642.38	3,642.38-	
Totals for Register 001229	25,287.47	25,287.47-	

* denotes System Generated entry

Net Change to Cash 9110

25,287.47- Credit

Selection Sorted by Check Number, Include Address: No, Filtered by (Orig = 905, Source = N, Pay To = N, Payment Method = N, Check Number(s) =

40268640, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

905 - Corning Union High School

Generated for DIANA DAVISSON (DDAVISSON905), Jun 12 2024

9:30AM

2024 FUND-OBJ Expense Summary / Register 001229 (continued)

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2024-25 School Year -				Outgoing	Updated: 5/24/24		
Last Name	First	Grade	To	Code	Outcome/ Date		
Bailey	Kaitlyn	11th	Red Bluff	1	Pending RB approval 5/24		
Bambauer	George	9th	Hamilton Unified	1	Established 2/6/24		
Barnes	Sunny	9th	Los Molinos	1	Established 3/21/24		
Beckley	Jody	9th	Los Molinos	1	Pending LM approval		
Bobadilla	Essiah	9th	Orland Unified	1	Denied per Orland 5/1/24		
Galvan	Kasandra	11th	Red Bluff	1	Established 4/19/24		
Kval/Vik	Kylie	9th	Los Molinos	1	Established 4/24/24		
Lawrence	Chance	11th	Orland Unified	1	Renewal Approved 3/12/24		
Moreno	Andres	10th	Los Molinos	1	Established 2/28/24		
Negrete	Valerie	11th	Los Molinos	1	Renewal Approved 5/18/23		
Perez	Omar	11th	Chico Unified	1	Renewal Approved 2/5/24		
Ross	Brooklynn	9th	Los Molinos	1	Established 4/24/24		
Smith	Brandon	9th	Hamilton Unified	1	Established 5/16/24		
Staton	Elizabeth	9th	Chico Unified	1	Renewal Approved 1/26/24		
Talley	Jackson	10th	Chico Unified	1	Renewal Approved 1/26/24		
Toney	Conley	11th	Orland Unified	1	Established 3/6/24		
Wilson	Bryce	10th	Orland Unified	1	Established 5/7/24		
Wooten	Rieley	9th	Los Molinos	1	Denied then approved per LM 5/1/24		

Board Meeting Date:		6/20/24			
Action	Type	Name	Position	Effective	Background
Resignation	Voluntary	Jimenez, Pedro	CUHS Teacher Foreign Language	6/7/24	Voluntary Resignation
New Hire	Vacancy	Meraz, Patricia	Para Educator I	8/15/24	Filling the Vacancy of R. Runge Classified Salary Schedule 13/1
New Hire	Vacancy	Runge, Rae	IBI/ Centennial	8/15/24	Filling the Vacancy of Y. Rosas, Classified Salary Schedule 24/1
New Hire	New Position	Villacana, Patricia	IBI/Opportunity	8/15/24	Filling New Position Classified Salary Schedule 24/5
39-month Rehire List	CA Ed Code 45192	Sanchez, Mario	Grounds/Maint. I	5/29/24	Extended Medical Leave. 5 month sub differential. Employee notified and place on 39- month rehire list.
Resignation	Retirement	Messmer, Dave	Director of Technology	9/3/24	Retiring
Resignation	Voluntary	Nelson, Mark	Ed Specialist Teacher	6/7/24	Voluntary Resignation
Change	Vacancy	McElfresh, Lacey	IBI/ CUHS	7/1/24	Filling the Vacancy of N.Warner Classified Salary Schedule 24/8
New Hire	Vacancy	Ward, Crystal	Centennial Math Teacher	7/1/24	Filling Vacany of V.Aguirre
Change	Vacancy	Aguirre, Vanessa	ELD/Spanish Teacher CUHS	7/1/24	Filling the Vacancy of P. Jimenez. Changing from Centennial Math Teacher positon
Change	Position		Attendance	6/30/24	Elimination of Position. District Restructuring
New	Position		Principal Admin Assistance/ Data Specialist	7/1/24	New Position. District Need
Change	Position	Rico, Veronica	Principal Admin Assistance/ Data Specialist	7/1/24	Filling New Position. Confidential Non-Exempt Salary Schedule A /16
Extra Duty/Stipend/Temporary/Coaching Authorizations					



Tehama County Department of Education

Richard DuVarney
Tehama County
Superintendent of
Schools

1135 Lincoln Street Red Bluff CA 96080 | 530.527.5811 | www.tehamaschools.org

MEMORANDUM OF UNDERSTANDING

This Agreement is entered into by and between the **Tehama County Department of Education**, herein referred to as DEPARTMENT, and **Corning High School District** herein referred to as DISTRICT, for the provision of **Instructional Coaching** for the **2024-2025** school year.

The term of this agreement is **July 1, 2024** through **June 30, 2025**.

I. RECITALS:

- A. The purpose of this MOU is to detail the roles and responsibilities of DEPARTMENT and DISTRICT for participation in the Learning Acceleration Systems Grant - Rural Math Collaborative Project (the RMC) funded by California Collaboration of Educational Excellence (CCEE).
- B. As part of the RMC, DISTRICT will work to support up a team of coaches that are participating in the impact cycle for the 2024-2025 school year. The grant coordinator in cooperation with DISTRICT has developed an Implementation Coaching Team Plan, (Attachment A), that highlights the scope of work, the design of the team, and estimated costs.
- C. The DEPARTMENT will award up to \$4,000 for the DISTRICT coaching team in the 2024-2025 fiscal year. These funds will be held by DEPARTMENT and the DISTRICT may invoice quarterly for expenses as described on the lesson study team plan.

II. SCOPE OF WORK:

A. The DEPARTMENT agrees to:

1. Collaborate and design the Corning High School District Coaching Team Implementation Plan.
2. Convene and organize professional development, meetings, conference calls, and other activities (as necessary) with DISTRICT and other stakeholders for the purpose of DISTRICT development and implementation of an impact cycle in mathematics.

B. The DISTRICT agrees to:

1. Ensure that the Coaches follow the Instructional Coaching Scope of Work (Attachment B) 2024-2025.
2. Provide data for the quarterly data collection process and quarterly progress reports on the team's impact cycle progress.
3. Work collaboratively to support the coaching capacity development.

III. FISCAL/Budgeted Agreements:

A. DEPARTMENT shall:

1. Distribute for successful performance of the MOU based on program and expenditure reports as outlined in the budget submitted. Not to exceed \$4,000 total for the 2024-2025 funding cycle.

B. DISTRICT shall:

1. Remit quarterly invoices to DEPARTMENT designated Fiscal Agent: Johnna Cox, jcox@tehamaschools.org.
2. Invoice must include the following details: Requisition Number, Title, and Description of Expenses.
3. Indirect costs are not an allowable reimbursable expense per grant guidelines. There is no yearly rollover allowed.

*Note: If the required program activities are not completed or if there is a lack of participation in meetings, funding for the Agency could be reduced or withdrawn. The agency shall submit quarterly invoices and reports to DEPARTMENT by the fifth of the month following the end of each quarter. Quarterly invoices and reports should itemize the services completed and supplies needed in the last quarter (i.e. attended quarterly PLNs, participated in lesson study cycle meetings, etc.)

Quarter 1 Period: July 1 - September 30: Due by October 5

Quarter 2 Period: October 1 - December 31: Due by January 5

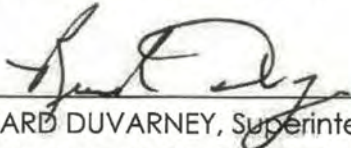
Quarter 3 Period: January 1 - March 31: Due by April 5

Quarter 4 Period: April 1 - June 30: Due by July 5

Each party hereto agrees to hold harmless and to indemnify the other party, its officers and employees, against liability for damages for death or bodily injury to persons, injury to property, or any other loss, damage, or expense arising from the negligence, willful misconduct or omission of the party which committed the act, and while acting under the terms and conditions of the Agreement.

Should any action be brought to enforce any of the terms of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees.


Both parties as certified by the signatures below agree to the provisions of this agreement:



RICHARD DUVARNEY, Superintendent
Tehama County Department of Education

6/17/24

Date



JARED CAYLOR, Superintendent
Corning Union High School District

6.21.24

Date

2024-2025 Corning Union High School Calendar

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
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August 2024						
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September 2024						
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October 2024						
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November 2024						
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December 2024						
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29	30	31				

Corning Union High School	
643 Blackburn Ave.	
Corning, CA 96021	
530-824-8000 (Fax) 530-824-8005	

July 4	Independence Day Holiday
Aug. 9	Freshman Orientation
Aug. 14 & June 6	Inservice
Aug. 15	1st Day of School
Aug. 21	Back-To-School Night
Sept. 2	Labor Day
Oct. 18	Homecoming
Nov. 11	Veteran's Day
Nov. 25-29	Thanksgiving Vacation
Dec. 23 - Jan. 3	Christmas Break
Jan. 20	Dr. Martin Luther King, Jr. Day
Feb. 17-21	Presidents Week
April 14-18	Easter Break
April 21	Easter Holiday
May 2	Gary Burton Invitational
May 26	Memorial Day
June 6	Graduation Day
June 16	Juneteenth

Grade Reporting Period	
9/20/2024	Progress Grade 1 - 26 Days
11/1/2024	Progress Grade 2 - 30 Days
12/19/2024	1st Semester Grade - 28 Days
2/7/2025	Progress Grade 4 - 24 Days
4/4/2025	Progress Grade 5 - 35 Days
6/5/2025	2nd Semester Grade - 37 Days
	180 Days

January 2025						
S	M	T	W	T	F	S
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February 2025						
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March 2025						
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April 2025						
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May 2025						
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June 2025						
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22	23	24	25	26	27	28
29	30					

 Non Instructional
 Minimum Days
 Freshman Orientation

 Collaboration Days
 Legal Holiday

 Inservice Days
 First & Last Days of School

2024- 2025 Centennial High School & ISP Calendar

July 2024						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
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August 2024						
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September 2024						
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October 2024						
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27	28	29	30	31		

November 2024						
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24	25	26	27	28	29	30

December 2024						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Centennial High School
250 E. Fig Ln.
Corning, CA 96021
530-824-7000 (Fax) 530-824-7405

July 4	Independence Day Holiday
Aug. 14 & June 6	Inservice
Aug. 15	Registration
Sept. 2	Labor Day
Nov. 11	Veteran's Day
Nov. 25-29	Thanksgiving Vacation
Dec. 23 - Jan. 3	Christmas Break
Jan. 20	Dr. Martin Luther King, Jr. Day
Feb. 17-21	Presidents Week
April 14-28	Easter Break
April 21	Easter Holiday
May 2	Gary Burton Invitational
May 26	Memorial Day
June 6	Graduation Day
June 16	Juneteenth

Grade Reporting Period	
10/18/2024	First Quarter- 45 Days
12/20/2024	2nd Quarter- 39 Days
3/21/2024	3rd Quarter- 49 Days
6/5/2025	4th Quarter- 47 Days
	180 Days

January 2025						
S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
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February 2025						
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March 2025						
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30	31					

April 2025						
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20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Non Instructional
Minimum Days
Freshman Orientation

Collaboration Days
Legal Holiday

Inservice Days
First & Last Days of School

Curriculum to be Approved for Use at Centennial

Reading with Relevance Curriculum

www.readingwithrelevance.org

- Will be used with students during our advisory periods
- Addresses SEL and ELA standards

Novels we will use with the RWR curriculum:

- *Ghost* by Jason Reynolds
ISBN: 978-1481450164
- *Street Life: Poverty, Gangs, and a Ph.D* by Victor Rios
ISBN: 978-1453832691
- *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
ISBN: 978-0316013697
- *The House on Mango Street* by Sandra Cisneros
ISBN: 978-0679734772
- *With the Fire on High* by Elizabeth Acevedo
ISBN: 978-0062662842

Curriculum to be Approved for Use at Opportunity

Mr. Grayson would like to use these books with his students to help promote mental, emotional, and physical health.

- *The Body Keeps Score: Brain, Mind, and Body in the Healing of Trauma* by Bessel van der Kolk M.D.
ISBN: 978-0143127741
- *Spark: The Revolutionary New Science of Exercise and the Brain* by John J. Ratey MD
ISBN: 978-0316113519
- *The Joy of Movement: How Exercise helps us find happiness, hope, connection, and courage* by Kelly McGonigal
ISBN: 978-0525534129
- *The Alchemist* by Paul Coelho
ISBN: 9780061122415
- *Enduring Regret: Chris Sandy's Life After Causing Death and Eric Krug's Story of Deadly Decisions* by Chris Sandy
ISBN: 978-0989555609

2024–25 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Application for Funding

Agricultural Career Technical Education Incentive Grant Program Year 2024–25

Project Duration: July 1, 2024, to June 30, 2025

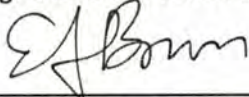
School Site: Corning High School

District: Corning Union High School District

Certification:

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

Signature of Authorized Agent



Authorized Agent Title

Jason Armstrong

Digitally signed by Jason Armstrong
DN: cn=Jason Armstrong, o=Corning Union High School District,
ou=Corning Union High School, email=j.armstrong@corninghs.org, c=US
Date: 2024.06.12 11:01:53 -0700

Signature of Agriculture Teacher
Responsible for Program

Signature of Principal

Agriculture Teacher Summer Contact Cell Number: (707) 496-1516

Local Educational Agency (LEA) Board Approval Date: June 20, 2024

Printed Name of Agriculture Teachers:

Emily Brown

David Tinker

Alice Johnston

Nolan Kee

Sarah Richardson

Robert Safford

PART A – Base Level Funding

In order to qualify for the Agriculture Education Incentive Grant an LEA must meet all the following criteria or provide a Variance approved by the Regional Supervisor for each criterion not met. All evidence must be included with the original application submitted to the Regional Supervisor.

Note: Stand-alone middle school programs will only be required to complete Part A.

- ☒ 1. Properly Credentialed Teachers:
Log onto the California Commission on Teacher Credentialing (CTC) and provide printout of credentials or provide a copy of current credentials.
- ☒ 2. Professional Development:
Provide printout from teacher journal in Agriculture Experience Tracker (AET) verifying professional development activities.
- ☒ 3. Course Sequence:
Provide documents/evidence of at least one three-year course sequence.
- ☒ 4. Grading of Future Farmers of America (FFA) and Supervised Agricultural Experience Participation (SAE):
Provide a copy of course syllabus identifying grading of FFA and SAE.
- ☒ 5. Alternative Credits:
Submit description of at least one course meeting A-G, Dual Enrollment, Articulation, etc.
- ☒ 6. Future Farmers of America Constitution and By-Laws:
Provide a copy of the current Chapter Constitution and Bylaws with the election of officers highlighted.
- ☒ 7. Future Farmers of America Meetings:
Use meeting manager in AET or provide minutes for a minimum of six chapter meetings.
- ☒ 8. Agriculture Advisory Committee:
Provide meeting minutes for two Agriculture Advisory Committee meetings.

Checking all the required criteria as being met qualifies the LEA for Part A funding. Verification of meeting each criterion must be provided to the Regional Supervisor.

PART A – Base Level Funding (Continued)

Qualified Program (\$4,500) to each site		\$ 4,500
Number of Agriculture Teachers teaching at least one approved agriculture course?	6	
Teacher based funding (Number of teachers x \$500)		\$ 3,000.00
Number of Students as identified on the 2023-24 FFA Membership roster?	\$ 482	
Student based funding (Number of students x \$10)		\$ 4,820.00
Class size funding A (number of teachers meeting level A in all classes – 29-31 in classroom/23-25 in shop classes)	\$ 1	
Class size A funding (Number of teachers meeting level A class size x \$1,000)		\$ 1,000.00
Class size funding B (number of teachers meeting level B in all classes – 28 in classroom/22 in shop classes)	\$ 5	
Class size B funding (Number of teachers meeting level B class size x \$2,000)		\$ 10,000.00
Total Part A Funding:	\$ 23,320.00	

PART B – Additional Funding

LEA's may qualify for additional funding based on their ability to meet specific classroom, leadership, and experiential learning (SAE) criteria. It is not necessary for a program to meet all criteria in each category to be eligible to receive additional funding. Verification of meeting criteria will be taken from entries in the AET. The AET report will be developed based on data as of June 30th. Funding in each section will be based on the number of points accumulated in that section. This report will be used to complete Part B and will be included as part of the application.

Based on the 2023-24 Agricultural Education Incentive Grant Report, and points accumulated, the LEA may qualify for base level funding through the classroom section, leadership section, and experiential learning (SAE) section.

An LEA shall qualify for Part B funding in each section if they meet the predetermined base level. Bonus funding is earned if a program exceeds the predetermined base level by twenty percent (20%). LEA's meeting the base level shall receive \$2,250 plus \$250 per qualified teacher. LEA's meeting the bonus level shall receive an additional \$2,250 plus an additional \$250 per qualified teacher.

Note: An LEA may qualify for Level A, Level B, or no funding in each section but shall not qualify for both funding levels in a section. Example: The LEA qualifies for Level A funding in the Classroom Section, Level B in the Leadership Section and no funding in the SAE section.

PART B – Additional Funding (Continued)

Classroom Section

Points Earned as Identified in the AET Report	590	
Level A Funding: (number of teachers x \$250) + \$2,250		\$ 3,750.00
Level B Funding: (number of teachers x \$500) + \$4,500		\$ 0.00
Total Classroom Section Funding		\$ 3,750.00

Leadership Section

Points Earned as Identified in the AET Report	358	
Level A Funding: (number of teachers x \$250) + \$2,250		\$ 0.00
Level B Funding: (number of teachers x \$500) + \$4,500		\$ 0.00
Total Leadership Section Funding		\$ 0.00

Experiential Learning SAE Section

Points Earned as Identified in the AET Report	847	
Level A Funding: (number of teachers x \$250) + \$2,250		\$ 3,750.00
Level B Funding: (number of teachers x \$500) + \$4,500		\$ 0.00
Total Experiential Learning SAE Section		\$ 3,750.00

Total Part B Funding: \$ 7,500.00

Part C – Program Funding

LEAs may qualify for additional funding based on their ability to meet specific program criteria. To qualify for Program Funding, a program must show evidence of meeting all criteria identified. Evidence must be submitted at the time the original application is submitted to the Region Supervisor.

Part C – Program Funding (Continued)

To qualify for Part C Program Funding, a site must show evidence of meeting the following. If any item is not met, the program is not eligible to apply for Part C funding.

- ☒ Each teacher (50 percent of their teaching load in agriculture) must have participated in eight approved professional development activities.
- ☒ Agenda and Minutes for three Agriculture Education Advisory Committee meetings.
- ☒ Each teacher (50 percent of their teaching load in agriculture) must have an extended contract and/or a project supervision period. The project supervision period must be in addition to the provided prep period.

If a program has met the three required criteria, they are eligible for funding and must complete the following Sections.

Section A – Earn one point for each criterion met.

- ☒ Held an FFA Officer team retreat or other planning activity prior to the start of school and continued to hold meetings during the year to plan FFA activities.
- ☐ In addition to the Agricultural Education Advisory Committee, the program has an Agriculture Boosters Club and/or an FFA Alumni Chapter.
- ☐ Program hosted a Student Teacher.

Total Points Section A: 1
(3 Points Possible)

Section B – Earn points based on AET California Ag CTE Incentive Grant Application Report. Points Earned as Identified in the AET Report for D–Program: 104

Total Points Section B: 104.50
(Section A + Section B Points)

Level A Funding: (\$5,000) \$ 5,000.00

Level B Funding: (\$7,500) \$ 0.00

Total Part C Funding: \$ 5,000.00

Part A Base Level Funding: \$ 23,320.00

Part B Additional Funding: \$ 7,500.00

Part C Program Funding: \$ 5,000.00

Grand Total Funding: \$ 35,820.00

Variance Request Form Agricultural Career Technical Education Grant

Due Date: To be received in Regional Supervisor's Office by July 15.

Please note:

1. A variance may only be submitted for Part A: Base Level Funding.
2. Each criterion for which a variance is being requested must be completed on a separate form.
3. The variance is subject to the approval of the Regional Supervisor.

Funding Year: 2024-2025

School Site:

District:

Criterion for which variance is requested:

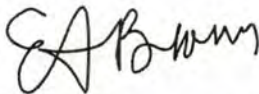
1. Describe why the criterion currently is not being met?
(Use additional pages if needed)

Criterion #2. Professional Development:

Provide printout from teacher journal in Agriculture Experience Tracker (AET) verifying professional development activities is currently not being met. Two Ag Teachers were on maternity leave during the school year and were unable to attend all professional development required for fundings due to being on disability or FMLA and not being able to participate in school related activities during that time.

2. What steps will be taken to meet the criterion in the future?
(Use additional pages if needed)

For the 2024-2025 school year no teachers currently plan to take maternity leave and will be able to participate in additional professional development opportunities as required.



Electronic Signature of Agriculture Teacher

Jason Armstrong

Digitally signed by Jason Armstrong
DN: cn=Jason Armstrong, o=Corning Union High School District,
ou=Corning Union High School, email=jarmstrong@corninghs.org, c=US
Date: 2024.06.12 11:02:45 -07'00'

Electronic Signature of Principal Responsible
for the Program

Electronic Signature of Regional Supervisor

California Department of Education - April 2024

Budget Report

Agricultural Career Technical Education Incentive Grant

Due Date: Budget Report is due in Regional Supervisor's Office by July 15.

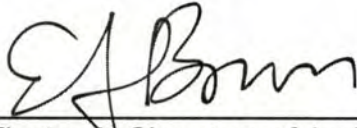
Funding Year: 2024-2025

School Site:

District:



Electronic Signature of Person Preparing Report



Electronic Signature of Agriculture Teacher
Responsible for Program

Budget Category 4000: Books and Supplies

Item	Budget (Column A)	Budget Match (Column B)
Total 4000	0	0

Budget Category 5000: Services and Operating Expenses, Travel, Conferences, Rentals, etc.*

*Each Line Item in Object Code 5000 must be matched.

Item	Budget (Column A)	Budget Match (Column B)
FFA Membership	7500	7500
Student Contest Registrations	26000	26000
Advisor Registrations	2500	2500
Total 5000	36000	36000

Budget Category 6000: Capital Outlay*

*Each Line Item in Object Code 6000 must be matched.

Item	Budget (Column A)	Budget Match (Column B)
Total 6000	0	0

Grand Totals: 36000 36000

Corning Union High School District Job Description

Director of Technology

Salary Range: Confidential Management Exempt Dept./Family: Management

Immediate Supervisor: Superintendent Approved By: Pending Board Approval

DEFINITION:

Under the general direction of the Superintendent, serve as a presenter, consultant, and trainer of technology. Support effective use of technology: provide leadership, information, and services regarding technology, and make proactive preparations to keep the District ready for emerging technologies. provides specialized support services for local, wide, and internet information systems interconnected to schools, administrative departments, the Technology Services Department, and Internet resources; maintains and repairs a variety of microcomputers and related peripheral equipment; performs installation, repair, and maintenance work on a variety of audiovisual electronic equipment; and performs other essential job-related work as required.

ESSENTIAL FUNCTIONS:

- Leads in analyzing user needs relating to local, wide, and internet information systems to install and maintain cost-effective, local (LAN), wide (WAN), and metropolitan (MAN) area networks using PC and Macintosh computers; implements internetworking, distance, and fiber-optic networking.
- Keeps abreast of the network technology field to ensure efficient delivery of network-related computers and technology services; provides training, conferencing, and workstation configuration services for end users.
- Responds to help desk referrals; confer with computers and technology staff and users to resolve problems related to network-related hardware and software functions and prepare areas for installation, including planning for power, environment, and cabling.
- Coordinate installation, configuration, maintenance, setup of computers, and load and install software.
- Provides one-on-one training and assistance to users in the area of software application and general use and procedure associated with communications networks, PC, and Macintosh computers.
- Leads in evaluating network hardware, software, and related tools and materials; prepares necessary topology drawings, schematics, diagrams, specifications, and sketches; writes standards on the use, maintenance, and interfacing of communications networks.
- Leads in maintaining parts and supplies inventory; and budget
- Leads in performing diagnostic evaluations of faulty equipment, analyzes results, and takes corrective actions; monitors DSU/CSU transmission equipment (hubs,

Updated 5/29/24
Approved: Pending

bridges, routers, media) to ensure communications integrity; uses online software and coordinates with vendor engineers as appropriate.

- Leads in change control, inventory, and other necessary records, and prepares various reports as required.
- Installs microcomputer and peripheral equipment at District sites; makes adjustments to, repairs (to the component level) and/or makes recommendations for the repair of microcomputers, including printers, disk drivers, and monitors.
- Leads in providing operating instruction to District staff; checks equipment for proper operation and maintains records of repair work; maintains parts inventory and recommends equipment and parts purchases when applicable.
- Assembles, installs, repairs, and performs major and routine maintenance on various audio-visual equipment including projectors, public address systems and audio-visual equipment; orders repair parts.
- Surveys causes of damage to equipment and recommends replacement if repair is not possible; maintains the inventory of spare parts and reorders as needed; maintains records and files.
- Complies with applicable state, local, and federal rules, regulations, and laws, as well as the policies and procedures of the District.
- Maintain a Student Information System (SIS) for the District.

ENVIRONMENT

- The work is performed primarily inside an office or office/laboratory environment
- Exposure to hot, cold, wet, humid, or windy conditions caused by weather may occasionally be experienced
- Exposure to adhesive and cleaning solvents/chemicals
- Exposure to moderate to loud noise and vibrations
- Exposure to electromagnetic fields
- Possible exposure to electric shock

PHYSICAL REQUIREMENT

- The physical requirements indicated below are examples of the physical aspects that this position classification must perform in carrying out essential job functions.
- Persons performing service in this position classification will exert 50 to 75 pounds of force frequently to lift, carry, push, pull, or otherwise move objects
- This type of work may involve ascending and descending ladders, stairs, scaffolding, and ramps, and will involve walking or standing for extended periods, working in awkward postures, high places, and tight spaces as a result of attic or under-floor cable-related duties
- Perceiving the nature of sound, near and far vision, depth perception, providing oral information, the manual dexterity to operate equipment and use hand tools, and handle and work with various materials and objects are important aspects of this job

REPRESENTATIVE DUTIES:

- Leads in maintaining and enhancing the interconnection of operating systems, desktop computer applications, network protocols, and mainframe applications; keeps pace with rapidly developing network technologies; ensures consistency with our information system needs.
- Establishes and maintains effective working relationships with a variety of groups, including teachers, students, administrators, coworkers, vendors, consultants, and others as required.
- Demonstrates and models safe, prudent, and healthful work behaviors and practices; identifies and works toward the elimination of unsafe or unhealthy work area conditions.
- Performs other essential job-related work as required.

KNOWLEDGE, ABILITIES AND SKILLS:

- Hardware and software network products, including detailed knowledge and experience with Novell Network Operating System, Macintosh and Windows microcomputers; data communications equipment and microcomputer hardware and software products, such as print servers, file servers, modems, concentrators, and related products
- Data and voice communications facilities, hardware, and media such as leased and switched lines, coaxial cable, twisted pair
- Network technologies and design skills in the area of educational and administrative network design
- Internetworking and distance computing, educational and administrative network design, maintenance and implementation
- Install, operate, maintain, and repair a wide variety of electronic equipment, operating systems (such as Mac, DOS, Windows, Novell, UNIX) other software applications, and network devices
- Communicate effectively with all users requiring services
- Plan, layout, and organize work
- Work with a minimum of direct supervision
- Accurately estimate labor and material costs
- Effectively supervise the work of other assigned employees
- Maintain preventive maintenance records and prepare clear and concise reports
- Understand and follow oral and written directions
- Establish and maintain cooperative working relationships with other District employees, students, vendors and suppliers, and others contacted in the course of work

QUALIFICATIONS:

- Bachelor's Degree preferred in related field.
- Two years experience in a computer hardware/software user support environment; Additional experience may substitute for some higher education.
- High School Diploma or equivalent required.

LICENSE CERTIFICATION REQUIREMENT:

Updated 5/29/24
Approved: Pending

- Possession of a valid California Motor Vehicle Operator's License.

CORNING UNION HIGH SCHOOL DISTRICT

JOB TITLE: Director of Maintenance, Operations and Transportation

SALARY LEVEL: Classified Mgmt Exempt Salary Schedule

DEPARTMENT: Transportation/Maintenance

REPORTS TO: Superintendent

PENDING BOARD APPROVAL June 20, 2024

SUMMARY: Under the general supervision of the Superintendent, the Director of Maintenance, Operations, and Transportation oversees the maintenance/grounds, operations, and transportation functions of the District.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

Transportation

1. Supervise and evaluate the performance of all bus driver and mechanic staff; assign and review work and participate in the selection of new personnel. Recommend and participate in disciplinary action needed.
2. Plans for and coordinates training of bus driver staff necessary to maintain bus driver license; oversees safety training of bus driver staff.
3. Follow all laws and regulations as set forth by the Education Code and the Department of Motor Vehicles relative to pupil transportation.
4. Supervises all bus routes and makes recommendations to the Superintendent.
5. Report any irregularities in existing bus routes to the Superintendent and recommend appropriate change(s).
6. Supervises bus maintenance and ensures required maintenance schedules are followed.
7. Supervises bus storage.
8. Receives, investigates, and resolves complaint issues of parents and staff concerning bus transportation.
9. Keeps records and reports as required by law and the District Superintendent.
10. Oversees and advises bus driver staff on accidents; reviews accident protocols and acts as transportation Accident Review Officer.
11. Advises the principals and District Superintendent on matters involving pupil transportation.
12. Directs all scheduling of buses and drivers for field trips.

14. Performs related work as required.

Operations

1. Supervise, train, and evaluate the performance of custodial staff; assign and review work and participate in the selection of new personnel. Recommend and participate in disciplinary action needed.
2. Coordinate custodial service with each site administrator; work closely with each site administrator in evaluating custodial staff.
3. Responsible for the custodial supply inventory and budget.
4. Coordinates district-wide compliance with Safety Data Sheets (SDS) and Occupational Health and Safety Administration (OSHA) regulations.
5. Performs related work as required.

Maintenance

1. Supervise, plan, organize, coordinate, and oversee day-to-day maintenance/grounds activities in the construction and mechanical trades; ensure the proper and efficient maintenance and repair of District buildings and facilities.
2. Inspect District buildings, equipment, utility systems, and facilities to determine needed maintenance and repair; assure proper completion of work orders.
3. Consult with District maintenance personnel, administrators and outside contractors to coordinate, prioritize, and schedule work projects; follow-up on work orders with District personnel to ensure timely and proper payment for supplies and services purchased.
4. Supervise and evaluate the performance of assigned maintenance staff; assign and review work and participate in the selection of new personnel. Recommend and participate in disciplinary action needed.
5. Responsible for the District maintenance budget.
6. Coordinates and supervises the construction of new facilities and the reconstruction, modernization, and relocation of existing facilities. Develops facilities master plan.
7. Assists with the selection, coordination, monitoring, and supervision of services provided by architects, engineers, consultants, contractors, inspectors, and other professional service agencies used in support of the facilities program as necessary.
8. Communicate with other administrators, personnel, and outside organizations to coordinate activities and programs, resolve issues and conflicts, and exchange information; consult with and advise architects and contractors on plans and specifications.

9. Performs related work as required.

Other:

1. Serves as a member of Superintendent's Administrative Cabinet
2. Oversees all District safety programs and activities
2. Attends and participates in board meetings as required.
3. Answers emergency calls at any time and takes appropriate actions to protect and preserve property.
4. Develop and prepare the annual preliminary budget for the MOT Department; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations.
5. Attend and conduct a variety of meetings as assigned; plan, coordinate, and conduct in-service trainings; serve on committees as assigned; serve as a District liaison to the Division of the State Architect (DSA), California Department of Education (CDE), local city services, police and fire departments.

QUALIFICATION REQUIREMENTS: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

KNOWLEDGE OF:

Transportation- Safe driving practices; provisions of the California Motor Vehicle Code, Education Code and any other rules, regulations, policies, and procedures applicable to the transportation of school children; working knowledge of mechanical repairs and maintenance of motor vehicles.

Maintenance/Operations- Appropriate methods and practices of equipment, tools, chemicals, and supplies used in the building trades and custodial, maintenance, and grounds work; laws affecting construction and repair, principles of supervision training and management, health and safety codes.

ABILITY TO:

Language Skills- Ability to read and interpret documents such as safety rules, operating and maintenance instructions, and procedure manuals. Ability to write routine reports and correspondence. Ability to effectively present information in one-on-one and small group situations to students, co-workers, parents, and other employees of the organization. Knowledge of rules governing correct grammar, spelling, and punctuation.

Mathematical Skills- Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

Reasoning Skills- Ability to apply common sense understanding to carry instructions furnished in written, oral, diagram, or schedule form. Ability to deal with problems involving a few known variables in routine situations.

Other Skills and Abilities- Ability to communicate and interact with staff, students, parents, and others in an open, friendly, business-like manner. Maintain accurate records and make independent decisions within the scope of authority. Proficient in Microsoft Office products Excel, PowerPoint, and Word, along with Google Calendar and Google Docs/Slides/Sheets.

EDUCATION AND/OR EXPERIENCE: A high school diploma or general education degree (GED); a Bachelor's degree in a related discipline is highly desired. Five (5) years related experience at the supervisory level, or equivalent combination of education and experience; Experience in a school district or related public agency highly desired.

CERTIFICATES, LICENSES, REGISTRATIONS: A California Driver's License is required by the first day of service. District First Aid and CPR training may be required and will be provided. Ability to attain a Qualified Applicator License for Pesticides within 6 months of hire.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions. While performing the duties of this job, the employee is frequently required to sit, stand, walk, and reach with both hands and arms, talk, hear, and listen. The employee is occasionally required to climb up and down steps, stoop, kneel, and crouch or crawl, and smell.

The employee must occasionally lift and/or move up to 50 pounds. However, while lifting amounts above 50 lbs. a partner must be used. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision depth perception, and the ability to adjust focus.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

While performing the duties of this job, the employee occasionally works near moving mechanical parts and in outside weather conditions and is occasionally exposed to wet and/or humid conditions, fumes, or airborne particles, and risk of electrical shock. The noise level in the work environment is usually moderate to loud, occasionally very loud.

Interquest Detection Canines®
Of Central Valley
Corning Union High School District
(the District)

This shall serve as an agreement by and between Interquest Detection Canines® of Central Valley and the DISTRICT for substance awareness and detection services for the period of August 2024 through June 2025.

It is understood that the DISTRICT has established and communicated a policy clearly defining contraband as all drugs of abuse (in the broadest terms), alcoholic beverages, gunpowder and prescription and over-the-counter medication, and that this policy has been disseminated to all campus locations. Violations are considered inimical to the welfare of students and contrary to the DISTRICT'S desire to foster an atmosphere conducive to safety and education.

INTERQUEST shall provide contraband inspection services utilizing non-aggressive contraband detection canines. Such inspections may be conducted on an unannounced basis under the auspices and direction of the DISTRICT administration with INTERQUEST acting as an agent of the DISTRICT while conducting such inspections. Communal areas, lockers, gym areas, parking lots (automobiles), grounds, and other select areas as directed by DISTRICT officials, shall be subject to inspection. Contraband detected on DISTRICT property is the responsibility of the DISTRICT.

INTERQUEST policy precludes the use of detection canines to "sniff" individuals under any circumstances.

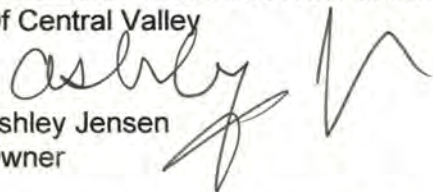
INTERQUEST agrees to provide **10 HALF** day visits for the contract period. The DISTRICT may increase the total number of visits by notifying INTERQUEST in writing. Each visit will be **\$450** / visit. Multiple canine teams will be charged on a per team basis. INTERQUEST will invoice for service on a monthly basis at the conclusion of the service month. The DISTRICT agrees to pay for services within thirty (30) days of receipt of such invoice.

INTERQUEST will schedule DISTRICT visits in conjunction with days designated by the DISTRICT as appropriate for visits. DISTRICT will provide a school calendar with inappropriate dates for service noted. This calendar will serve as an addendum to the Agreement. All other dates will be considered acceptable for visits. Service will NOT be scheduled until the calendar is received.

INTERQUEST is licensed and registered by the U.S. Department of Justice, Drug Enforcement Administration, and regional regulatory agencies as required. Detection canines are certified as reliable by Drug Beat Certification or equivalent independent agency. All employees are registered with the Department of Justice in accordance with California Education Code requirements.

The DISTRICT agrees to hold harmless INTERQUEST, its Director and employees from and against any and all claims, demands, actions and suits, including but not limited to, any liability for damages by reason of or arising from contraband remaining undetected.

INTERQUEST DETECTION CANINES®
Of Central Valley

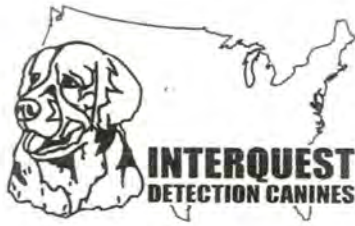

Ashley Jensen
Owner

FOR THE SCHOOL:


Date: 6-21-24

Please return one (1) copy of this Agreement and your District calendar to:
924 Parkwood Drive
Modesto, CA 95350

Retain the other copy for school files.



Interquest Detection Canines of Central Valley
924 Parkwood Drive, Modesto, CA 95350
209-484-6056
sniffsitplay@gmail.com

May 15, 2024

RE: 2024-2025 Contracts

I would like to introduce myself. My name is Ashley Jensen, Co-owner of Interquest Detection Canines of Central Valley. Interquest Detection Canines provides detection services for schools and businesses. We are the nation's oldest and largest Contraband Detection and Drug Dog services provider, celebrating over thirty years of excellence since 1979.

Our comprehensive detection and deterrence program reduces the presence of drugs, alcoholic beverages, abused medications and weapons on campus and school grounds. We accomplish this through the use of highly trained detection canines.

Our program is successful because we:

- Have developed company procedures in keeping with legal precedents
- Assist in developing school search policy
- Provide a tool for substance abuse prevention
- Send a message to students, parents and the community that a school has initiated a proactive position regarding the presence of prohibited items
- Eliminate the need to "lock down" a campus, thereby minimizing the interruption of the educational process

HOW OUR PROGRAM WORKS

We provide random, unannounced visits. We work closely with each client to determine the appropriate number of visits to provide the greatest benefit. No school is too small nor too large for us to accommodate.

At each site, a designated coordinator will escort the canine teams and observe the inspection activities. We normally inspect lockers, gym areas, common areas, vehicles, vacated classrooms, and perimeters of school property.

As a private agency, we provide service to your locations without the same challenges faced by law enforcement agencies.

I have included a contract for the 2024-2025 school year between Interquest Detection Canines of Central Valley and your school district. If you are interested in our services, please feel free to contact me at 209-484-6056 or sniffsitplay@gmail.com.

Sincerely,

Ashley Jensen



Tehama County Department of Education

Richard DuVarney
Tehama County
Superintendent of
Schools

1135 Lincoln Street Red Bluff CA 96080 | 530.527.5811 | www.tehamaschools.org

TCDE / School Districts Cooperative Live Scan Fingerprinting Program Memorandum of Agreement 2024/2025

This Cooperative Live Scan Fingerprinting Program Memorandum of Agreement is entered into by

Tehama County Department of Education (TCDE) and Corning Union High School District
pursuant to Education Code Sections 44830.2 and 45125.01. The purpose of the cooperative program is to provide a centralized system for live scan fingerprinting and records management for classified and certificated employees and volunteers who may be employed or provide service in more than one Tehama County School District (except for Red Bluff High School District).

The parties agree as follows:

1. The District hereby designates TCDE as its agent for the purpose of fulfilling the following functions and responsibilities as set forth in Education Code Sections 44346, 44346.1, and 45125:
 - Transmission of fingerprints to the California Department of Justice (CA DOJ) by requesting live scan fingerprint services performed by a CA DOJ Applicant Agency Live Scan Service Provider with Certified Fingerprint Rollers, including but not limited to TCDE. (Request for Live Scan Service Form BCIA 8016A to be provided to District by TCDE with appropriate prepopulated fields for transmission requests.)
 - Subscribing to the subsequent arrest notification service from the CA DOJ as provided under Penal Code Section 11105.2.
 - Receiving reports of convictions of the serious and violent felonies and sex offenses as defined in Education Code Section 44010, controlled substance offenses as defined in Section 44011, or offenses specified in Section 44424.
 - Receiving and reviewing background summaries, criminal history records and reports of subsequent arrests from the CA DOJ.
 - Notifying the District Superintendent and/or approved Designee(s) of background responses obtained from the CA DOJ.
 - Maintaining a record of confidential District Designee(s) who have authority approved by the District Superintendent to inspect criminal record summary information and make an employment decision based on the information.
 - Maintaining a cooperative employment eligibility database.



Tehama County Department of Education

Richard DuVarney
Tehama County
Superintendent of
Schools

1135 Lincoln Street Red Bluff CA 96080 | 530.527.5811 | www.tehamaschools.org

2. The designation of functions as described in #1 shall apply for all District live scan fingerprint applicants including: certificated, classified, part-time, short term, temporary and substitute employees, as well as volunteers, if requested.
3. The individual at TCDE responsible for performing the functions and carrying out the responsibilities described in #1, is a DOJ Custodian of Records, occupying the position of the Credentials Analyst. The Human Resource Analyst or Director of Human Resource Services shall perform these duties in the absence of the Credentials Analyst.
4. No party to this agreement shall share background summary information with any other party to this agreement or with any non-party, except that upon receipt of a background summary, the TCDE Credentials Analyst and District Superintendent/Designee(s) shall take the following action(s):
 - Upon information received from the CA DOJ revealing that an employee/applicant has a "no record" response and is not prohibited from employment, the TCDE Credentials Analyst shall notify the District Superintendent/Designee(s) and the information will be maintained in a county database of eligible employees/applicants verifying that a CA DOJ criminal record summary has been obtained.
 - Upon information received from the CA DOJ revealing criminal background, arrest, conviction or subsequent arrest record information, the TCDE Credentials Analyst shall notify the District Superintendent/Designee(s) that a background record summary is available for inspection at the office of the TCDE Human Resource Analyst. The summary is to be reviewed by the District Superintendent/Designee(s) on a confidential basis and will be available for a period of 30 days. The District Superintendent/Designee(s) will be required to make an employment determination and sign the record verifying inspection of the background summary and indicating the employment determination. The TCDE Human Resource Analyst or Director of Human Resource Services may be consulted when reviewing arrest/conviction reports and subsequent arrest notifications. The applicant information will be entered into the database of eligible employees/applicants upon a decision by the District Superintendent/Designee(s) to "use" the employee/applicant for service in the District. The response will be maintained in a confidential file and will need to be reviewed and an employment determination made by any other District only when considering this individual for employment.
 - Upon receipt of information from the CA DOJ revealing that an employee/applicant is prohibited from public school employment, the TCDE Credentials Analyst, Human Resource Analyst or Director of Human Resource Services shall immediately notify the employing District Superintendent/Designee(s). The employee/applicant will be removed from or not listed in the database of eligible employees/applicants.
5. This Agreement authorizes TCDE to invoice District for applicable live scan fingerprinting fees (DOJ response fees, FBI response fees and fingerprint rolling fees).



Tehama County Department of Education

Richard DuVarney
Tehama County
Superintendent of
Schools

1135 Lincoln Street Red Bluff CA 96080 | 530.527.5811 | www.tehamaschools.org

DISTRICT SUPERINTENDENT and Custodian of Records authorized to review background reports:

Please identify person(s) designated to be your District Custodian of Records for live scan fingerprint services and review of background information. **District Superintendent and the designated person(s)** will be authorized to receive the confidential background and/or criminal history information on all live scan fingerprint applicants for your District and be able to make an employment determination upon reviewing background information and signing the "District Notification to Review Summary" form.

Jared Caylor

Jared Caylor

Jared Caylor (Jun 4, 2024 11:28 PDT)

Print Name – District Superintendent

Signature – District Superintendent

Indicate if you would like to receive all email notifications ☐ or only background to be reviewed notifications ☒

Cassie Riddle

Cassie Riddle

Cassie Riddle (Jun 4, 2024 12:48 PDT)

Print Name – Designated Custodian of Records

Signature – District Custodian of Records

Indicate if you would like to receive all email notifications ☒ or only background to be reviewed notifications ☐

Other District Custodian of Records authorized to receive email notifications of clear responses only:

Print Name – Designated Custodian of Records

Signature – District Custodian of Records

EXECUTED AND AGREED TO BY:

School District Name:

Corning Union High School District

Jared Caylor

Jared Caylor (Jun 4, 2024 11:28 PDT)

Signature of District Superintendent

Jared Caylor

Printed Name

Date Jun 4, 2024

County Office of Education:

Tehama County Department of Education

Ashley Fisher

Signature of County Superintendent or Designee

Ashley Fisher

Printed Name

Date Jun 4, 2024

Information Technology Support Services

Transparent Technical Support for the 21st Century Learning



Prepared by Tehama County Department of Education

June 7, 2024

Memorandum of Understanding

Between the Tehama County Department of Education and Corning Union High School District regarding the Implementation of Information Technology Support Services

1. **SUMMARY.** Tehama County Department of Education ("TCDE") agrees to provide Information Technology support services for the Corning Union High School District ("DISTRICT"). The TCDE Information Technology department will plan, organize, and coordinate with the DISTRICT Superintendent or his/her designee to direct overall IT operations in school operations including purchasing, coordinating technology functions, and oversight of IT contracts in select IT categories.
2. **EFFECTIVE DATE AND TERM.** This agreement is effective **July 1, 2024** and ends **June 30, 2025**.
3. **DESCRIPTION OF SERVICES.** This agreement covers support for the DISTRICT's Information Technology requirements including but not limited to the services outlined in Attachment A.
4. **COST FOR SERVICES.** The cost below shows all items that will be needed for support. An estimate is provided of the number of days required for LAN support. If the DISTRICT needs less hours, the DISTRICT will be billed only for the actual amount of time worked. All other services are fixed costs.

Service	Charge
DocStar*	951.00
Destiny*	3,086.00
Aeries Software	
Aeries Support	
Escape	8,683.00
Server Hosting	5,300.00
LAN Support	
Total	\$18,020.00

*Indicates estimated cost based on the prior year

5. **BILLING.** Billing for LAN / Desktop Support services rendered will be done on a quarterly basis. All other services will be included on the 4th quarter billing. Payment shall be made by the DISTRICT within thirty (30) days of billing.
6. **SERVICE AVAILABILITY.** TCDE will respond to the following emergency situations within 4 business hours of notification by DISTRICT if the situation is related to any of the following incidents:
 - Network Server down
 - Student Information System down
 - Local Area Network down
7. **GOVERNING LAW.** This Agreement, and the rights and obligations of the parties, shall be governed by and construed in accordance with the laws of the State of California.
8. **ENTIRE AGREEMENT.** This Agreement contains the entire agreement and understanding between the parties. It supersedes and replaces any prior agreement between the parties. There are no oral understandings, terms or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement.

9. **ALTERATION OF AGREEMENT.** This Agreement may be modified or terminated only by mutual agreement of the parties where the changes are in writing and is signed by both parties.

10. **INDEMNIFICATION.** The DISTRICT agrees to indemnify, defend, and hold harmless TCDE, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on TCDE arising out of the DISTRICT's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of TCDE, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless DISTRICT under this Agreement, the DISTRICT shall reimburse TCDE for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. The DISTRICT shall seek TCDE approval of any settlement that could adversely affect TCDE, its officers, agents or employees.

TCDE agrees to indemnify, defend, and hold harmless the DISTRICT, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on the DISTRICT arising out of TCDE's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of DISTRICT, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless TCDE under this Agreement, TCDE shall reimburse the DISTRICT for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. TCDE shall seek the DISTRICT's approval of any settlement that could adversely affect the DISTRICT, its officers, agents or employees.

11. **ATTORNEY'S FEES.** Should any action be brought to enforce any of the terms of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees.

SIGNATURES

TCDE, Information Technology

Richard DuVarney

By: Richard DuVarney (Jun 7, 2024 16:09 PDT)

RICHARD DUVARNEY

Tehama County Superintendent of Schools

Date: Jun 7, 2024

Corning Union High School District

Jared Caylor

By: Jared Caylor (Jun 10, 2024 11:14 PDT)

Jared Caylor

Superintendent

Date: Jun 10, 2024

Notice may be sent to:

Tehama County Department of Education
1135 Lincoln Street
Red Bluff, CA 96080
530-527-5811
Fax 530-529-4120

Attachment "A" Description of Services

Tehama County Department of Education provides the following services related to LAN (Local Area Network) and Desktop Support.

LAN / Desktop Support

TCDE provides the following Services in this category:

- Personal computer setup / installation / maintenance
- Local desktop software installation and configuration
- Operating system setup and installation
- Network based software installation and configuration
- Local printer installation and setup
- Server based printer installation
- Individual staff technology in-service
- Project management and purchasing recommendations
- Troubleshoot PC hardware problems
- Routine PC replacement
- Installation and configuration of LAN switching equipment
- DHCP server(s)
- Network troubleshooting
- Microsoft Active Directory administration
- Microsoft File Server installation and configuration
- Microsoft Active Directory support
- Microsoft Server installation and configuration
- Management of backup software / hardware
- Google Apps setup and configuration / support
- Food service software setup and configuration / support
- Projector / media system design and support
- Wireless network design, installation, and support
- Testing and assessment system support
- Autodialer software support
- Data integration and automation with SIS systems

TCDE will provide service as defined under the summary and terms section of this contract. A day of service will be defined as 8 hours of work.

TCDE and the DISTRICT will schedule a standard time and day of the week that TCDE staff will be on-site for contracts greater than 22 estimated days.

Travel time to the DISTRICT at any location will be included in the total contract time. Any additional travel on behalf of the DISTRICT will also be included in the total contract time.

LAN / Desktop Support requires DISTRICT to purchase and maintain software licensing for a Windows Endpoint Security (EDR) product that is approved by TCDE ITS.

SERVER HOSTING

TCDE provides the following Services in this category:

- Hosting of district servers on colocation or in a virtual environment located at the TCDE datacenter
- Backup of district servers at TCDE

Hosting Microsoft core services at TCDE requires a district internet connection speed of 50 Mbps or greater. TCDE will use and maintain appropriate daily backups of your Virtual Servers within the TCDE Datacenter. Although routine maintenance of backups and reports are monitored, TCDE cannot be held responsible for any data loss, alteration, and corruption of any software, data or files. This also includes data corruption due to database problems, lapse in time from a previous restore point, software bugs, hardware failures, malicious attacks, or natural disaster.

STUDENT INFORMATION SYSTEM SUPPORT

TCDE provides the following Services in this category:

- Student Information System Support provided by TCDE staff
- Management and configuration of all Aeries related software and servers
- Aeries software licensing, if the DISTRICT is a part of the original licensing consortium
- CALPADS / State reporting assistance

Aeries licensing cost is based on selected features. The DISTRICT is responsible for all annual software licensing and support, billable as outlined in the district's Aeries contract.

LIBRARY MANAGEMENT SOFTWARE SERVICES

TCDE agrees to provide the following Services in this category:

- Hosting of the Follett Destiny software
- Configuration support
- Software updates
- Annual school year preparation and rollover
- Backup and storage of all Destiny related data

Destiny licensing cost is based on selected features. The DISTRICT is responsible for all annual software licensing for library management software services.

ESCAPE FINANCIAL SYSTEM DATA PROCESSING SERVICES

The annual contract includes cost for services provided by the TCDE to the DISTRICT relative to the provision of a financial accounting, budget, and payroll system. The contract fee is determined by allocating the total cost among all districts using each district's pro-rata share of total expenses and P2 ADA from the prior year actual expenses.

Data Processing Services will include the following:

- Annual Escape Technologies Agreement which includes enhancements/change requests with Escape – for all Escape users, Escape web-based training, costs associated with participation in Escape Statewide User Group, local user groups and training.
- Any overtime costs incurred by the Superintendent, as a direct result of district actions shall result in a bill back to the district. When possible, district will be notified prior to incurring overtime costs.

DOCSTAR DOCUMENT IMAGING

Shared software licensing includes actual shared costs provided by TCDE to the DISTRICT for software licensing of the following products:

TCDE agrees to provide the following Services in this category:

- Hosting of the DocStar imaging software
- User configuration and template creation
- Data storage of scanned images
- Support and training provided by Coastal Business Systems

DocStar licensing is billed annually and the total cost is determined by using each participating district's pro-rata share of total expenses from the prior year actual expenses.

DISCOVERY EDUCATION STREAMING

Shared licensing of Discovery Education Streaming is provided by TCDE on an opt-in basis. This service provides standards aligned multimedia content for Students and Teachers.

TCDE agrees to access district participation and renew the software licensing agreement annually. District cost is based on Student P2 ADA.

**Corning Union High School District
Superintendent Evaluation Process 2024**

1. At the Board meeting in September, the Superintendent will provide the Board with a report on the status of the goals to date. The evaluation document will also be distributed to the Board at that meeting, along with a bulleted summary, provided by the Superintendent, of how the Superintendent has met or made progress toward each of the evaluation criteria.
2. At a special Board meeting in October, the Board will meet with the purpose of completing the Superintendent's Evaluation. After completing the evaluation as a Board without the Superintendent, the Board President and Clerk will meet with the Superintendent (on a separate date) to present the finalized evaluation document.

**MEMORANDUM OF UNDERSTANDING
CORNING UNION HIGH SCHOOL DISTRICT
AND
CORNING HIGH SCHOOL EMPLOYEES ASSOCIATION/ESP/CTA/NEA**

Confidential Principal Administrative Assistant/Data Technician

This Memorandum of Understanding ("MOU" or Agreement") is made and entered by and between Corning Union High School District ("District") and Corning High School Employees Association/ESP/CTA/NEA ("Association"), collectively referred to as the "Parties."

The District currently employs 2.0 FTE Attendance Administrative Assistants. The Attendance Administrative Assistant classification is represented by the Association.

The District identified a need for a Confidential Principal Administrative Assistant/Data Technician position commencing the 2024-2025 school year.

The Association represents the Campus Supervisor and IBI classifications.

The District and Association agree as follows:


The District shall reduce 1.0 FTE Attendance Administrative Assistant position at the end of the 2023-2024 school year.

The District is authorized to create the new Confidential Principal Administrative Assistant/Data Technician position commencing the 2024-2025 school year. The District shall increase 1.0 FTE Campus Supervisor and 1.0 FTE IBI commencing the 2024-2025 school year.

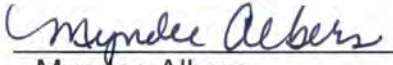
The Parties agree the District may appoint the Confidential Principal Administrative Assistant/Data Technician position.

This MOU is non-precedent setting and shall not be the basis for establishing a past practice.

The undersigned represent that they are authorized to execute this MOU.



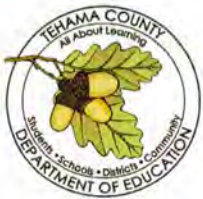
Jared Caylor
Superintendent
President



Myndee Albers
Corning CTA-ESP

Date: 6/28/24

Date: 6.7.24



TEHAMA COUNTY DEPARTMENT OF EDUCATION

1135 Lincoln Street • Red Bluff, CA 96080

(530) 527-5811 • Fax (530) 529-4120

SARB COORDINATOR PROGRAM PARTICIPATION CONTRACT 2024-2025

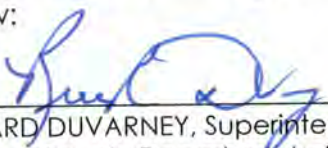
This agreement is entered into on this date, **July 1, 2024**, by and between the **Tehama County Department of Education**, herein referred to as DEPARTMENT, and the trustees of the **CORNING HIGH SCHOOL DISTRICT**, herein referred to as DISTRICT, for the **2024-2025** fiscal year.

You will be invoiced in May of **2025** for the amount below.

The annual contract includes cost for services provided by the DEPARTMENT to the DISTRICT for the **2024-2025** school year. The cost for services is **\$16,365**. The DEPARTMENT will provide a full time, ten months per year, employee who will be assigned to serve as a SARB Coordinator and who will perform the activities outlined below:


1. Truancy contacts by telephone
2. Preparation and mailing of truancy letters
3. Home visits and parent conferences on truancy
4. School pupil conferences on truancy
5. Liaison with law enforcement agencies - Interagency Task Force on Gangs - and District Attorney's Office
6. Local and county SARB coordination
7. County SARB referral processing
8. SARB Contract/Agreement monitoring and follow-up conferences and visits
9. Coordinates filing of charges against parents for SARB violations with the District Attorney's Office
10. Support for school administrators and nursing personnel with potentially dangerous home visits and conferences
11. Providing consultation and liaison to law enforcement on school safety, security, and crisis response planning
12. Coordinates collection and state reporting of mandated school crime data

The provisions of this agreement are agreed to by both parties as certified by the signatures below:


RICHARD DUVARNEY, Superintendent
Tehama County Department of Education

Date

6/10/24


CLERK/AUTHORIZED AGENT
Corning High School District

Date

6/20/24

CUHSD EVALUATIONS COMPLETED IN 2023-24 SCHOOL YEAR

Classification	Evaluation Cycle	Number of Evals Due	Number of Evals Completed
Certificated Admin	Annual	5	4*
Classified Manager	Annual	2	2
Confidential	Annual	4	4
Certificated	Annual for 2 yrs, then every 2-5 yrs	29	29
Classified	First six months, then annual	61	40**
Total		101	79
*Due to retirement			
**Director of MOT Turnover, notice given to bargaining unit			

2024-25 Local Performance Indicator Self-Reflection

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

Introduction

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

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

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

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

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

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

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
23/24	61	56	0	3	0	0	0	

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

Rating Scale (lowest to highest):

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

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

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

Rating Scale (lowest to highest):

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

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

Other Adopted Academic Standards

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

Rating Scale (lowest to highest):

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

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

Support for Teachers and Administrators

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

Rating Scale (lowest to highest):

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

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

Optional Narrative (Limited to 1,500 characters)

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

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

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

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

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

CUHSD has a long track record of high levels of parent involvement and interaction with the community. Extracurricular activities are one area where the District does this highly effectively. In addition to that, the District utilizes parent messaging apps, the student information systems, and parent outreach "in person" activities to improve parent engagement. Generally speaking, the District still needs to improve in its outreach to our Hispanic families to generate more two way communication.

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

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

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

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

Section 2: Building Partnerships for Student Outcomes

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

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

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	3
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

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

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

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

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

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

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

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

Section 3: Seeking Input for Decision-Making

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

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

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

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

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

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

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

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

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

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

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Survey Overview

Participation Rates: High for 9th grade (100%), moderate for 10th grade (42%), and high for 11th grade (83%).

Instructional Models: Predominantly in-school learning with minimal remote learning participation.

Key Indicators

School Climate and Engagement

School Connectedness:

9th grade: 55%

10th grade: 44%

11th grade: 51%

Academic Motivation: Consistently around 60% across grades.

School Boredom: 41-43% find school boring.

Perception of School Value: 7-15% see school as worthless.

Social and Emotional Health

Emotional Distress:

9th grade: 24%

10th grade: 22%

11th grade: 21%

Chronic Sadness/Hopelessness: 24-26% across grades.

Suicidal Thoughts: 16% of 9th graders, 13% of 10th graders, and 10% of 11th graders.

Optimism: Ranges from 38-43%.

Life Satisfaction:

9th grade: 63%

10th grade: 57%

11th grade: 67%.

Substance Use

Current Use (past 30 days):

Alcohol/Drugs: 13-14%

Tobacco: 5-9%

Marijuana: 7-8%

Binge Drinking: 6-8%

Lifetime Use:

Very drunk/high 7+ times: 6-7%

Drunk/high at school: 6-8%.

Safety and Violence

Perceived Safety:

9th grade: 56%

10th grade: 47%

11th grade: 50%.

Bullying/Harassment:

Experienced: 19-29%.

Physical Fights: 5-11%.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The 2023-2024 California Healthy Kids Survey for Corning Union High School District reveals a student body with strong academic motivation and a considerable sense of school connectedness, particularly among 9th graders. However, the data also highlights significant challenges in areas such as emotional distress, substance use, perceived safety, and bullying. A notable proportion of students report experiencing social-emotional distress and chronic sadness, with some considering suicide. Substance use remains a concern, with a portion of students engaging in alcohol, drug, and tobacco use. Perceived safety at school is moderate, with substantial reports of bullying and harassment.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

To address these issues, the district needs to focus on enhancing school connectedness, especially for 10th graders, implementing comprehensive mental health support, strengthening substance abuse prevention programs, and improving safety and anti-bullying measures. Additional support should be directed towards special education students and English learners. By leveraging existing strengths and addressing these critical needs, the district can foster a safer, more supportive, and engaging educational environment for all students.

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

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

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

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

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

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

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

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

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

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

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

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

Rating Scale (lowest to highest):

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

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

Coordinating Instruction	1	2	3	4	5
policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					

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

Budget, July 1
FINANCIAL REPORTS
2024-25 Budget
School District Certification

52 71506 0000000
Form CB
F8BHRWCHXU(2024-25)

ANNUAL BUDGET REPORT:

July 1, 2024 Budget Adoption

Select applicable boxes:

- X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.
- X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: CORNING UNION HIGH SCHOOL DISTRICT OFFICE

Date: JUNE 13, 2024

Adoption Date: JUNE 20, 2024

Signed: 

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

Public Hearing:

Place: CORNING HIGH SCHOOL
LIBRARY

Date: JUNE 19, 2024

Time: 4:00 PM

Contact person for additional information on the budget reports:

Name: DIANA DAVISSON

Title: CHIEF BUSINESS OFFICIAL

Telephone: 530-824-8002

E-mail: DDAVISSON@CORNINGHS.ORG

Criteria and Standards Review Summary

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

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.		X
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	
9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	

Budget, July 1
FINANCIAL REPORTS
2024-25 Budget
School District Certification

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Form CB
F8BHRWCHXU(2024-25)

SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2023-24) annual payment?	X	X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?	X X X	X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)		X X X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Adoption date of the LCAP or an update to the LCAP:		X 06/20/2024
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	
A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

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

To the County Superintendent of Schools:

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

Total liabilities actuarially determined:

\$ _____

Less: Amount of total liabilities reserved in budget:

\$ _____

Estimated accrued but unfunded liabilities:

\$ _____ 0.00

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

NVSIG

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

Signed


Clerk/Secretary of the Governing Board

(Original signature required)

Date of Meeting: JUNE 20, 2024

For additional information on this certification, please contact:

Name: DIANA DAVISSON

Title: CHIEF BUSINESS OFFICIAL

Telephone: 530-824-8002

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**RESOLUTION OF THE BOARD OF DIRECTORS
Corning Union High School District
A California Public Benefit Corporation
Board Resolution #467**

WHEREAS, the voters approved Proposition 30 on November 6, 2012 and Proposition 55 on November 8, 2016;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012 and Proposition 55 Article XIII, Section 36 to the California Constitution effective November 8, 2016 (commencing 01/01/2018);

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education

Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Corning Union High School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Corning Union High School District has determined to spend the monies received from the Education Protection Act in fiscal year 2024-25 as attached.

DATED: 6/20/2024



Board Member



Board Member



Board Member



Board Member



Board Member

**AGREEMENT
FOR
ARCHITECTURAL SERVICES
BETWEEN
CORNING UNION HIGH SCHOOL DISTRICT
AND
NICHOLS, MELBURG & ROSSETTO
FOR THE

CORNING HIGH SCHOOL
SHOP
BUILDING
MODERNIZATION**

NMR Project 22-2013

May 2024

CORNING UNION HIGH SCHOOL DISTRICT
643 Blackburn Avenue
Corning, CA 96021

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**AGREEMENT
FOR
ARCHITECTURAL SERVICES**

This Agreement for Architectural Services ("Agreement") is made and entered into by and between the Corning Union High School District, a California public school district (the "District"), and Nichols, Melburg & Rossetto (the "Architect"), with respect to the following recitals:

- A. District proposes to undertake the construction of improvement projects which require the services of a duly qualified and licensed architect.
- B. Architect represents that Architect is licensed to provide architectural/engineering services in the State of California and is specially qualified to provide the services required by the District, specifically the design and construction oversight of public school(s).
- C. The parties have negotiated the terms pursuant to which Architect will provide such services and reduce such terms to writing by this Agreement.

The Parties therefore agree as follows:

**ARTICLE 1
DEFINITIONS**

- 1.1 **Additional Services.** "Additional Services" shall mean those services in addition to the Basic Services that are provided by Architect and authorized in writing by the District, and as further defined in Article 6 herein.
- 1.2 **Agreement.** "Agreement" shall mean this Agreement for Architectural Services.
- 1.3 **Architect.** "Architect" shall mean Nichols, Melburg & Rossetto, and its officers, shareholders, owners, partners, employees, agents and authorized representatives.
- 1.4 **Basic Services.** Architect's Basic Services consist of the design services, including civil, structural, mechanical, and electrical engineering services, normally required to complete the Project, as further defined in Article 5.
- 1.5 **Contract Documents.** "Contract Documents" shall mean those documents which are required for the actual construction of the Project, including but not limited to the Agreement between Owner and Contractor, complete working drawings and specifications setting forth in detail sufficient for construction the work to be done and the materials, workmanship, finishes and equipment required for the architectural, structural, mechanical, electrical system and utility-service-connected equipment and site work.
- 1.6 **Contractor.** "Contractor" shall mean one or more contractors ultimately selected to perform work on the Project or any replacement.
- 1.7 **District.** "District" shall mean the Corning Union High School District, and its governing board members, employees, agents and authorized representatives.
- 1.8 **Project.** "Project" shall mean the work of improvement described in Article 3, and construction thereof, including the Architect's services thereon, as described in this Agreement.

1.9 **Project Construction Cost.** "Project Construction Cost" shall mean the estimate of total construction costs to the District as initially submitted by the Architect pursuant to this Agreement and accepted by the District, and as subsequently revised in these manners: (a) Revised by changes to the Project Construction Cost under Article 5 of this Agreement; (b) revised at the time the District enters a construction contract, to equal the construction contract amount, (c) increased by the dollar amounts of all approved additive contract change order items, with the exception of (i) items resulting from Wrongful Acts or Omissions on the part of the Architect, including but not limited to those items covered by Section 5.7.19.2, below, (ii) payments to Architect or consultants for costs of inspections, surveys and tests not included in the Project, and (iii) items where Architect and District agreed to compensate the Architect for its services on an hourly basis, pursuant to Section 5.7.19.1, below; and (d) decreased by the dollar amounts of all approved deductive contract change order items.

1.10 **Wrongful Acts or Omissions.** "Wrongful Acts or Omissions" shall mean Architect's acts or omissions in breach of this Agreement, the applicable standard of care, or law.

ARTICLE 2 RETENTION OF ARCHITECT: STANDARD OF CARE

2.1 District retains Architect to perform, and Architect agrees to provide to District, for the consideration and upon the terms and conditions set forth below, the architectural and engineering services specified in this Agreement and related incidental services. The Architect agrees to perform such services as expeditiously as is consistent with professional skill and care and the orderly progress of the Project and in accordance with a mutually acceptable project schedule as set forth in Attachment One to each Project Authorization. The schedule shall include reasonable allowances for review and approval of deliverables under the Master Agreement by the District and governmental entities having jurisdiction over the Project. The schedule may be adjusted by the Parties, in writing, as the Project progresses, to address circumstances beyond the Architect's reasonable control.

2.2 All services performed by the Architect under and required by this Agreement shall be performed (a) in compliance with this Agreement and (b) in a manner consistent with the level of care and skill ordinarily exercised by architects in the same discipline, on similar projects in California with similar complexity and with similar agreements, who are specially qualified to provide the services required by the District; and all such services shall be conducted in conformance to, and compliance with, all applicable Federal, State and local laws, including but not limited to statutes, decisions, regulations, building or other codes, ordinances, charters, and the Americans with Disabilities Act ("ADA") that are in effect as of the date of this Agreement. Architect shall be responsible for the completeness and accuracy of the plans and specifications.

ARTICLE 3 DESCRIPTION OF PROJECT

3.1 The Project concerning which such architectural services shall be provided is described as:

A Shop Building Modernization project, including but not limited to: Modernization of one existing 10,000 square foot shop building and Construction of one new classroom building, approximately 2,200 sq ft. with associated infrastructure and site improvements.

The project is not intended to be split into multiple prime contracts.

ARTICLE 4 COMPENSATION

4.1 Basic Services

4.1.1 For all "Basic Services" satisfactorily performed as defined in Articles 1 and 5 of this Agreement, the total compensation paid to the Architect for the Project shall be:

Existing Shop Modernization	12% of construction cost
New Classroom Building	9 % of construction cost

This compensation shall be paid pursuant to the following schedule:

Initial Payment	None
Upon Completion of:	
Schematic Design	20%
Design Development Phase	25%
Contract Documents Phase	25%
DSA Back Check	5%
Bidding Phase	5%
Construction Phase	18%
Close Out	<u>2%</u>
TOTAL BASIC COMPENSATION	100%

Upon any adjustment (increase or decrease) to the Project Construction Cost as contemplated by section 1.9, including but not limited to any adjustment made at such time as bids are received, the Architect's total compensation for Basic Services for the Project shall also be increased or decreased, including retroactively for Basic Services already performed and payments already made. Such adjustments may be effected by the District by either (a) adjusting any future payment due under the payment schedule immediately above, or (b) issuing a revision notice to Architect that either tenders any additional payment owed or demands reimbursement from the Architect of any overpayment to date.

4.2 Additional Services

4.2.1 For all "Additional Services," as defined in Articles 1 and 6 of this Agreement, compensation shall be a fee to be agreed upon by the parties in writing prior to performance of such services by Architect. Unless expressly stated in the written authorization to proceed with the additional services, the fee for such additional services shall be an amount computed by multiplying the hours to be worked by Architect's staff or Architect's consultants by their standard billing rates as shown in Exhibit A, or as otherwise specifically approved in writing in advance by District

4.2.2 Architect shall keep complete records showing all hours worked and all costs and charges applicable to work not covered by the basic fee. Architect will be responsible for Architect's consultants keeping similar records. District shall be given reasonable access to those records for audit purposes.

4.3 Reimbursable Expenses. Reimbursable Expenses are in addition to the Compensation for Basic and Additional Services and include actual expenditures made by the Architect and the Architect's employees and consultants in the interest of the Project for the expenses listed below:

4.3.1 Expense of transportation in connection with the Project; living expenses in connection with out-of-town travel; and long distance communications.

4.3.2 Expense of reproductions; fax, postage and messenger for transmission of drawings, specifications and other documents (excluding reproductions for the office use of the Architect and the Architect's consultants).

4.3.3 Expenses of Alliance2Build project management software.

4.3.4 Expense of data processing and photographic production techniques when used in connection with Additional Services.

4.3.5 If authorized in advance by the District, expenses of overtime work requiring higher than regular rates.

4.3.6 Expense of renderings, models and mock-ups requested by the District; expense of publishing pursuant to section 5.6.5.

Reimbursable Expenses do not include indirect costs, such as general overhead (for example, home office overhead [including technology hardware and software] or insurance premiums), for which Architect must pay out of its compensation for services under Section 4.1, above; nor do they include expenses incurred in connection with Basic or Additional Services that result from Wrongful Acts or Omissions. Architect may not charge a mark-up on Reimbursable Expenses. Payment for all Reimbursable Expenses incurred in connection with either Basic or Additional Services shall be made on a monthly basis. Invoices, receipts or other documentation to establish the validity of all reimbursable expenses shall be a prerequisite to District payment of such expenses.

4.4 Payment

4.4.1 Each payment to Architect for Basic and Additional Services satisfactorily performed, and Reimbursable Expenses reasonably incurred, shall be made in the usual course of District business after presentation by Architect of a properly documented and submitted monthly invoice approved by District's authorized representative designating the services performed, or Reimbursable Expenses incurred, the method of computation of the amount payable, and the amount payable. District shall pay approved invoices within sixty (60) days after proper submission by Architect, and Architect otherwise waives all rights and remedies under law related to receipt of payment. To be properly submitted, an invoice shall be timely, be accompanied by all necessary documentation, list all activities performed, and for each activity performed list the person performing it and the person's rate of compensation. Architect's invoice shall be submitted within ten (10) days of the end of the monthly billing period. If District disputes a portion of a properly submitted invoice, it shall notify Architect of the dispute and, upon Architect's written request, arrange for a meeting to confer about, and potentially resolve the dispute. Prior to this meeting, Architect shall provide all documentation requested to support disputed portions of properly submitted invoice. Regardless of any such dispute about an invoice or payment, Architect shall continue to provide all services required by this Agreement and law until the end of the Project, even if District and Architect cannot resolve all such disputes.

4.4.2 The Architect's compensation shall be paid at the time and in the amount noted, where the amount due to the Architect is not disputed, notwithstanding a Contractor-caused delay in completion of the project or reduction of final construction cost by reason of penalties, liquidated damages, or other amounts withheld from the Contractor. However, District may withhold from payments to Architect to the extent that (i) Basic and Additional Services remain to be performed, including but not limited to those required for project closeout and payments to Contractor, and (ii) Wrongful Acts or Omissions caused District to incur damages, losses, liabilities or costs, including but not limited to withholding any amounts for which Architect is responsible under Section 5.7.20.

4.4.3 Should District cancel the Project pursuant to section 12.1 of this Agreement at any time during the performance of this Agreement, Architect shall, upon notice of such cancellation, immediately cease all work under this Agreement. In such event, Architect's total fee for all services performed shall be computed as set forth in Section 12.1.

4.4.4 Architect shall not accept compensation or other benefits from other persons related to the Project, including payments from manufacturers of construction materials that are specified in the design.

ARTICLE 5 BASIC SERVICES TO BE RENDERED BY ARCHITECT

5.1 General

5.1.1 Architect's Basic Services consist of the design services, including civil, structural, mechanical, and electrical engineering services, normally required to complete the Project. The Basic Services also include the services described in this Article 5, below, including but not limited to bid package preparation, bid handling, preparation and processing of change orders, requests for information, and other contract administration duties. The District shall have the right to add or delete from the Architect's scope

of services as it may determine is necessary for the best interests of the Project and/or the District. Architect shall expeditiously and diligently perform all of its work and obligations under this Agreement. Architect may not cease, delay or reduce, or threaten to cease, delay or reduce, its performance based on a payment dispute with District under Section 4.4, above. The Architect acknowledges that its priority is to complete the Project and the Architect's services, and that any payment disputes with the District under Section 4.4, if not resolved during the Project, must wait for resolution after the Project.

5.1.2 The Architect shall review the estimate described more fully hereinafter at each phase of Architect's services, also as defined hereinafter. If such estimates are in excess of the project budget, the Architect shall revise the type or quality of construction to come within the budgeted limit.

5.1.3 Whenever the Architect's services include the presentation to the District of Project Construction Cost, the Architect shall include a reasonable amount for contingency costs arising from, among other things, higher bids than anticipated, future increase in construction costs, and change orders based on unforeseen site conditions. However, any such contingency for change orders shall not affect Architect's compensation.

5.1.4 The Architect shall notify the District if there are any indicated adjustments in previously provided Project Construction Cost arising from market fluctuations or approved changes in scope or requirements based upon a mutually agreed upon index. Any such adjustments shall not affect Architect's compensation until bids are received and accepted.

5.1.5 At the District's request, the Architect and Architect's consultants shall cooperate with District and the District's consultants in verifying that Architect's plans, specifications, studies, drawings, estimates or other documents relating to the Project are constructible and otherwise comply with the Contract Documents. If there are project meetings during the design and construction phases, Architect shall attend those meetings.

5.1.6 The Architect shall investigate existing conditions of facilities and thoroughly account for and list in the construction documents any pertinent conditions of such facilities, all in a manner that satisfies the standard of care and level of performance required by this Agreement. Architect's investigation required by this provision shall be limited to non-destructive evaluation.

5.1.7 Architect is an agent of District and shall reasonably represent the District at all times in relation to the Project.

5.1.8 Architect shall be fully licensed as required by law at all times when providing services under this Agreement.

5.2 Consultants

5.2.1 Architect's Consultants. The Architect shall employ or retain at Architect's own expense, engineers and other consultants necessary to Architect's performance of this Agreement and licensed to practice in their respective professions in the State of California. Engineers and consultants employed by Architect for this Project shall be approved by District prior to their commencement of work. The Architect's consultants shall be employed to provide assistance during all aspects of the Project and will include, in addition to design services: review of schedules, shop drawings, samples, submittals, and requests for information. The Architect's Consultants shall also conduct periodic inspections of the site to determine conformance with the Project design and specifications and shall participate in the final inspections and development of any "punch list" items. Architect must disclose to District all such consultants retained, and the compensation paid to them.

Schedule of Consultants

Civil Engineering	Robertson & Erickson
Structural Engineering	Nichols Melburg & Rossetto
Mechanical Engineering	Frontier Consulting Engineers
Electrical Engineering	Frontier Consulting Engineers

5.2.2 District's Consultants. Architect shall confer and cooperate with consultants retained by District as may be requested by District or as reasonably necessary. District may retain a construction manager to assist District in performance of District's duties for the Project.

5.2.3 The Architect shall assist the district in procuring a certified survey of the site if required, including grades and lines of streets, alleys, pavements, adjoining properties and structures; adjacent drainage; rights-of-way, restrictions, easements, encroachments, zoning, deed restrictions, boundaries and contours of the building site, locations, dimensions and floor elevations of existing buildings, other improvements and trees; and full information as to available utility services and lines, both public and private above and below grade, including inverts and depths. All the information on the survey customarily referenced to a project benchmark shall be referenced to a Project benchmark. The cost of any such survey shall be borne by the District, and the District shall own and, upon termination of this Agreement or completion of the Project, shall have returned to it by Architect any designs, plans, specifications, studies, drawings, estimates or other documents prepared as part of the survey.

5.2.4 Architect shall procure chemical, mechanical or other tests required for proper design, tests for hazardous materials and borings or test pits necessary for determining subsoil conditions. The cost of any such tests shall be borne by the District, and the District shall own and, upon termination of this Agreement or completion of the Project, shall have returned to it by Architect any designs, plans, specifications, studies, drawings, estimates or other documents prepared as part of the testing.

5.2.5 Architect shall assist the District and its consultants to apply for funding for the Project from the State Allocation Board. Architect shall be responsible for all submittals required of the Architect by the Division of the State Architect ("DSA"), OPSC and California Department of Education in connection therewith.

5.3 Schematic Design Phase

5.3.1 The Architect shall review all information concerning the Project delivered or communicated by the District to the Architect to ascertain the requirements of the Project and shall arrive at a mutual understanding of such requirements with the District.

5.3.2 The Architect shall provide a preliminary evaluation of the District's Project, schedule and construction budget requirements, each in terms of the other.

5.3.3 The Architect shall review with the District alternative approaches to the design and construction of the Project, and shall include alternatives that may reduce the cost of the Project.

5.3.4 Based on a mutual understanding of the District's budget and scope of work requirements, the Architect shall prepare for the District written approval, schematic design documents, which include but are not limited to, schematic design studies, site utilization plans, a description of the Project showing, among other things, the scale and relationship of the components of the Project, preparation of a written estimated statement of Project Construction Cost and a written time schedule for the performance of the work that itemizes constraints and critical path issues. The schematic design documents shall represent a 15% complete design. The Project Construction Cost shall be based on current area, volume and other unit costs, shall conform to District's total construction cost budget, and shall include reasonable contingencies for all construction and construction management work. The written schedule shall conform to District's milestone and completion deadline requirements. Nevertheless, Architect is encouraged to make

recommendations to District regarding additional benefits that could be realized by increasing the District's total construction cost budget, or by altering the District's completion deadlines. If District incorporates any recommended changes, then Architect shall revise the schematic design documents, including but not limited to the written statement of Project Construction Cost and written schedule for the performance of work, as necessary until District approves them in writing. Architect shall attend, and present at, as many meetings of the District's governing board as may be necessary to obtain written approval of the schematic design documents.

5.3.5 The Architect shall submit to the District a preliminary Project Construction Cost based on current area, volume and other unit costs.

5.4 Design Development Phase

5.4.1 Following District's written approval of the schematic design documents, including the estimate of Project Construction Cost and schedule, Architect shall provide all necessary architectural and engineering services to prepare design development documents for the District's governing board's written approval, which fix and describe the size and character of the project and which shall include, but are not limited to, site and floor plans, elevations and other approved drawings and shall outline the specifications of the entire Project as to kind and quality of materials, categories of proposed work such as architectural, structural, mechanical and electrical systems, types of structures and all such other work as may be required. During the design development phase, Architect will keep the Project within all budget and scope constraints set by the District. The design development documents shall represent a 50% complete design. The design development documents shall include a revised Project Construction Cost, and a revised construction schedule. The revised Project Construction Cost shall be based on current area, volume and other unit costs. The revised Project Construction Cost shall conform to District's total construction cost budget and shall include reasonable contingencies for all construction and construction management work, and the revised construction schedule shall conform to District's milestone and completion deadline requirements. Nevertheless, Architect is encouraged to make recommendations to District regarding additional benefits that could be realized by altering the District's total construction cost budget or completion deadlines. If District incorporates any recommended changes or otherwise does not approve the submitted design development documents, then Architect shall revise the design development documents, including but not limited to the written statement of Project Construction Cost and written schedule for the performance of work, as necessary until District approves them in writing. Architect shall attend, and present at, as many meetings of the District's governing board as may be necessary to obtain written approval of the design development documents.

5.4.2 The Architect shall assist the District and its consultants in the preparation and/or modification of the Storm Water Pollution Prevention Plan if any such plan is required for this Project.

5.4.3 Architect shall prepare necessary documents for and oversee the processing of District's application for and obtaining of required approvals from the DSA, the OPSC (if applicable), the Department of Education, the State Fire Marshall and other agencies exercising jurisdiction over the Project. Architect shall also be responsible for the preparation and submission of any required applications, notices or certificates to public agencies as required by law. Architect shall provide a copy of all such documents to the District.

5.4.4 The Architect shall advise the District of any adjustments to the preliminary Project Construction Cost.

5.4.5 Architect shall identify areas of construction for which unit pricing shall be required as part of the Contractor's bid.

5.4.6 Architect shall provide at no expense to the District one complete set of preliminary plans for the review and written approval of the District and one set for each public agency having approval authority over such plans for their review and approval at no expense to the District.

5.5 Contract Documents Phase

5.5.1 Following the District's written approval of the design development documents, including the Project Construction Cost and construction schedule, the Architect shall prepare Contract Documents for the written approval of District's governing board consisting of 100% complete working drawings and specifications setting forth the work to be done in detail sufficient for construction, including but not limited to the materials, workmanship, finishes and equipment required for the architectural, structural, mechanical, electrical system and utility service-connected equipment and site work. Architect shall ensure that the drawings and specifications are, among other things, complete, accurate, and coordinated so as to eliminate errors, omissions and conflicts, especially between the work of a sub consultant and other sub consultants or the Architect; and Architect may not shift its responsibility for completeness, accuracy and coordination to the Contractor, except on a clearly designated design-build project. Architect shall also update the construction schedule and the Project Construction Cost for written approval of District's governing board. The Contract Documents shall conform to, comply with, and satisfy all applicable Federal, State and local laws, including but not limited to statutes, decisions, regulations, building or other codes, ordinances, charters, and the Americans with Disabilities Act ("ADA"). As part of the Contract Documents, Architect shall prepare an accurate set of drawings indicating dimensions and locations of existing buried utility lines, which shall be included in the bid packages. If the project is intended to be split into multiple prime contracts, then the Contract Documents shall be structured in order to maximize the ability to create multiple prime bid packages for the Project, and shall identify the bid packages to be created.

5.5.2 Architect shall consult with and involve the District in development of the bid documents and bid package, and shall forward them to the District for written approval prior to their use. If the District is using a multiple prime delivery method for the Project with multiple bid packages, then Architect shall consult with and involve the District in identification and development of the bid documents and bid packages, and shall forward them to the District for written approval prior to their use.

5.5.3 Prior to submission of the Contract Documents to DSA for plan check, the Architect shall submit the Contract Documents to the District for an opportunity to review them for various issues, including but not limited to constructability, scheduling, general completeness, clarity, consistency, coordination, cost-effectiveness, value engineering, identification of possible add/delete bid alternatives, time of construction, and suitability for separation of the Project design, plans and specifications into bid packages for various categories and/or portions of the work. However, such review by District is not required.

5.5.4 After approval by the District and any constructability review, the Architect shall submit the Contract Documents to DSA for plan check, and make the necessary corrections to secure DSA approval.

5.5.5 The Architect shall give the District, at the time of DSA approval of the final form of the Contract Documents, Architect's final estimate of Project Construction Cost and construction schedule, which shall be given final written approval by District's governing board along with the Contract Documents. The revised Project Construction Cost shall be based on current area, volume and other unit costs, and on a mutually acceptable recognized building cost index, and shall include a reasonable contingency. In preparing the revised estimate of Project Construction cost and construction schedule for the Contract Documents, the Architect shall consult with and involve the District in the process to maximize accuracy and completeness. If the District is intending to enter multiple prime contracts, the Project Construction Cost shall include separate bid estimates for each bid package, plus a reasonable contingency; and the construction schedule shall reflect the fact that multiple contractors will be performing separate bid packages, including a general conditions bid package. The revised Project Construction Cost estimate shall conform to District's total Project budget, and the revised construction schedule shall conform to District's milestone and completion deadline requirements. Architect shall attend, and present at, as many meetings of the District's governing board as may be necessary to obtain written approval of the Contract Documents.

5.6 Bidding and Negotiations Phase

5.6.1 Following DSA's and District's written approval of Contract Documents and District's written acceptance of Architect's final estimate of Project Construction Cost and Construction schedule, Architect shall continue to work with the District in finalizing the bid documents and bid package, as described in Section 5.5.2, above. Architect shall reproduce the bid documents and bid package in the number requested by the District and distribute them among interested contractors. Architect shall also assist the District in obtaining of bids, and shall assist the District in evaluating contract proposals or bids and substitutions proposed by contractors, and in awarding the bids. All sets of Contract Documents, which does not include those for the use of the Architect or its consultant, requested by the District shall be reproduced at District's expense.

5.6.2 Architect's estimate of Project Construction Cost at the time of DSA approval of the Contract Documents shall be current as of that date. Should bids be received more than ninety (90) days after the date of that Project Construction Cost, the Architect's total construction cost shall be escalated by the cost-of-construction in the then current mutually agreed upon recognized building cost index.

5.6.3 Should the lowest responsible and responsive bid received on a bid package exceed Architect's most recent approved estimate of Project Construction Cost for that bid package (or amount adjusted according to the then current mutually agreed upon recognized building cost index) as accepted by District by more than ten percent (10%), Architect shall, on request by District and as part of Architect's Basic Services, make such changes in the plans and specifications as shall be necessary to bring new bids within ten percent (10%) of such Project Construction Cost. In making such changes, Architect will exercise Architect's best judgment in determining the balance between the size of the Project, the type of construction, and the quality of the construction to achieve a satisfactory project within ten percent (10%) of Architect's Project Construction Cost. To avoid the potential for bids to exceed the estimate by more than 10% at bid opening, the Architect may, as an alternative, include in the Contract Documents one or more deductive alternatives so that Architect and District may evaluate different means to achieve a satisfactory project within ten percent (10%) of the Architect's Project Construction Cost.

5.6.4 Either on its own or in cooperation with the District, the Architect shall review the qualifications of all bidders for the construction of the Project, and shall make recommendations to the District as to whether, in the Architect's professional opinion, a bidder meets the minimum requirements.

5.6.5 If, in the District's discretion, the District will seek total or partial State funding for this Project, the Architect shall, in addition to the above, publish the invitation to bid in the appropriate regional trade papers and publications devoted to Disabled Veteran Business Enterprises. The Architect shall also prepare and submit the appropriate documentation to the OPSC.

5.7 Construction Phase

5.7.1 The construction phase shall begin on the date stated in the official Notice to Proceed and, solely for purposes of payment of the Architect, shall be deemed complete upon District's written approval of Architect's final certificate for payment to Contractor, provided that such certification and payment shall not constitute an admission by Architect or District that the Project has been completed in accordance with Contract Documents or in conformance with this Agreement.

5.7.2 All instructions to the Contractor shall be forwarded through the Architect unless otherwise directed by the District. The Architect shall advise and consult with the District in the general administration of the Project. The Architect will have authority to act on behalf of the District only to the extent provided in the Contract Documents, unless the District grants additional authority in writing.

5.7.3 The Architect shall timely provide District with copies of all of its correspondence with the Contractors.

5.7.4 The Architect shall provide prompt and timely direction to the District's Project inspectors and/or contractors as to the interpretation of Contract Documents. Architect shall respond to all requests for information ("RFI's") from a Contractor within fourteen (14) calendar days of receipt, unless the subject

of the RFI is impacting, or may impact, the critical path of the project and is causing, or may cause, delay, in which case the Architect shall respond as soon as reasonably possible, if not immediately. If the Architect is not able to take action within the time required due to reasons beyond Architect's control, the Architect may take action within a reasonable period of time under the circumstances; however, the Architect shall make such determination within seven (7) calendar days of receipt of the RFI, and shall notify the District and Contractor immediately after such determination with an explanation as to why the Architect cannot take action within the time required, what the Architect is doing to expedite its response, when the Architect expects to be able to issue a response, and what action, if any, should be taken by District or Contractor in the meantime to mitigate delays and/or costs.

5.7.5 Based on information provided by the Contractor and Architect's own knowledge of the Project (including documents in Architect's possession or reasonably available to it), Architect shall prepare an accurate set of as-built record drawings indicating dimensions and locations of all work, including but not limited to buried utility lines and mechanical, electrical and plumbing layouts, which shall be forwarded to the District upon completion of the Project. While Architect cannot guarantee precise accuracy of such drawings, Architect shall exercise reasonable care in reviewing such drawings to determine their general compliance with the Contract Documents. Architect shall have no responsibility for their conformity to field conditions. Except that in the event that the Architect, consistent with standards of due care, becomes aware of non-conformity with field conditions, Architect shall have a duty immediately to notify the District in writing. Architect shall also assemble and deliver to District all written guarantees, instruction books, operation and maintenance manuals, diagrams, charts and other documents required of Contractors.

5.7.6 The Architect shall be responsible for the preparation and submission of any notifications regarding excavation in areas which are known or suspected to contain subsurface installations pursuant to Government Code section 4216, *et seq.* The Architect may delegate this responsibility to a Contractor if such power to delegate was included in the Contract Documents and bid package, but Architect shall remain responsible for supervising such Contractor to ensure performance of this task. Architect shall provide a copy of all such notifications to the District.

5.7.7 The Architect shall, at all times, have access to the Project wherever it is in preparation and progress. To the extent reasonably possible given Contractor's work in progress, the District shall provide such access so that the Architect may perform its functions under the Agreement and Contract Documents.

5.7.8 In the discharge of its duties of observation and interpretation, the Architect shall require Contractors to comply with the Contract Documents, and shall guard the District against defects and deficiencies in the work of the Contractor. The Architect shall advise and consult with the District and inspectors concerning the Contractor's compliance with the Contract Documents and shall assist the District and inspectors in securing the Contractor's compliance. Architect has the primary responsibility for the Project to supervise, coordinate and manage the compliance of all parties, including the District's Inspector of Record/Project Inspector ("IOR"), Contractor, any Construction Manager, laboratories, District and Architect itself, with the DSA Construction Oversight Process. The Architect must comply with the applicable requirements of the DSA Construction Oversight Process, including but not limited to (a) submitting the inspection card request form (DSA 102-IC), (b) providing a verified report (DSA 6-AE) at the completion of each block and section of each inspection card, and (c) directing and monitoring the IOR and laboratories of record, and (d) coordinating with the Owner, Contractor, any Construction Manager, laboratories, and the IOR to meet the DSA Construction Oversight Process requirements without delay or added costs to the Project. The Architect shall be responsible for any additional DSA fees and delay damages related to review of proposed changes to the DSA-approved construction documents, to the extent Architect's negligence, recklessness or willful misconduct caused the additional DSA fees, and for delay damages to the extent required under Section 5.7.20.2 below.

5.7.9 The Architect shall visit the site, both as the Architect deems necessary and as requested by the District, to maintain familiarity with the quality and progress of the Project, to determine that the Contractor's work substantially complies with all documents, drawings, plans and specifications and that the Project is progressing in substantial accordance with the Contract Documents. Such observations are

to be distinguished from the continuous inspection provided by the Project Inspector unless Architect has agreed in writing to serve as the District's Project Inspector.

5.7.10 The Architect shall notify the District promptly of any significant defect in materials, equipment or workmanship, and of any default by any Contractor in the orderly and timely prosecution of the Project. Architect will exercise reasonable care in the discharge of Architect's obligation to discover significant defects and faults.

5.7.11 The Architect shall review and approve, take exception to, or take other appropriate action upon all schedules, shop drawings, samples and other submissions of the Contractor to determine general conformance with the Project design and specifications as set forth in the Contract Documents. All such action shall be taken within fourteen (14) days of receipt of the submittals, unless the critical path of the Project is impacted in which case Architect shall take such action as soon as possible. If Architect is not able to take such action within the required time due to reasons beyond Architect's control, the Architect may take action within a reasonable period of time under the circumstances; however, the Architect shall make such determination within four (4) calendar days of receipt of the submission, and shall notify the District and Contractor immediately after such determination with an explanation as to why the Architect cannot take action within the time required, what the Architect is doing to expedite its response, when the Architect expects to be able to issue a response, and what action, if any, should be taken by District or Contractor in the meantime to mitigate delays and/or costs. The Architect will have the authority to reject work and materials which do not conform to the Contract Documents. The Architect's approval of a specific item shall not be an approval of an assembly of which the item is a component. Whenever, in the Architect's reasonable judgment, it is considered necessary or advisable for the implementation of the intent of the Contract Documents, the Architect will have authority to require special inspection or testing of the work or materials in accordance with the Contract Documents whether or not such work or materials be then fabricated, installed or completed. The Architect will also recommend substitution of materials or equipment when, in the Architect's reasonable judgment, such action is necessary to the accomplishment of the intent and purpose of the Contract Documents. Such actions as are described in this paragraph shall be taken with reasonable promptness.

5.7.12 Architect shall assist the District in requiring Contractor to provide assistance in the utilization of any equipment or system such as initial start-up or testing, adjusting and balancing, preparation of operation and maintenance manuals and training personnel for operation and maintenance.

5.7.13 The Architect shall not be responsible for construction means, methods, techniques, sequences or procedures, or for safety precautions or programs in connection with the work. The Architect shall not be responsible for acts or omissions of the Contractor, subcontractors, or their agents or employees or of any other persons performing portions of the Project not employed or retained by Architect, unless due to Wrongful Acts or Omissions.

5.7.14 The Architect shall make such regular reports as shall be required by agencies having jurisdiction over the Project and keep the District informed in writing of the progress of the Project.

5.7.15 The Architect will, consistent with standards of due care, make reasonable professional efforts to exclude hazardous materials from new construction. In the event the District or Architect is or becomes aware of the presence of, or exposure of persons to, asbestos, polychlorinated biphenyl (PCB) or any other toxic or hazardous contaminants, materials, air pollutants or water pollutants at the Project site ("Hazardous Substances"), or the substantial risk thereof, each shall have a duty immediately to notify the other in writing. The parties recognize, however, that neither Architect nor the District is trained or licensed in the recognition or remediation of Hazardous Substances. With respect to asbestos and asbestos containing materials, the parties acknowledge that the Architect has recommended and the District has agreed to retain a qualified consultant to evaluate the presence of such materials at certain District facilities which are included in the scope of this Agreement. In the event that said consultant recommends a procedure to deal with such materials, said consultant shall have the responsibility to draft specification language for the removal or other remediation of such materials, and subsequently may be required to certify that they have been properly removed or otherwise remediated. Architect shall include consultant's

recommendations and specifications in the appropriate design documents for modernization and shall, as part of its Basic Services, provide designs and other bid documents consistent therewith. When construction is properly completed, Architect shall provide such certification as to Hazardous Substances as is required of architects for such projects by the OPSC.

5.7.16 Based on the Architect's observations, and an evaluation of each Project Application for Payment, the Architect will estimate the amount of work completed by Contractor, and assist the District in (a) determining the amount owing to the Contractor, and (b) issuing Project Certificates for Payment incorporating such amount, all in accordance with the Contract Documents. The Architect's estimation of the amount of work completed by Contractor shall constitute representations by the Architect to the District that the quality of the completed work is in accordance with the Contract Documents based upon Architect's observations of the completed work and that the Contractor is entitled to payment for the completed work.

5.7.17 Notwithstanding anything else in this Agreement, as a part of its Basic Services, the Architect shall assist the District in evaluating and responding to claims, disputes and other matters in question between the Contractor and the District, including but not limited to claims made against the District as a result of alleged or claimed Wrongful Acts or Omissions, and shall in all instances provide such truthful testimonial assistance as may be required by the District at no cost to the District. Architect agrees to toll all statutory periods of limitations for District's claims, lawsuits or other proceedings against Architect which arise out of, or related to, any claims by Contractors against District until Contractors' claims are fully and finally resolved. This tolling period commences upon a Contractor's initial submission of a notice of claim, change order request or claim. At any time, District may terminate the tolling period effective ten (10) days after written notice to Architect, and after such termination, District may pursue claims, lawsuits or other proceedings against Architect.

5.7.18 The Architect will provide construction advice to the District on apparent deficiencies in construction, both during construction and after acceptance of the Project.

5.7.19 The Architect shall recommend, prepare and process the necessary change orders. Payment of fees to the Architect as a result of change orders shall be handled as follows:

5.7.19.1 District-initiated change orders. If a change order is initiated by the District, the Architect's fee for such change order shall be calculated on a percentage or hourly basis as agreed in writing by the District and the Architect prior to commencement of work on the change order. If a change order is solicited by the District but not subsequently authorized by the District, the Architect shall be paid for time spent on the proposed change order as an Additional Service.

5.7.19.2 Change orders due to Architect. When a change order is necessitated as a result of Wrongful Acts or Omissions, the Architect's fees shall not be calculated by reference to the cost of any change order work which would not have been necessary in the absence of such Wrongful Acts or Omissions.

5.7.19.3 Change orders beyond District or Architect control. If a change order is necessitated as a result of changes in law, in-field changes required by governing agencies after document approval, unknown, unforeseeable or hidden conditions, or actual conditions inconsistent with available drawings of existing conditions, such change orders shall be handled in the same manner as District-initiated change orders.

5.7.20 Notwithstanding any other provision of this Agreement, in the event a change order is caused by, or necessitated as a result of Wrongful Acts or Omissions, or the District otherwise incurs costs or damages as a result of Wrongful Acts or Omissions, the Architect shall be responsible for the cost of the following:

5.7.20.1 In the event of such a change order, Architect shall be responsible for the difference between (a) what the contractor would have added to its original bid for the Project if the Wrongful Act or

Omission had not occurred (i.e., the "added value" portion of the change order), and (b) what the contractor charges the District in the change order. The amount of added value of any change order work shall be based on the circumstances of the Architect's Wrongful Act or Omission and the change order work necessitated by the Wrongful Act or Omission. It is the parties' intent that the District should pay no more than what the District would have paid if the Wrongful Act or Omission had not occurred.

5.7.20.2 In addition, Architect shall be responsible for any other costs or damages which the District incurs as a result of Wrongful Acts or Omissions including but not limited to any delay damages the District pays to, or cannot collect from, Contractor or any third party. The District may backcharge, and withhold payment from, the Architect for these costs and damages, and may seek reimbursement for any amount which exceeds any retention of the contract amount at the time of collection. When District so backcharges and withholds, upon Architect's request District and Architect shall meet and confer in good faith in an effort to reach agreement on (a) whether a Wrongful Act or Omission occurred, (b) whether it caused the change order expense, (c) what damages have been incurred by District, and (d) what portion of the damages are attributable to Architect as described above. If District and Architect do not reach agreement on all four of these items when meeting and conferring, then District and Architect shall use mediation in good faith to resolve the dispute. If mediation fails, then either District or Architect can initiate a court action to resolve the dispute.

5.7.21 The Architect shall provide a color schedule of all finish materials in the Project for the District's review and approval.

5.7.22 The Architect shall assist the District in determining the date of final completion and make a final detailed on-site review of the job with representatives of the District and the Contractor. Architect shall also perform a warranty review with District 30-60 days before expiration of the specified warranty on the Project

5.7.23 The Architect shall assist the District in issuing the final certificate for payment and any other documents required to be recorded by law or generally accepted architectural or construction contract practice upon compliance with the requirements of the Contract Documents, provided that such certification shall not constitute an admission that the Project has been completed in accordance with Contract Documents or in conformance with this Agreement.

5.7.24 Architect shall make reasonable professional efforts so that the finished project complies with all standards imposed by the Americans with Disabilities Act, section 504 of the Rehabilitation Act of 1973, disability access requirements of the State Building Code and any other laws applicable to disability access. If a court, administrative agency or other trier of fact later determines that Architect has violated any of the above-referenced laws, or District, because of Wrongful Acts or Omissions, has violated any of the above-referenced laws, Architect shall remedy the violation at its own cost. Architect shall indemnify, defend and hold the District harmless pursuant to Article 18.1 of this Agreement for any breach of this paragraph due to Architect's negligence, recklessness or willful misconduct. The Architect shall not be responsible for acts or omissions of the Contractor or of any other persons performing portions of the Project not employed or retained by Architect, nor shall Architect be responsible for any subsequent changes in the law or any regulation applicable to disabled access or any subsequent differing interpretation of the laws or regulations applicable at the time Architect's design is reviewed by DSA. In the event that the Architect is or becomes aware of possible non-compliance with the foregoing standards, Architect shall have a duty immediately to notify the District in writing of the possible non-compliance.

5.8 Close Out Phase

5.8.1 Architect will assist the District with securing and submitting all documents from the Contractor and any third parties necessary to achieve DSA certification and formal close out of Project.

5.8.2 Architect shall submit a written checklist to the District identifying any work completed on the Project that satisfies work required under the District's ADA Transition Plan.

ARTICLE 6
ADDITIONAL SERVICES TO BE RENDERED BY ARCHITECT

6.1 "Additional Services" shall be provided by Architect if authorized in writing by District. No additional compensation shall be paid to Architect for performing these Additional Services unless the District and the Architect agree in writing as to the amount of compensation for such services prior to such services being rendered. Such compensation shall be computed as set forth in Article 4.2.1 and as otherwise set forth in this Agreement. Any work performed by Architect without written authorization OR without written agreement on compensation shall be presumed to be Basic Services.

6.2 The following is a list of services that are not included in the Basic Services to be provided under this Agreement, and will be performed only in accordance with Article 6.1, above:

6.2.1 Providing financial feasibility or other special studies;

6.2.2 Providing services relative to future facilities, systems and equipment which are not intended to be constructed during the Construction Phase;

6.2.3 Providing coordination of Project performed by separate contractors or by the District's own forces;

6.2.4 Providing analyses of owning and operating costs, or detailed quantity surveys or inventories of material, equipment and labor;

6.2.5 Making revisions in drawings, specifications or other documents when such revisions are inconsistent with written approvals or instructions previously given, are required by the enactment or revision of codes, laws or regulations subsequent to the District's approval of Contract Documents or are due to other causes not within the control of the Architect;

6.2.6 Providing consultation concerning replacement of any work damaged by fire or other cause during construction of the Project, and furnishing services as may be required in connection with the replacement of such work;

6.2.7 Providing services made necessary by the default of the Contractor;

6.2.8 Preparing to serve or serving as an expert witness in connection with any public hearing, arbitration proceeding or legal proceeding, other than when resulting from Architect's or its consultants' alleged Wrongful Acts or Omissions;

6.2.9 Providing services of consultants for other than those listed as Basic Services in Sections 1.4 and 5.1.1.;

6.2.10 At the District's request, selecting moveable furniture, equipment or articles which are not included in the Contract Documents;

6.2.11 Providing services related to change orders requested by the District but which are not subsequently authorized (see the second sentence of Section 5.7.19.1, above); and

6.2.12 Providing any other services not otherwise included in the Agreement and not customarily furnished in accordance with generally accepted architectural practice.

ARTICLE 7
RESPONSIBILITIES OF DISTRICT

It shall be the duty of District to:

- 7.1 Pay all fees required by any reviewing or licensing agency;
- 7.2 Designate a representative authorized to act as a liaison between the Architect and the District in the administration of this Agreement and the Contract Documents;
- 7.3 Furnish, at the District's expense, the services of a Project Inspector;
- 7.4 Review all documents submitted by the Architect and advise the Architect of decisions thereon within a reasonable time after submission;
- 7.5 Issue appropriate orders to Contractors through the Architect;
- 7.6 Furnish existing soil investigation or geological hazard reports, which the District shall own and, upon termination of this Agreement or completion of the Project, shall have returned to it by Architect;
- 7.7 Furnish the services of a hydrologist or other consultants not routinely provided by the Architect when such services are reasonably required by the scope of the Project and are requested by the Architect;
- 7.8 Provide asbestos review and abatement, identifying materials which may qualify for same;
- 7.9 Furnish available as-built drawings for buildings and utilities systems related to the Project, which the District shall own and, upon termination of this Agreement or completion of the Project, shall have returned to it by the Architect. The District will also provide information regarding programmatic needs and specific equipment selection data;
- 7.10 Furnish structural, mechanical, chemical and other laboratory tests, inspections and reports as required by law or the Contract Documents, which the District shall own and, upon termination of this Agreement or completion of the Project, shall have returned to it by the Architect; and
- 7.11 Furnish prompt notice of any fault or defects in the Project or nonconformance with the Contract Documents of which the District becomes aware (however, the District's failure to do so shall not relieve the Architect of Architect's responsibilities under Title 21, Title 24, and the Field Act for this Project and under this agreement).

ARTICLE 8 PUBLIC LIABILITY AND PROPERTY DAMAGE INSURANCE

8.1 Prior to the commencement of services under this Agreement, the Architect shall furnish to the District a certificate of insurance, Additional Insured Endorsement and Declarations Page for the period covered by this Agreement, for public liability and property damage with an insurance carrier satisfactory to the District, under forms satisfactory to the District, to protect the Architect and District against loss from liability imposed for damages (1) on account of bodily or personal injuries, including death, disease and sickness, accidentally suffered or alleged to have been suffered by any person or persons that may be caused directly or indirectly by the performance of this Agreement, and (2) on account of injury to or destruction of property, including the resultant loss of use of the Project or other District facilities or equipment, resulting from acts of commission or omission by the Architect, or otherwise resulting directly or indirectly from the Architect's operations in the performance of this Agreement. The District shall be named as an additional insured on all such policies.

8.2 The following insurance shall be maintained by the Architect in full force and effect during the entire period of performance of this Agreement, including any extensions, and shall be written on an "occurrence" basis: Commercial general liability insurance, excluding coverage for motor vehicles, shall be in amounts not less Two Million Dollars (\$2,000,000) General Aggregate, Two Million Dollars (\$2,000,000) Products/Completed Operations Aggregate, One Million (\$1,000,000) Person & Advertising Injury, One Million (\$1,000,000) Each Occurrence/Two Million Dollars (\$2,000,000) aggregate; Automobile liability

insurance covering motor vehicles shall be in an amount not less than One Million Dollars (\$1,000,000) combined single limit.

8.3 The Architect's insurance policies shall contain a provision for thirty (30) days written notice to the District of cancellation or reduction of coverage. The Architect shall name, on any policy of insurance required, the District as an additional insured. The Additional Insured Endorsement included on all such insurance policies shall state that coverage is afforded the additional insured with respect to claims arising out of operations performed by or on behalf of the insured. If the additional insureds have other insurance which is applicable to the loss, such other insurance shall be on an excess or contingent basis. The amount of the insurer's liability shall not be reduced by the existence of such other insurance. Architect shall not commence work under this Agreement until all required insurance certificates, declarations pages and additional insured endorsements have been obtained and delivered in duplicate to the District for approval subject to the following requirements. Thereafter Architect shall produce a certified copy of any insurance policy required under this section upon written request of the District.

8.4 At the time of making application for any extension of time, Architect shall submit evidence that insurance policies will be in effect during the requested additional period of time.

8.5 If the Architect fails to maintain such insurance, the District may, but shall not be required to, take out such insurance to cover any damages of the above-mentioned classes for which the District might be held liable on account of the Architect's failure to pay such damages, and deduct and retain the amount of the premiums from any sums due the Architect under this Agreement.

8.6 Nothing contained in this Agreement shall be construed as limiting, in any way, the extent to which the Architect may be held responsible for the payment of damages resulting from the Architect's operations.

8.7 Each of Architect's consultants shall comply with this Article, and Architect shall include such provisions in its contracts with them.

ARTICLE 9 WORKER'S COMPENSATION INSURANCE

9.1 Prior to the commencement of services under this Agreement, the Architect shall furnish to the District satisfactory proof that the Architect and all engineers, experts, consultants and subcontractors the Architect intends to employ have taken out, for the period covered by this Agreement, workers' compensation insurance with an insurance carrier satisfactory to the District for all persons whom they may employ in carrying out the work contemplated under this Agreement in accordance with the Workers' Compensation Laws of the State of California.

9.2 If the Architect employs any engineer, expert, consultant or subcontractor which it did not intend to employ prior to commencement of services, it must furnish such proof of workers' compensation insurance to the District immediately upon employment. Such insurance shall be maintained in full force and effect during the period covered by this Agreement including any extensions of time. If the Architect is self-insured, the Architect shall furnish a Certificate of Permission to Self-Insure and a Certificate of Self-Insurance satisfactory to the District.

9.3 Prior to the commencement of services under this Agreement, the Architect shall furnish to the District satisfactory proof that the Architect and all engineers, experts, consultants and subcontractors the Architect intends to employ have taken out employer's liability insurance with an insurance carrier satisfactory to the District. During the course of Architect's services, if Architect ever intends to employ additional or different engineers, experts, consultants or subcontractors, before so employing them Architect shall furnish such satisfactory proof of insurance to the District. Such insurance shall be maintained in full force and effect during the period covered by this Agreement including any extensions of time. If the Architect is self-insured, the Architect shall furnish a Certificate of Permission to Self-Insure and a Certificate of Self-Insurance satisfactory to the District.

ARTICLE 10 ERRORS AND OMISSIONS INSURANCE

10.1 Prior to the commencement of services under this Agreement, the Architect shall furnish to the District satisfactory proof that the Architect has, for the period covered by this Agreement, errors and omissions insurance on an occurrence basis with limits of at least Two Million Dollars (\$2,000,000) per claim, \$2,000,000 annual aggregate, with a deductible in an amount not to exceed the sum of Seventy-Five Thousand Dollars (\$75,000).

10.2 Each of Architect's professional sub-consultants (including consultants of Architect s) shall comply with this Article, and Architect shall include such provisions in its contracts with them.

ARTICLE 11 COMPLIANCE WITH LAWS

11.1 Architect shall be familiar with, and Architect and Architect's design shall comply with all State and Federal laws and regulations applicable to the Project or lawfully imposed upon the Project by agencies having jurisdiction over the Project, including but not limited to statutes, decisions, regulations, building or other codes, ordinances, charters, prevailing wage law, and the Americans with Disabilities Act ("ADA").

ARTICLE 12 TERMINATION OF AGREEMENT

12.1 Termination by District - This Agreement may be terminated or the Project may be canceled by the District at the District's convenience and without cause at any time immediately upon written notice to the Architect. In such event, the Architect shall be compensated for (a) all Basic and Additional services completed, and Reimbursable Expenses incurred, pursuant to this Agreement through the date of termination, (b) such Basic or Additional Services performed, and Reimbursable Expenses incurred, after termination which are authorized by the District, and (c) any costs incurred by reason of such termination; but less any amounts the District is entitled to withhold under law or this Agreement. Upon the District's request and authorization, Architect shall perform any and all Basic and Additional Services necessary to complete the work in progress as of the date of termination. For any material breach of contract by the Architect, the District may also terminate the Agreement for cause by delivering written Notice of Intent to Terminate to the Architect. Such Notice shall include the following: (1) A description of such material breach, and (2) a date not less than fourteen days (14) after delivery of the notice by which the Architect must cure such breach, in response to such Notice, if the Architect fails to cure, and fails to reasonably commence to cure, the breach(es) by the deadline set by the Notice, then the District may terminate the Agreement by written notice delivered to the Architect, which shall be effective upon such delivery. In such event, the Architect shall be compensated for all services completed pursuant to this Agreement through the date of termination, together with compensation for such services performed after termination which are authorized by the District, but less any amounts the District is entitled to withhold under law or this Agreement. Upon the District's request and authorization, Architect shall perform any and all services necessary to complete the work in progress as of the date of the termination.

12.2 Termination by Architect - For any material breach of contract by the District other than one related to a payment or invoice dispute as described in Section 4.4 of this Agreement, the Architect may terminate the Agreement by delivering written Notice of Intent to Terminate to the District. Such Notice shall include the following: (1) A description of such material breach, (2) a date not less than fourteen (14) days after delivery of the notice by which the District must cure such breach or reasonably commence to cure such breach, (3) the status of work completed as of the date of the Notice of Intent to Terminate, and (4) a description and cost estimate of the effort necessary to complete the work in progress. In response to such Notice, if the District fails to cure, and fails to reasonably commence to cure, the breach by the deadline set by the Notice, then Architect may terminate the Agreement by written notice delivered to the District within ten (10) days of the cure deadline, which shall be effective upon such delivery. In the event of such termination by Architect, Architect shall be compensated for all Basic and Additional Services completed,

and Reimbursable Expenses incurred, pursuant to this Agreement through the date of termination, together with compensation for such Basic and Additional Services performed, and Reimbursable Expenses incurred, after termination which are authorized by the District. Upon the District's request and authorization, Architect shall perform any and all Basic and Additional Services necessary to complete the work in progress as of the date of termination.

12.3 Miscellaneous Termination Provisions

12.3.1 Following the termination of this Agreement for any reason whatsoever, the District shall have the right to utilize any designs, plans, specifications, studies, drawings, estimates or other documents, or any other works of authorship fixed in any tangible medium of expression, including but not limited to physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared under this Agreement by the Architect, not only as they relate or may relate to this Project (including but not limited to any repair, maintenance, renovation, modernization or other alterations or revisions to this Project) but as they relate or may relate to other projects, provided that any invalidity of such license in relation to such other projects shall not affect the validity of such license in relation to this Project (including but not limited to any repair, maintenance, renovation, modernization or other alterations or revisions to this Project) under Education Code Section 17316. Architect shall promptly make any such documents or materials available to the District upon request without additional compensation.

12.3.2 In the event of the termination of this Agreement for any reason whatsoever, all designs, plans, specifications, studies, drawings, estimates or other documents, or any other works of authorship fixed in any tangible medium of expression, including but not limited to physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared by the Architect or any of its agents pursuant to this Agreement shall immediately upon request by the District be delivered to the District. Architect may not refuse to provide such writings or materials for any reason whatsoever, including but not limited to a possessory interest lien for any claim the Architect may have against the District or a claim by the Architect to an ownership interest in the intellectual property embodied in the documents or materials.

ARTICLE 13 ARCHITECT AN INDEPENDENT CONTRACTOR

13.1 It is specifically agreed that in the making and performance of this Agreement, the Architect is an independent contractor and is not and shall not be construed to be an officer or employee of the District.

ARTICLE 14 STANDARDIZED MANUFACTURED ITEMS

14.1 The Architect shall consult and cooperate with the District in the use and selection of manufactured items to be used in the Project. Manufactured items, including but not limited to paint, finish hardware, plumbing fixtures and fittings, mechanical equipment, electrical fixtures and equipment, roofing materials, and floor coverings, shall be standardized to the District's criteria so long as the same does not interfere seriously with the building design or cost.

ARTICLE 15 OWNERSHIP OF DOCUMENTS

15.1 All designs, plans, specifications, studies, drawings, estimates and other documents or any other works of authorship fixed in any tangible medium of expression, including but not limited to physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared by the Architect pursuant to this Agreement shall be and shall remain the property of the District for all purposes, not only as they relate or may relate to this Project (including but not limited to any repair, maintenance, renovation, modernization or other alterations or revisions to this Project) but as they relate or may relate to any other project, provided that any invalidity of such ownership in relation to any other project shall not affect the validity of such ownership in relation to this Project (including but not limited

to any repair, maintenance, renovation, modernization or other alterations or revisions to this Project) under Education Code Section 17316.

15.2 The Architect will provide the District with a complete set of reproducible designs, plans, specifications, studies, drawings, estimates and other documents or any other works of authorship fixed in any tangible medium of expression, including but not limited to physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared by the Architect pursuant to this Agreement, and will retain, on the District's behalf, the original documents or reproducible copies of all such original documents, however stored, in the Architect's files for a period of no less than fifteen (15) years. Architect shall promptly make available to District any original documents it has retained pursuant to this Agreement upon request by the District.

15.3 Use of Previously Prepared Materials. In the event that there exist previously prepared designs, plans, specifications, studies, drawings, estimates or other documents, or any other works of authorship fixed in any tangible medium of expression, including but not limited to physical drawings, data magnetically or otherwise recorded on computer disks, or other writings, that were prepared by design professionals other than Architect, whether supplied by District or by Architect, which are relied upon, altered or otherwise utilized by Architect, Architect shall be responsible for giving appropriate recognition to such other design professionals in any materials prepared by Architect pursuant to this Agreement.

ARTICLE 16

LICENSING OF INTELLECTUAL PROPERTY

16.1 This Agreement creates a non-exclusive and perpetual license for the District to copy, use, modify, reuse or sublicense any and all copyrights, designs and other intellectual property embodied in plans, specifications, studies, drawings, estimates and other documents, or any other works of authorship fixed in any tangible medium of expression, including but not limited to physical drawings, data magnetically or otherwise recorded on computer disks, or other writings prepared or caused to be prepared by the Architect pursuant to this Agreement, not only as they relate or may relate to this Project (including but not limited to any repair, maintenance, renovation, modernization or other alterations or revisions to this Project) but as they relate or may relate to other projects, provided that any invalidity of such license in relation to such other projects shall not affect the validity of such license in relation to this Project (including but not limited to any repair, maintenance, renovation, modernization or other alterations or revisions to this Project) under Education Code Section 17316. The Architect shall require any and all subcontractors and consultants to agree in writing that the District is granted a similar non-exclusive and perpetual license for the work of such subcontractors or consultants performed pursuant to this Agreement.

16.2 The compensation for this Project includes compensation not only for any use in connection with this Project and use or re-use for repair, maintenance, renovation, modernization or other alterations or revisions to this Project, but also for any re-use by the District in relation to other projects. The only other term or condition of such re-use shall be that if the District re-uses the plans prepared by the Architect and retains another certified architect or structural engineer for the preparation of those plans for the re-use, the District shall indemnify and hold harmless the Architect and its consultants, agents, and employees from and against any claims, damages, losses, and expenses, including attorney's fees, arising out of or resulting from, in whole or in part, the re-use to the extent required by Education Code section 17316, subdivision (c).

16.3 Architect represents and warrants that Architect has the legal right to license any and all copyrights, designs and other intellectual property embodied in plans, specifications, studies, drawings, estimates or other documents that Architect or its consultants prepares or causes to be prepared pursuant to this Agreement. Architect shall indemnify, defend and hold the District harmless pursuant to Article 18.1 of this Agreement for any breach of Article 16 due to Architect's negligence, recklessness or willful misconduct. The Architect makes no such representation and warranty in regard to previously prepared designs, plans, specifications, studies, drawings, estimates or other documents, or any other works of authorship fixed in any tangible medium of expression, including but not limited to physical drawings, data

magnetically or otherwise recorded on computer disks, or other writings, that were prepared by design professionals other than Architect and provided to Architect by the District.

ARTICLE 17 ACCOUNTING RECORDS OF ARCHITECT

17.1 Architect's records of accounts regarding the Project shall be kept in accordance with generally accepted accounting principles and shall be available to the District or its authorized representative at mutually convenient times.

ARTICLE 18 INDEMNITY

18.1 Architect Indemnification. To the extent permitted by law, including California Civil Code section 2782.8, the Architect shall indemnify, but shall have no obligation to defend, the District, the governing Board of the District, each member of the Board, and their officers, and employees ("District Indemnitees") against liability for drawings to the extent actually caused by the negligence, recklessness or willful misconduct of the Architect, the Architect's officers, employees, subcontractors, or consultants in performing or failing to perform any work, services, or functions to be performed under this Agreement. Indemnity shall extend to such claims, liability, or loss occurring after completion of the work, as well as during the work's progress. Notwithstanding the above, the Architect has no obligation to pay for any indemnitees defense related cost prior to a final determination of its liability. Following any such determination of its liability, Architect shall be responsible to pay an amount of such costs equal to the finally determined percentage of liability based upon the comparative fault of the Architect.

18.2 District Indemnification of Architect. The District shall defend, indemnify, and hold harmless the Architect and its employees against any and all copyright infringement claims by any design professional formerly retained by the District arising out of Architect's completion, use or re-use of that former design professional's designs or contract documents in performing this Master Agreement. Architect shall be entitled to such indemnification only if each of the following conditions are met: (a) Architect actually re-draws or completes such other designs or contract documents; (b) Architect complies with the provisions of Article 5.8 regarding use of materials prepared by other design professionals; (c) District has supplied Architect with the previously prepared documents or materials; and (d) District expressly requests that the Architect utilize the designs or contract documents in question. By providing this or any other indemnification in this Master Agreement, District does not waive any immunities.

ARTICLE 19 TIME SCHEDULE

19.1 Time for Completion. Time is of the essence of this Agreement. The Architect shall timely complete its Basic and Additional Services as expeditiously as possible and according to the schedule as shown on Exhibit B.

19.2 Delays. The District recognizes that circumstances may occur beyond the control of either the District or the Architect and extensions for such delays may be made to the schedule if approved by the District. Any time during which the Architect is delayed in the Architect's work by acts of District or its employees or those in a direct contractual relationship with District or by acts of nature or other occurrences which were not or could not have been reasonably foreseen and provided for, and which are not due to any Wrongful Acts or Omissions, shall be added to the time for completion of any obligations of the Architect. District shall not be liable for damages to the Architect on account of any such delay.

ARTICLE 20 MISCELLANEOUS PROVISIONS

20.1 This Agreement shall be governed by and construed in accordance with the laws of the State of California excluding its choice of law rules. Any action or proceeding seeking any relief under or

with respect to this Agreement shall be brought solely in the Superior Court of the State of California for the County in which the District maintains its district office, subject to transfer of venue under applicable State law, provided that nothing in this Agreement shall constitute a waiver of immunity to suit by the District.

20.2 The Architect shall not assign or transfer any or all of its rights, burdens, duties or obligations under this Agreement without the prior written consent of the District.

20.3 All notices, certificates, or other communications hereunder shall be deemed given when personally delivered or mailed by certified mail, postage prepaid, to the parties at the addresses set forth below:

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

Architect: Nichols, Melburg & Rossetto
300 Knollcrest Drive
Redding, CA 96002
Attention: Wesley King

20.4 This Agreement shall inure to the benefit of and shall be binding upon the Architect and the District and their respective successors and assigns.

20.5 If any provision of this Agreement shall be held invalid or unenforceable by a court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

20.6 The terms of this Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by the parties.

20.7 Nothing contained in this Agreement shall create a contractual relationship with or cause of action in favor of a third party against either the District or the Architect.

20.8 This Agreement constitutes the entire agreement between the parties, and supersedes any prior agreement or understanding. There are no understandings, agreements, representations or warranties, expressed or implied, not specified in this Agreement. The Architect, by the execution of this Agreement, acknowledges that the Architect has read this Agreement, understands it, and agrees to be bound by its terms and conditions.


20.9 The Architect shall have the right to include representations of the design of the Project, including photographs of the exterior and interior, among the Architect's professional materials. The Architect's materials shall not include the District's confidential or proprietary information if the District has previously advised the Architect in writing of the specific information considered by the District to be confidential or proprietary.

20.10 Prior to executing this agreement, the Architect shall submit a certification if required by Public Contract Code section 3006(b) for roofing projects.

ARCHITECT:
NICHOLS, MELBURG & ROSSETTO

DISTRICT:
CORNING UNION HIGH SCHOOL DISTRICT

By: _____
Wesley King, Principal-In-Charge

By:  _____
Jared Caylor, Superintendent



HOURLY RATE & REIMBURSABLE RATE SCHEDULE
(EFFECTIVE JANUARY 1, 2024)

ARCHITECTURAL SERVICES

HOURLY RATES

Principal Architect	\$275/hour
Associate Principal Architect	\$250/hour
Senior Associate Architect	\$220/hour
Associate Architect	\$205/hour
Senior Project Architect	\$190/hour
Architect, CASp	\$185/hour
Project Architect / Manager	\$175/hour
Architect	\$170/hour
Project Technician III	\$150/hour
Project Technician II	\$140/hour
Project Technician I	\$130/hour
Medical Equipment Planner	\$135/hour
Architectural Intern	\$105/hour
Technical Assistant	\$95/hour
Administrative	\$70/hour

INTERIOR DESIGN SERVICES

Interior Design Director	\$195/hour
Senior Interior Designer	\$170/hour
Interior Designer	\$150/hour
Junior Interior Designer	\$125/hour
Interior Design Intern	\$105/hour

STRUCTURAL ENGINEERING SERVICES

Principal Structural Engineer	\$275/hour
Associate Principal Structural Engineer	\$250/hour
Senior Associate Structural Engineer	\$220/hour
Associate Structural Engineer	\$205/hour
Structural Engineer	\$190/hour
Senior Project Engineer	\$185/hour
Project Engineer	\$170/hour
Structural Technician	\$155/hour
Structural Intern	\$105/hour

Consultants	Direct Cost + 10%
Reimbursable Expenses	Direct Cost + 10%
<i>Prints, Copies, Shipping, Plotting, Renderings, Travel Expenses, Project Website, Agency Fees, etc.</i>	
Mileage	per IRS Standard Rate

Note: Hourly rates & expenses will be updated on an annual basis throughout the duration of the project and services will be billed at the hourly rates in place at the time service is provided.



NICHOLS
MELBURG
ROSSETTO
ARCHITECTS + ENGINEERS

Reimbursable Rate Schedule
(Effective January 1, 2024)

REIMBURSABLE EXPENSE RATES:

IN-HOUSE REPROGRAPHICS

Prints	12x24, 15x21, 18x24.....	\$1.75/each
Prints	24x36	\$2.50/each
Prints	30x42	\$3.50/each
Copies	8-1/2x11	\$.10/each
Copies	8-1/2x14	\$.15/each
Copies	11x17	\$.20/each
Color Copies	8-1/2x11	\$.50/each
Color Copies	11x17	\$.75/each
Plots	24x36 Bond	\$4.00/each
Plots	30x42 Bond	\$5.00/each
Color Plots	15x24 Bond	\$12.50/each
Color Plots	24x36 Bond	\$20.00/each
Color Plots	30x42 Bond	\$25.00/each
Presentation Board Materials	\$50.00/each
Scanning	12x24, 15x21, 18x24.....	\$.55/page
Scanning	24x36	\$1.15/page
Scanning	30x42	\$1.65/page
Scanning	36x48	\$2.15/page

Printing by outside source Actual Expense + 10%

Alliance2Build (A2B) Project Management System:

Server and Database use \$125.00 per month

TRAVEL EXPENSES

Mileage..... Current IRS allowed amount

Other Travel Related Expenses Actual Expense + 10%

AGENCY FEES

Approval and Plan Check Fees Actual Expense + 10%

CONSULTANTS

Consultant Billings Actual Expense + 10%

Consultant Reimbursable Expenses Actual Expense + 10%

OTHER PROJECT RELATED ITEMS Actual Expense + 10%

Note: Hourly rates & expenses will be updated on an annual basis throughout the duration of the project and services will be billed at the hourly rates in place at the time service is provided.

EXHIBIT B - PROJECT SCHEDULE

CORNING HIGH SCHOOL SHOP MODERNIZATION

MILESTONE SCHEDULE

Project Kickoff	TBD
Programming	TBD
Schematic Design	TBD
District Approval of Scope and Approach and Authorization to proceed to Design Development	TBD
Design Development	TBD
District Approval to proceed to Construction Documents	TBD
Construction Documents	TBD
DSA Submittal	TBD
DSA Review	TBD
DSA Approval	TBD
Bidding/Negotiating	TBD
Construction	TBD
Move In / Occupancy	TBD



Chuck Aulabaugh
530-520-9805
chuck.aulabaugh@yahoo.com
P.O. Box 252 - 26340 First Street - Vina, CA 96092
DSA Class 1- Cert # 6417
DIR # 1000720256

PROPOSAL / AGREEMENT

May 28, 2024

Corning Union High School District
643 Blackburn Ave
Corning, CA 98021

RE: Parking Improvements for:
Corning High School
643 Blackburn Ave
Corning, CA 96021

ATTN: Jared Caylor, District Superintendent

Aulabaugh Inspection Services, LLC is pleased to present this proposal for Inspection Services for the above stated project per DSA approved plans, Specifications & DSA 103.

Includes all hours expended: Transportation, On- site Inspections, DSA Reporting, Associated Correspondence & Closeout. Proposal is based on the \$2.5m estimate and November 30, 2024 completion date.

\$ 68,000.00

Thank you for the opportunity to serve your Inspection needs.
Please don't hesitate to call with questions or concerns.

Chuck Aulabaugh

PROFESSIONAL SERVICES AGREEMENT

BETWEEN

AULABAUGH INSPECTION SERVICES LLC

AND

CORNING UNION HIGH SCHOOL DISTRICT

Dated: May 28, 2024

AGREEMENT BETWEEN
AULABAUGH INSPECTION SERVICES LLC
AND
CORNING UNION HIGH SCHOOL DISTRICT

THIS PROFESSIONAL SERVICES AGREEMENT ("Agreement") is dated this 28th day of May, 2024, in the City of Corning, State of California, by and between AULABAUGH INSPECTION SERVICES LLC, a California limited liability company, hereinafter referred to as ("Inspection Company") and the CORNING UNION HIGH SCHOOL DISTRICT, a political subdivision of the State of California, hereinafter referred to as ("District").

Now, THEREFORE, for good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, stipulated, and agreed, the parties agree as follows:

1. Scope of Professional Services. The Inspection Company shall perform all Division of the State Architect (DSA) ("Division") on-site inspection services for the following project:

**Parking Improvements for:
Corning High School
643 Blackburn Ave.
Corning, CA 96021
DSA APP# 02-122332**

for the compensation set forth in **Appendix A** ("Compensation"), which appendix are attached and made a part of this Agreement.

2. Term. This Agreement shall become effective upon its execution by Inspection Company and by District. All Services whenever performed shall be deemed performed under this Agreement, and all compensation paid to Inspection Company on account of the Services performed shall be deemed as payments of the Compensation.

3. Standard of Performance. The Inspection Company shall perform specific Services in accordance with Title 24, Part I, Sections 4-333 and 4-332 of the California Code of Regulations. Inspection Company certifies that it carries a Class 1 DSA rating which is current and in full standing, and which shall remain in force throughout the project schedule. Inspection Company agrees to discharge duties of an inspector as specified in the California Code of Education Sections 39151 and 39153, and in Section 4-342 et. al, Part I and Part II of Title 24 of the California Code of Regulations, Building Standards Administrative Code. These duties include, but are not limited to:

3.1 Continuous On-Site Inspection: Inspection Company must have actual personal knowledge obtained by personal and continuous on-site observation of the work of

construction in all stages of its progress. Inspection Company shall observe that the requirements of the approved plans and specifications are being completely executed for each site. Continuous on-site inspection means complete inspection of every part of the work for each site. Work, such as concrete work or masonry work which can be inspected only as it is placed, will require the constant presence of Inspection Company. Other types of work which can be completely inspected after the work is installed may be carried on while Inspection Company is not present.

Inspection Company may provide inspection services on other projects, to other clients, concurrently with the services provided hereunder, provided however, that in no case shall Inspection Company assume any duties which will prevent Inspection Company from giving continuous inspection. The Division may require verification from Inspection Company during all phases of the work.

3.2 Relations with Architect and District. Inspection Company shall work under the general direction of the Architect, District, or the District's designated agent, and the Division. All inconsistencies or errors in the plans and specifications shall be reported promptly to the Architect and District, or the District's designated agent, for interpretation and instructions.

3.3 Job File. Inspection Company shall maintain approved, DSA-stamped, construction documents in an organized, readily accessible manner. Inspection Company shall also maintain any other construction documents or directives received from the District. Inspection Company shall always have and maintain on the job, all codes and documents referred to in the plans and specifications.

3.4 DSA Inspection Card: The Inspection Company will implement the Inspection Card process for construction oversight at each campus per DSA procedure PR 13-01.

Ten (10) days prior to the start of construction, the following documents must be processed/submitted:

- a. DSA 102-IC: Construction Start Notice/Inspection Card request.
- b. DSA 151: Project Inspector Notifications.
- c. DSA 156: Commencement/Completion of Work Notification.

While the project is under construction, the Inspection Company will ensure that the DSA 152 Project Inspection Card is kept current with the project and is processed by the Special Inspectors, Testing Labs, etc. One card and set of forms/submittals will be completed for each project site/application #.

3.5 Inspector's Semi-Monthly Reports: Inspection Company shall keep the architect, District, and the appropriate area Division thoroughly informed as to the progress of the work by making semi-monthly reports for each site in writing. These reports will be prepared in accordance with the Division's *Guideline for Inspector's Semi-Monthly Report* and shall state the name of the building, the school, and the school district, and give the file and

application number. The reports shall also include a list of official visitors to the project and whom they represent, a brief statement of the work done, instructions received from the Architect during the period covered by the report and pertinent information regarding any unusual conditions or questions that may have arisen at the job.

The semi-monthly report shall include problems or non-complying conditions which have occurred on the project and how they were resolved or brought into compliance. Failure to comply with these requirements in a timely manner (seven days after reporting period) will be cause for the Division to withdraw approval of Inspection Company.

3.6 Notification to Division of State Architect and District. Inspection Company shall notify the Division and District:

- a. When work is started on the project,
- b. At least forty-eight (48) hours in advance of the time foundation excavations and trenches will be complete, ready for footing forms; and
- c. When work is suspended for a period of more than two weeks.

3.7 Construction Procedure Records. Inspection Company shall keep a record of certain phases of construction procedure. These records shall be kept on the job until the completion of the work, and thereafter made a part of the permanent school records.

3.8 Deviations. Inspection Company shall notify the contractor, in writing, of any deviations from the approved plans and specifications which are not immediately corrected by the contractor when brought to his or her attention. Copies of such notice shall be forwarded immediately to the Architect, District, and the Division.

3.9 Verified Progress Reports. Inspection Company shall make and submit to the Architect and District verified progress reports on form DSA-6, showing that of Inspection Company's own personal knowledge that the work during the period covered by the report has been performed, and in every materials respect is in compliance with the duly approved plans and specifications.

Verified reports shall be made by Inspection Company upon completion of the school building, the suspension of work for a period of more than one month, when Inspection Company's services in connection with a project are terminated for any reason, and at any time a special verified report is required by the Division or District.

3.10 Daily Log. Inspection Company shall keep a daily log for each site. Inspection Company shall document weather conditions, staff on-site for each trade, visitors, major deliveries made to the site, comments about work progress and work performed, quality or concerns, problems or questions that may have arisen, and any other data pertinent to the project.

3.11 Building Materials. Review materials as they are delivered to the site (on a

daily or weekly basis) to insure concurrence with the plans, specifications, and approved submittals, or shop drawings, prior to the contractor's scheduled installation. The Inspection Company will issue written notifications to the project team when materials differ from the plans, specifications, or approved submittals.

3.12 Schedule Review: Review and track the contractor's critical path method (CPM) construction schedule. Then, make a monthly report to the District and Architect about any deviations, including, but not limited to, manpower discrepancies. Provide the District with an opinion about the effect of such short-term changes or deviations on the overall project schedule.

3.13 As-Built Drawing Reviews. Observe the Contractor's documentation of as-built information on a clean record set of contract documents. The Inspection Company will double check actual measurements and conditions in the field to ensure the accuracy of the Contractor's information. The Inspection Company will be responsible for making sure all field information is transferred to the record set of as-built documents on no more than a weekly basis.

The Inspection Company will report to the Architect and District if the Contractor is not complying with this requirement. Additionally, the Inspection Company will not approve the Contractor's application for payment for any periods in which the as-built documents are not up to date. At the end of the project, the Inspection Company will conduct a detailed review of the Contractor's final as-built documents and will sign each page to certify that they are a complete and accurate representation of the project as constructed.

3.14 Testing and Deputy Inspection Coordination. Coordinate the services of the outside agencies providing testing and special or deputy inspection services. This shall include advance notification or scheduling of upcoming needs to help assure availability to accommodate scheduled construction activities. Specific testing and inspection requests shall be coordinated with the Contractor to help ensure that the work is ready to test or inspect when the request is made.

The Inspection Company will initial or sign all deputy inspector or testing lab tickets to certify that the hours listed, and services provided are correct. The review should also identify any services that should be back charged to the Contractor due to failed or incomplete work. Review comments will be timely relayed to the District and architect.

The Inspection Company will coordinate submittal of all verified reports for this work to keep the project inspection card current. This includes DSA Forms 291, 292, and 293.

3.15 Quality Control. Conduct inspection of the work not only for compliance with the plans, specifications and applicable codes, but also for quality control. The Inspection Company will notify the Contractor of work that does not meet this standard and will treat it in the same manner as any other non-compliant work, if it is not immediately corrected upon notification.

3.16 Punch list. The Inspection Company's services will include preparation of a written punch list at the completion of the project that will identify work which still requires completion or correction, including quality control or cosmetic issues. This punch list will be turned over to the District or architect for incorporation into punch lists prepared by others, and into other project closeout paperwork. The Inspection Company will conduct follow-up walk throughs when requested by the Owner to verify completion of items.

4. Independent Consultant. Inspection Company will perform Services as an independent contractor and not as an employee of the District. Inspection Company shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

5. Representatives for Both Parties. Both parties shall designate a representative, authorized to act on the parties' behalf with respect to this Agreement. The parties or such authorized representatives shall render required decisions promptly, to avoid unreasonable delay in the progress of Inspection Company's services. The parties may delegate all or some of the representatives' role and function to some other representative.

6. Indemnification and Liability. To the extent permitted under California law, District will indemnify and hold Inspection Company harmless from all claims, demands, or liability arising from or encountered in connection with this contract or the prosecution of work under it, whether such claims, demands, or liability are caused by Inspection Company, Inspection Company's agents or employees, or subcontractors employed on the project, their agents or employees, or products installed on the project by contractor or subcontractors. Such indemnity shall extend to claims, demands, and liability for injuries occurring after completion of the project as well as during the work's progress. District shall incorporate this indemnity clause into its subcontracts.

7. Notices. District and Inspection Company shall provide notices to the other in the form of a writing, sent by certified mail return receipt requested, or by overnight courier or delivery service with signature required, as follows:

CORNING UNION HIGH SCHOOL DISTRICT Attn.: Jarod Caylor 643 Blackburn Ave. Corning, CA 96021	AULABAUGH INSPECTION SERVICES LLC Attn.: Charles Aulabaugh Post Office Box 252 Vina, California 96092
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or to such other place as either party may similarly in writing designate to the other. Notices shall be effective three business days after mailing by certified mail or upon receipt if delivered by overnight courier or delivery service.

8. Attorney Fees. If either party becomes involved in arbitration or litigation arising from this contract or the performance of it, the court or tribunal in such arbitration or

litigation or in a separate suit shall award reasonable costs and expenses of arbitration and litigation, including expert witness fees and attorney fees, to the prevailing party or parties..

9. Judicial Reference. Any controversy or claim between or among the parties to this Agreement, including any claim based on or arising from an alleged tort, shall be decided by Judicial Reference under the provisions of California Code of Civil Procedure (the "CCP") Section 638 et. seq., or any successor statute of similar effect. The parties shall voluntarily select a Judicial Referee as provided under the CCP who shall be either an active attorney or retired judge having no less than 7 years of experience in the applicable field. Judgment upon the award rendered shall be entered in the court in which the proceeding commenced. The provisions of this Section 11 shall survive any termination, amendment, or expiration of this Agreement unless the parties otherwise expressly agree in writing. This provision may be pleaded as a complete defense to any action to compel arbitration of any dispute arising out of or related to this Agreement.

10. Integration. This contract constitutes the entire agreement of the parties. No other agreements, oral or written, pertaining to the work to be performed under this contract exist between the parties. This contract can be modified only by an agreement in writing signed by both parties.

11. Governing Law. This contract shall be construed in accordance with, and governed by, the laws of the State of California.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day first mentioned above.

AULABAUGH INSPECTION SERVICES, LLC
a California Limited Liability Company

CHICO UNIFIED SCHOOL DISTRICT
a political subdivision of the State of
California

Charles Aulabaugh
DSA Inspector Class 1 Cert # 6417

Date


Jarod Caylor
District Superintendent

Date

6/20/24



APPENDIX A COMPENSATION

CORNING UNION HIGH SCHOOL DISTRICT

PER ATTACHED PROPOSAL DATED MAY 28, 2024

TOTAL CONTRACT AMOUNT- \$ 68,000.00

TERMS: To be billed monthly based on percentage of completion of the project per General Contractors monthly Pay App- AIA G702 Application and Certificate for Payment.

Committee on Assignments for 2024-25 School Year

Sherri Peterson-English

James Johnson-Physics

Josh Jackson-Credit Recovery

Ana Thuemler-Leadership

T. Mendonsa-Yearbook

CORNING UNION HIGH SCHOOL DISTRICT
Classified Management Exempt Schedule
2024/25

RANGE	1	2	3	4	5	6	7	8,9,10	11,12,13	14,15,16	17,18,19	20	
D	DIRECTOR OF MOT	\$ 92,713	\$ 97,349	\$ 102,216	\$ 107,327	\$ 112,693	\$ 118,328	\$ 124,244	\$ 130,456	\$ 136,979	\$ 143,828	\$ 151,019	\$ 158,571
E	HR COORDINATOR	\$ 86,017	\$ 90,326	\$ 94,841	\$ 99,585	\$ 104,559	\$ 109,785	\$ 115,285	\$ 121,038	\$ 127,089	\$ 133,460	\$ 140,130	\$ 147,120
F	DIRECTOR OF TECHNOLOGY	\$ 74,000	\$ 77,700	\$ 81,585	\$ 85,664	\$ 89,947	\$ 94,445	\$ 99,167	\$ 104,125	\$ 109,332	\$ 114,798	\$ 120,538	\$ 126,565
G	CHIEF BUSINESS OFFICIAL	\$ 97,593	\$ 102,472	\$ 107,596	\$ 112,976	\$ 118,625	\$ 124,556	\$ 130,784	\$ 137,323	\$ 144,189	\$ 151,399	\$ 158,968	\$ 166,917

7/1/2021 Annual District Health Insurance contribution is \$13,200 per full-time employee
Ranges D-G 9.84% increase retro back to 07/01/22
Board approved - 06/20/2024
*retro date of 07/01/2023 for Range F only

Adult Education Salary Schedule
2023/24

	Hourly Rate		
CERTIFICATED			
ESL/HS Teacher	\$ 49.94		
CLASSIFIED			
Paraeducator	\$ 19.06		
Classified Sub	\$ 17.50		
Classified positions \$1.50 increase eff 10/01/2022			
Certificated positions 9.84% increase eff 10/01/2022			
Salary schedules may be revised as cola and program changes allow.			
Benefits are based on hours worked per day (prorated).			
No steps or raises are automatic, but will occur when possible.			
Board approved - 06/20/2024			
Retro back to 07/01/2023			

Job Title: SkillsUSA Advisor

Salary: Stipend of 3% Step 1, Class 1 Certificated Salary Schedule

Position Overview: The SkillsUSA High School Club Advisor will play a pivotal role in guiding, mentoring, and supporting students in their pursuit of excellence in various career and technical fields. The advisor will facilitate the growth of the SkillsUSA chapter within the high school, fostering an environment that encourages skill development, leadership, teamwork, and community engagement. The advisor will serve as a mentor, educator, and advocate for the club members, helping them develop essential career-ready skills and succeed in regional, state, and national SkillsUSA activities.

Duties and Responsibilities:

Leadership and Guidance:

- Provide visionary leadership to the SkillsUSA club, aligning its activities with the mission and goals of SkillsUSA at the local, state, and national levels.
- Guide students in the planning, organization, and execution of club meetings, events, fundraisers, workshops, and community service projects.

Student Development:

- Foster a supportive and inclusive club environment that nurtures students' personal and professional growth.
- Mentor students in setting and achieving goals related to the club activities.

Competition and Leadership Activity Preparation:

- Identify and communicate opportunities for students to participate in SkillsUSA competitions and activities, both locally and beyond.
- Assist with registrations, required forms, and other logistics.

Administrative Support:

- Assist in the management of club finances, fundraising efforts, and event planning, ensuring all activities are well-organized and compliant with school policies.
- Maintain accurate records of club membership, participation, and achievements.
- Provide a calendar list of dates of all activities for the year to the teaching staff and district leadership.

Communication and Collaboration:

- Act as a liaison between the club, school administration, parents, and the broader community.
- Facilitate open communication channels to keep students informed about club activities, opportunities, and deadlines.

Advocacy and Networking:

- Facilitate promotion of the club within the school and community.

**Minimum
Qualifications:**

- An active and valid California CTE Credential /Teaching Credential.
- California Drivers License.
- Excellent interpersonal skills and the ability to effectively communicate with students, parents, and colleagues.
- Patience, adaptability, and a genuine passion for nurturing student growth and success.
- Organizational skills to manage training schedules, resources, and competition logistics.
- High ethical standards and professionalism in dealing with students, colleagues, and external partners. Knowledge of Skills USA activities.
- Flexibility to accommodate irregular schedules, including weekends and travel for competitions and activities when needed.

School Plan for Student Achievement (SPSA)

School Name			County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Corning School	Union	High	523170900000000	May 16, 2024	June 20, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Corning Union High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Corning Union High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The school's plan for effectively meeting the ESSA requirements in alignment with the LCAP and other programs will be accomplished through three primary goals and multiple actions consistent with our greatest needs.

First, all students in grades 9-12 will demonstrate an improved level of growth on their ELA and Math course local common assessments. We will also measure 11th grade student growth through the CAASPP ELA & Math score results. We will monitor the results of the specific equity groups of Socio-Economically Disadvantaged students (SEDs), English Language Learner students (ELLs), Hispanic students and White students within the four grade levels. We will use these periodic assessments to measure individual and grade level growth. See goals #1 & 4.

Second, all ELL students in grades 9-12 will demonstrate an improved level of growth on the ELPAC exam at each annual testing and subsequently sustain or raise the rate of reclassification at CUHS. Actions to improve monitoring and achievement are included. See goal #2.

Third, the CUHS staff will implement specific academic and behavioral support programs that target students who do not meet the standard expectations for three of the five LCAP categories: chronic absenteeism, suspension rate, EL progress, graduation rate, and college/career readiness. Refer to the LCAP for specific details on identified targets consistent with the dashboard. Action steps for improved achievement have been created. See goal #3.

Educational Partner Involvement

How, when, and with whom did Corning Union High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Associate Principal was charged by the Principal to update the SPSA with input from a variety of school community teams. The AP started with the document that was generated last year and updated the necessary sections so that they reflected current information and practice. The AP consulted directly with several different groups to inform the goals and steps identified in this document. He consulted with the administrative team, the School Site Council with parent representation, and the respective department heads. He also tapped into the district data specialist. The interaction and consultation occurred at various times throughout the spring semester of 2024 in order to update and revise the existing SPSA document.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

LEA has engaged in the MTSS technical assistance program of the Tehama County Department of Education. Assistance has included the training of school site Tier 1 leadership teams during the 23/24 school year. As part of this training, each leadership team has received training and coaching in developing their understanding and leadership skills to positively impact identification of and implementation of effective Tier 1 strategies that support all students in meeting cognitive, emotional, social, interpersonal, and academic skill development. Teams have been guided in using the cycle of inquiry to analyze school systems and student performance with an emphasis on identifying gaps in instructional practices and student learning. This has also included a look at identification of equity gaps. Teams will continue to receive Tier 1 training during the 24/25 school year with training initiated for Tier 2 leadership teams.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The state indicators for which overall performance was in the orange category are as follows: the overall suspension rate; the overall mathematics percentage; the ELs in ELA; the SEDs in ELA; all students overall in math; SED students in math; all students, SEDs, and Hispanics for suspension rate. The state indicators for which performance was in the red category are as follows: English Learner Progress overall; SWDs in ELA; all students in math; ELs in math; SWDs in math; Hispanics & whites in math; ELs, SWDs and Homeless for suspension rate.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

The ELA Performance Level for all students was yellow. The students with disabilities (SWDs) were in the red, two performance levels below. The mathematics performance level for all students was orange hence there were no other categories that were two PLs below. The college/career readiness PL for all students was "high". The SWDs CCR PL was "low" and therefore two PLs below. The graduation rate for all students was in the blue. SWDs were in the yellow for grad rate and therefore two PLs below. The suspension rate for all students was in the orange PL, therefore, no other categories can be two PLs below.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

None

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Corning Union High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	1.8%	2.07%	1.84%	18	21	19
African American	0.6%	0.39%	0.87%	6	4	9
Asian	1.7%	1.38%	1.65%	17	14	17
Filipino	0.4%	0.39%	0.29%	4	4	3
Hispanic/Latino	62.6%	64.00%	66.15%	626	649	682
Pacific Islander	0.1%	0.10%	0.39%	1	1	4
White	29.6%	28.70%	25.9%	296	291	267
Multiple/No Response	1.2%	1.58%	1.45%	12	16	15
Total Enrollment				1,000	1,014	1031

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 9	261	276	285
Grade 10	284	246	269
Grade 11	237	267	226
Grade 12	218	225	251
Total Enrollment	1,000	1,014	1,031

Conclusions based on this data:

1. The total population of our student body has rested around 1000 students over the past four years.
2. The percentage of Hispanic students continues to increase while the percentage of the white population continues to decrease. The other equity groups are relatively steady from year to year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	231	247	277	23.1%	24.4%	26.9%
Fluent English Proficient (FEP)	313	301	303	31.3%	29.7%	29.4%
Reclassified Fluent English Proficient (RFEP)	21	35		9.1%	12.9%	

Conclusions based on this data:

1. The number of English Learners is gradually increasing. We currently have a higher number of level 1 and level 2 EL students at our school which will impact ELPAC results.
2. The number of reclassified students is also increasing slightly which is positive for our students and school but will leave more students below the level 4 score on the ELPAC.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	222	260	207	160	252	200	157	252	200	72.1	96.9	96.6
All Grades	222	260	207	160	252	200	157	252	200	72.1	96.9	96.6

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2536.	2513.	2542.	7.64	7.14	11.00	31.21	23.81	27.50	24.84	25.00	28.50	36.31	44.05	33.00
All Grades	N/A	N/A	N/A	7.64	7.14	11.00	31.21	23.81	27.50	24.84	25.00	28.50	36.31	44.05	33.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	17.61	11.90	15.50	59.86	51.19	60.00	22.54	36.90	24.50
All Grades	17.61	11.90	15.50	59.86	51.19	60.00	22.54	36.90	24.50

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	6.29	8.73	10.50	56.64	42.46	51.50	37.06	48.81	38.00
All Grades	6.29	8.73	10.50	56.64	42.46	51.50	37.06	48.81	38.00

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	8.33	5.95	7.50	75.00	71.83	78.00	16.67	22.22	14.50
All Grades	8.33	5.95	7.50	75.00	71.83	78.00	16.67	22.22	14.50

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	16.13	12.70	11.50	64.52	58.33	72.00	19.35	28.97	16.50
All Grades	16.13	12.70	11.50	64.52	58.33	72.00	19.35	28.97	16.50

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Conclusions based on this data:

1. The ELA overall achievement scores have improved slightly over the past two testing periods from both exceeding the standard & meeting the standard moving from 30.95 to 38.50 from spring '22 to spring '23. There's still lots of work to be done in targeting the 61.5% who were near or below standard in ELA.
2. The fallacy of this data is that it never measures or compares the same students from year to year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	222	260	207	156	251	201	156	251	201	70.3	96.5	97.1
All Grades	222	260	207	156	251	201	156	251	201	70.3	96.5	97.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	2501.	2486.	2487.	4.49	1.20	3.48	8.97	13.55	7.96	21.79	13.94	18.41	64.74	71.31	70.15
All Grades	N/A	N/A	N/A	4.49	1.20	3.48	8.97	13.55	7.96	21.79	13.94	18.41	64.74	71.31	70.15

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.77	5.18	4.48	33.33	32.27	28.86	60.90	62.55	66.67
All Grades	5.77	5.18	4.48	33.33	32.27	28.86	60.90	62.55	66.67

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.13	2.79	4.48	62.18	61.35	58.71	32.69	35.86	36.82
All Grades	5.13	2.79	4.48	62.18	61.35	58.71	32.69	35.86	36.82

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 11	5.13	2.79	3.98	64.74	62.95	53.23	30.13	34.26	42.79
All Grades	5.13	2.79	3.98	64.74	62.95	53.23	30.13	34.26	42.79

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The overall achievement of junior students on the Math CAASPP have declined slightly from the 2022 to 2023 testing cycles. Overall achievement moved down from 14.75 to 11.44. 70.15 % are below standard in mathematics.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	1559.3	1554.4	1518.3	1563.7	1564.6	1515.6	1554.4	1543.7	1520.6	74	78	78
10	1536.6	1570.1	1532.7	1540.0	1582.8	1535.5	1532.8	1557.0	1529.4	61	61	61
11	1522.7	1556.0	1514.0	1522.1	1561.5	1501.2	1522.8	1549.9	1526.3	32	52	40
12	1539.8	1562.2	1536.3	1538.9	1571.4	1537.6	1540.3	1552.6	1534.3	31	22	39
All Grades										198	213	218

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	15.28	17.95	3.85	44.44	39.74	28.21	31.94	29.49	38.46	8.33	12.82	29.49	72	78	78
10	13.11	31.67	11.86	29.51	36.67	33.90	40.98	16.67	32.20	16.39	15.00	22.03	61	60	59
11	16.13	11.54	2.63	29.03	34.62	23.68	19.35	44.23	39.47	35.48	9.62	34.21	31	52	38
12	9.68	18.18	7.89	32.26	36.36	26.32	45.16	36.36	44.74	12.90	9.09	21.05	31	22	38
All Grades	13.85	20.28	6.57	35.38	37.26	28.64	34.87	30.19	38.03	15.90	12.26	26.76	195	212	213

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	40.28	33.33	14.10	40.28	39.74	43.59	12.50	19.23	15.38	6.94	7.69	26.92	72	78	78
10	26.23	51.67	16.95	42.62	30.00	47.46	21.31	5.00	23.73	9.84	13.33	11.86	61	60	59
11	35.48	26.92	10.53	22.58	57.69	39.47	9.68	9.62	23.68	32.26	5.77	26.32	31	52	38
12	25.81	40.91	13.16	48.39	27.27	55.26	12.90	31.82	15.79	12.90	0.00	15.79	31	22	38
All Grades	32.82	37.74	14.08	39.49	40.09	46.01	14.87	14.15	19.25	12.82	8.02	20.66	195	212	213

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.56	2.56	0.00	26.39	26.92	7.69	40.28	38.46	51.28	27.78	32.05	41.03	72	78	78
10	0.00	8.33	5.08	18.03	28.33	20.34	44.26	41.67	30.51	37.70	21.67	44.07	61	60	59
11	0.00	1.92	0.00	16.13	19.23	10.53	41.94	48.08	42.11	41.94	30.77	47.37	31	52	38
12	3.23	4.55	2.63	12.90	18.18	13.16	41.94	45.45	44.74	41.94	31.82	39.47	31	22	38
All Grades	2.56	4.25	1.88	20.00	24.53	12.68	42.05	42.45	42.72	35.38	28.77	42.72	195	212	213

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	5.56	3.85	6.41	72.22	78.21	69.23	22.22	17.95	24.36	72	78	78
10	4.92	10.00	8.47	60.66	75.00	71.19	34.43	15.00	20.34	61	60	59
11	3.23	1.92	0.00	51.61	76.92	60.53	45.16	21.15	39.47	31	52	38
12	3.23	0.00	7.89	61.29	72.73	63.16	35.48	27.27	28.95	31	22	38
All Grades	4.62	4.72	6.10	63.59	76.42	67.14	31.79	18.87	26.76	195	212	213

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	84.72	78.21	55.13	8.33	14.10	17.95	6.94	7.69	26.92	72	78	78
10	75.41	82.76	76.27	16.39	8.62	13.56	8.20	8.62	10.17	61	58	59
11	58.06	88.46	39.47	19.35	9.62	39.47	22.58	1.92	21.05	31	52	38
12	77.42	81.82	65.79	12.90	18.18	26.32	9.68	0.00	7.89	31	22	38
All Grades	76.41	82.38	60.09	13.33	11.90	22.07	10.26	5.71	17.84	195	210	213

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	9.72	7.69	2.56	51.39	43.59	39.74	38.89	48.72	57.69	72	78	78
10	6.56	13.33	11.86	54.10	50.00	37.29	39.34	36.67	50.85	61	60	59
11	0.00	5.77	2.63	41.94	48.08	34.21	58.06	46.15	63.16	31	52	38
12	6.45	9.09	10.53	35.48	45.45	28.95	58.06	45.45	60.53	31	22	38
All Grades	6.67	8.96	6.57	48.21	46.70	36.15	45.13	44.34	57.28	195	212	213

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
9	2.78	2.56	1.28	88.89	78.21	67.95	8.33	19.23	30.77	72	78	78
10	1.64	0.00	3.39	78.69	81.67	71.19	19.67	18.33	25.42	61	60	59
11	9.68	7.69	0.00	51.61	67.31	55.26	38.71	25.00	44.74	31	52	38
12	16.13	4.55	2.63	51.61	77.27	65.79	32.26	18.18	31.58	31	22	38
All Grades	5.64	3.30	1.88	73.85	76.42	66.20	20.51	20.28	31.92	195	212	213

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The speaking domain is by far the strongest area for all of our EL students landing firmly in the "well-developed" category at 60.09% for all grades.
2. The listening and writing domains have shifted mostly to the "somewhat/moderately" category which is consistent with an increase of Level 1 & Level 2 EL students at our site. Listening is at 67.14% in the "somewhat/moderately" category. Writing is 66.20% "somewhat/moderately" and 31.92% "beginning" category (again, more level 1 & level 2

students in the mix). Reading is at 57.28% in the "beginning" category and 36.15% in the "somewhat/moderately" category. Lots of work to do in EL reading.

3.

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School and Student Performance Data

California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
1031	76.9	26.9	1.1
Total Number of Students enrolled in Corning Union High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	277	26.9
Foster Youth	11	1.1
Homeless	29	2.8
Socioeconomically Disadvantaged	793	76.9
Students with Disabilities	162	15.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	9	0.9
American Indian	19	1.8
Asian	17	1.6
Filipino	3	0.3
Hispanic	682	66.1
Two or More Races	15	1.5
Pacific Islander	4	0.4
White	267	25.9

Conclusions based on this data:

1. The Hispanic & EL population at CUHS is gradually increasing while the White population is gradually declining; the other race/ethnic groups are consistent from year to year. EL % is almost 27. Hispanic is 66%; white is 26%.
2. Most all of the other demographic categories have stayed relatively similar including our socio-economically disadvantaged students. All of the other race/ethnicity groups other than white or Hispanic constitute 7-8% of our student population.

School and Student Performance Data

Overall Performance


The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Blue	Suspension Rate  Orange
Mathematics  Orange	Chronic Absenteeism  No Performance Color	
English Learner Progress  Red		
College/Career High		

Conclusions based on this data:

1. Our Graduation Rate is a strong aspect of CUHS in the blue category.
2. English Language Arts is in the yellow category. Our suspension rate and our mathematics are in the orange category.
3. The English Learner Progress rating is in the red. Many students were reclassified this past year and many new lower level ELD students have arrived. Overall numbers at levels 3 & 4 have declined and the number of students at levels 1 & 2 have increased.

School and Student Performance Data

Academic Performance English Language Arts

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 38.5 points below standard Increased Significantly +28.1 points 197 Students	English Learners Orange 85.7 points below standard Increased Significantly +34.4 points 67 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 7 Students	Socioeconomically Disadvantaged Orange 45.5 points below standard Increased Significantly +25.4 points 157 Students	Students with Disabilities Red 152.7 points below standard Maintained +2.6 points 34 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 5 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 39.1 points below standard Increased Significantly +33.1 points 136 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students	 Yellow 34 points below standard Increased +3.2 points 46 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
136.4 points below standard Increased Significantly +25.6 points 34 Students	33.5 points below standard Increased Significantly +18 points 33 Students	36.3 points below standard Increased Significantly +20.7 points 85 Students

Conclusions based on this data:

- Many of our student demographic categories increased significantly on the dashboard indicators for ELA. The "All students" category & "white students" category and "Hispanic" equity group were in the yellow; English Learners & SED were in the orange; and Students w/Disabilities were in the red. We must continue to monitor and intervene for our IEP/SpEd population.
- All three categories for English Learners' comparisons increased significantly in English Language Arts.
- SWDs are two performance levels below "all students" in ELA.

School and Student Performance Data

Academic Performance Mathematics

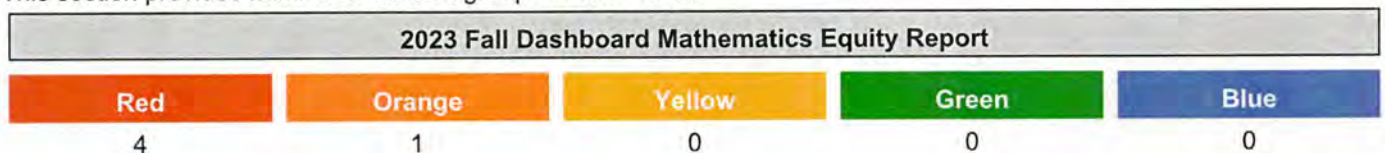
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 136.7 points below standard Increased +3.9 points 198 Students	English Learners  Red 201.6 points below standard Decreased -10.8 points 68 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged  Orange 139.4 points below standard Increased +6 points 157 Students	Students with Disabilities  Red 220.5 points below standard Decreased -8.3 points 34 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American Less than 11 Students 1 Student	American Indian Less than 11 Students 5 Students	Asian Less than 11 Students 3 Students	Filipino  No Performance Color 0 Students
Hispanic  Red 143.4 points below standard Maintained +1.4 points 136 Students	Two or More Races Less than 11 Students 6 Students	Pacific Islander  No Performance Color 0 Students	White  Red 125.9 points below standard Maintained +1.8 points 47 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner 234.1 points below standard Decreased -14.5 points 35 Students	Reclassified English Learners 167 points below standard Decreased Significantly -24.2 points 33 Students	English Only 123.3 points below standard Increased +6.1 points 86 Students

Conclusions based on this data:

1. The 2023 dashboard reveals that nearly all of our students and their respective subgroups are in the red category at lowest performance. The "all students" demographic was in the orange with an increase of 3.9 points.
2. There is a need for our school to be able to show growth in mathematics learning through alternative means beyond a single CAASPP exam. In other words, to show where students were when they arrived to us and where they ended upon leaving us four years later as well as from year to year over four years. That continues to be a work in progress.
3. The math data comparisons for English Learners also showed a decline as well among current and reclassified ELs.

School and Student Performance Data

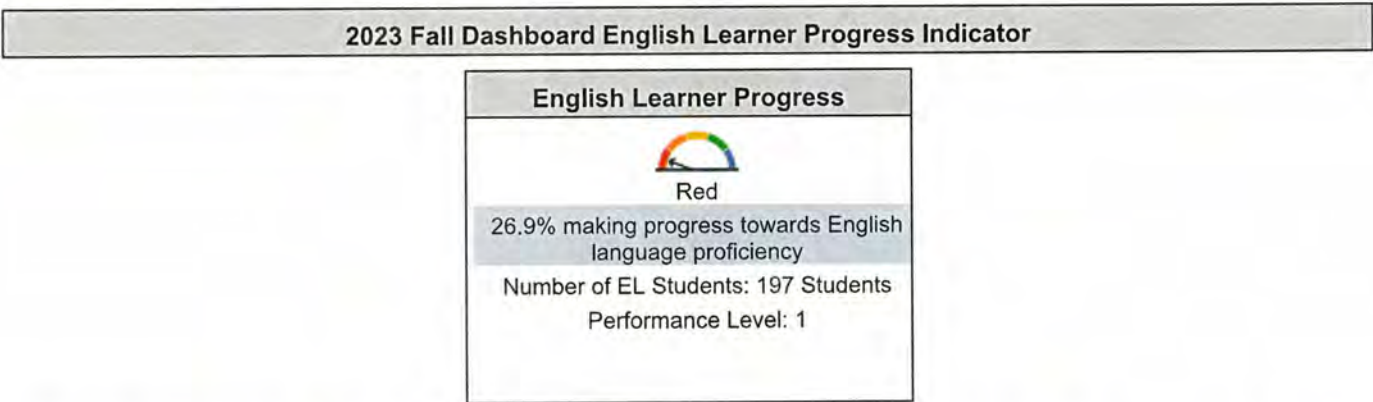
Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
78	65	0	53

Conclusions based on this data:

- Our English Learner progress is in the red level at 26.9 points above standard at performance level 1.
- 53 students progressed at least one ELPI level; 0 maintained at level 4 (most were reclassified); 65 students maintained at levels 1, 2L, 2H, 3L & 3H (limited progress); 78 students decreased last year which leads to the English Learner Progress in the red zone.

School and Student Performance Data

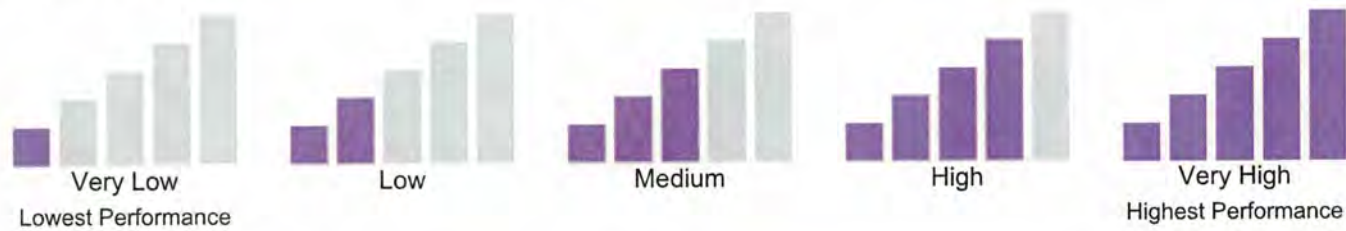
Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

This section provided information on the percentage of high school graduates who are placed in the “Prepared” level on the College/Career Indicator.

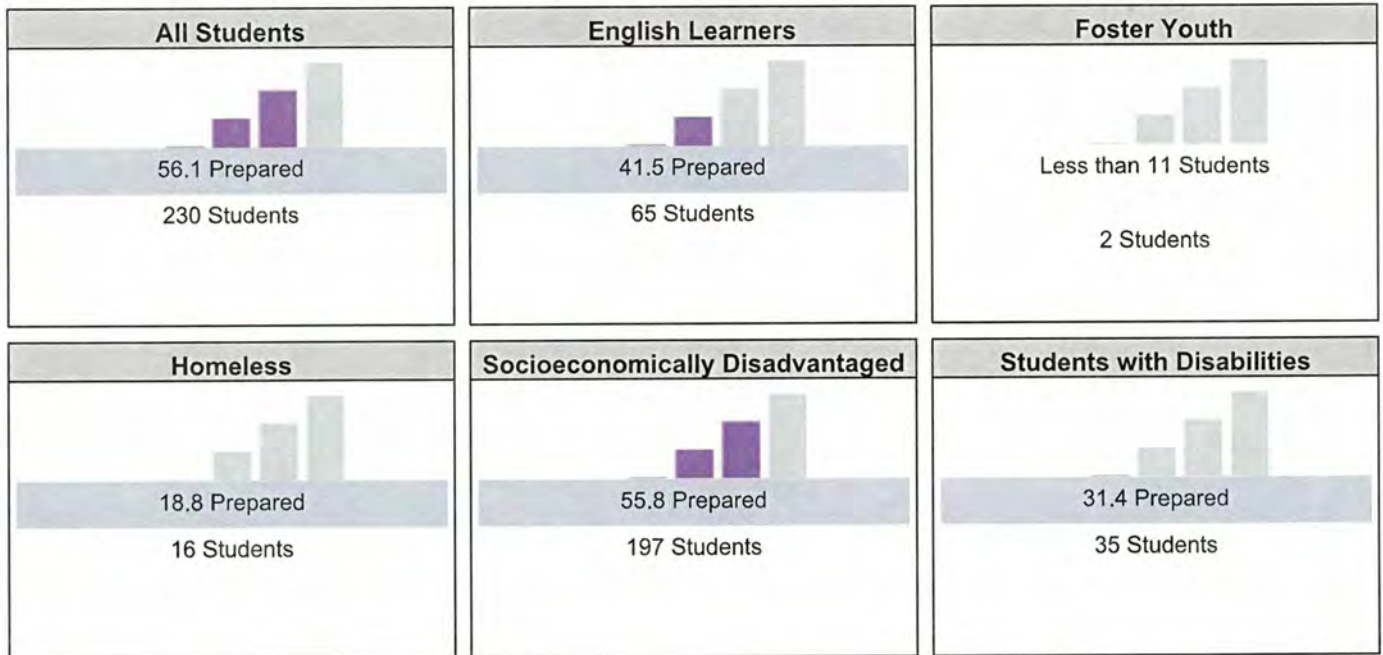


This section provides number of student groups in each level.

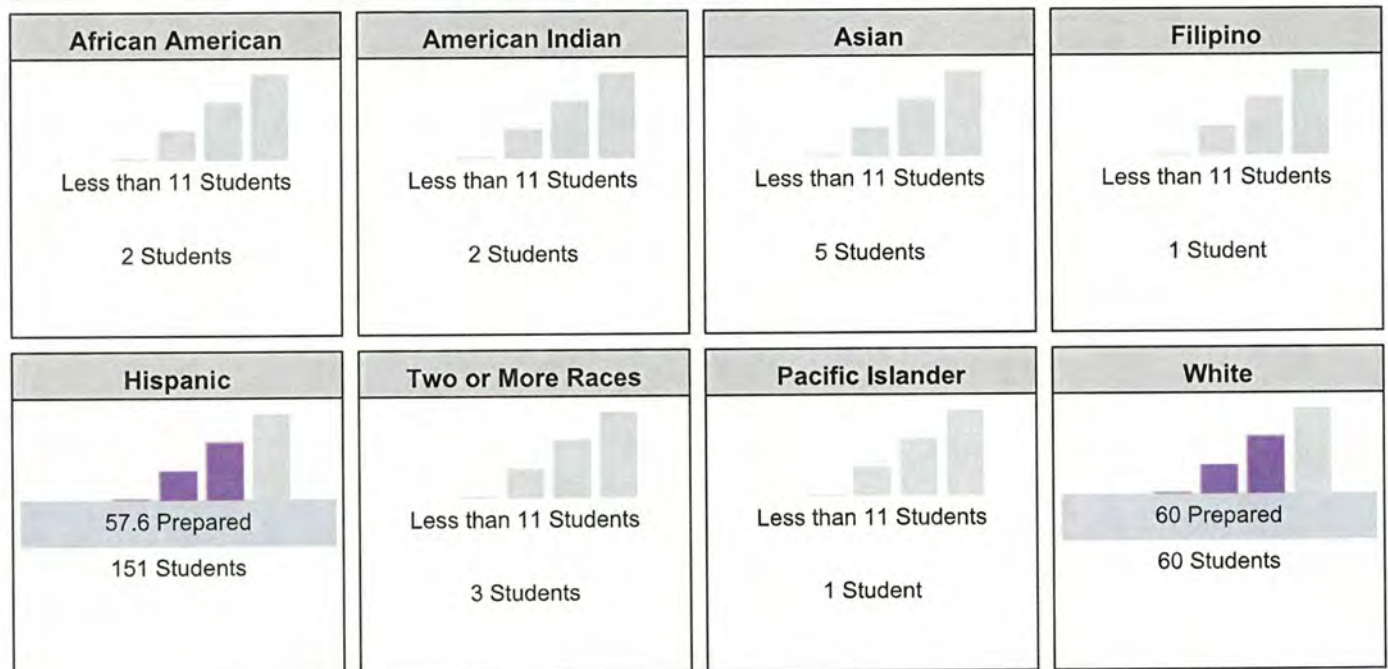
2023 Fall Dashboard College/Career Equity Report				
Very High	High	Medium	Low	Very Low
0	1	1	3	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1. The "all students" category & the SED category each scored high on the CCR at 56.1% & 55.8% respectively. English Learner juniors were medium at 41.5% prepared. Students w/Disabilities were low at 31.4% prepared which is two performance levels below all.
2. In terms of ethnic breakdown: both the Hispanic and the white populations were "high" at 57.6% & 60% prepared; the other races are too small to report.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."











This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<div>All Students</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Students with Disabilities</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 0 Students	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0 Students

Conclusions based on this data:

1. No data to comment on.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."





This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 98.7% graduated Increased 2.9 230 Students	English Learners  Blue 100% graduated Increased Significantly 10.6 65 Students	Foster Youth Less than 11 Students 2 Students
Homeless 100% graduated 16 Students	Socioeconomically Disadvantaged  Blue 98.5% graduated Increased 2.9 197 Students	Students with Disabilities  Yellow 91.4% graduated Decreased -2.1 35 Students

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 2 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Blue 99.3% graduated Increased 4.6 151 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	 Blue 96.7% graduated Maintained -0.2 60 Students

Conclusions based on this data:

1. Our graduation rate overall among all students is strongly in the blue at 98.7%. Our EL students & SED students are strongly in the blue at 100% & 98.5% graduated respectively. Our SWDs dropped by 2.1 hence in the yellow but still at 91.4% graduated (SWDs are two performance levels below all students).
2. The only two reported ethnic groups are both in the blue. Hispanic graduated 99.3% & white graduated 96.7%.
3. There remains a need to more closely monitor and intervene for specific students who have IEPs to ensure that they earn their diplomas.

School and Student Performance Data

Conditions & Climate Suspension Rate

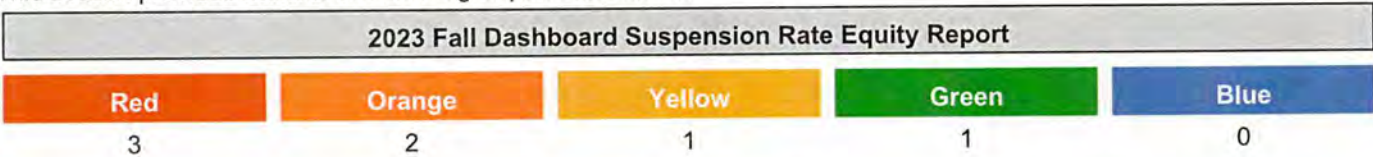
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>8.7% suspended at least one day</div> <div>Increased 0.9 1086 Students</div>	<div>English Learners</div> <div> Red</div> <div>10.7% suspended at least one day</div> <div>Increased 2.1 300 Students</div>	<div>Foster Youth</div> <div>12.5% suspended at least one day</div> <div>16 Students</div>
<div>Homeless</div> <div> Red</div> <div>14.7% suspended at least one day</div> <div>Increased 5.3 34 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>9.4% suspended at least one day</div> <div>Increased 1.2 844 Students</div>	<div>Students with Disabilities</div> <div> Red</div> <div>14.5% suspended at least one day</div> <div>Increased Significantly 3.8 173 Students</div>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 9 Students	20% suspended at least one day Increased 8.5 20 Students	0% suspended at least one day Maintained 0 17 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 8.5% suspended at least one day Increased 1.6 718 Students	 Green 5.7% suspended at least one day Declined -1.8 35 Students	Less than 11 Students 3 Students	 Yellow 9.3% suspended at least one day Declined -0.9 281 Students

Conclusions based on this data:

1. All students & SED students landed in the orange category; English Learners, SWDs and Homeless were in the red zone schoolwide. We do need to ensure we are handling ELs, SWD students, and Homeless students appropriately in the discipline process.
2. In terms of suspension rates among ethnic groups: Hispanics in the orange; whites in the yellow & two or more races in the green.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Proficiency in ELA

Students in grade 11 will demonstrate an improved level of growth on the ELA CAASPP by reducing the points below standard 10-20 points among all juniors and within each equity group. All students in grades 9-12 will also demonstrate improvement in ELA through grade level local assessments made visible through a data analysis system.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the number of students who are prepared for all post-secondary opportunities they choose to pursue. This goal is in alignment with the District Vision and Mission statements related to students achieving personal success for their future and their community.

Identified Need

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

We need to improve student achievement and college career readiness among our students specifically related to ELA knowledge and skills made visible through the ELA CAASPP and other assessments such as the STAR reading test and the English Department's writing rubric. This year's English Learner Progress was in the red zone.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student improvement on the English Department's writing rubric from grade level to grade level.	Individual, class and grade-level writing rubric results.	Each student will demonstrate growth on the various genre writing assignments administered in all English classrooms in accordance with the department's writing rubric. Growth anticipated from one grade level to the next in grades 9-12.
Student improvement on the STAR Reading test for grade-level proficiency.	Individual, class and grade-level STAR Reading results.	Each student will demonstrate growth on the STAR Reading test administered three times per year (beginning, middle & end). Improve each grade-level reading target.
Student improvement on the ELA CAASPP for all 11th graders.	Our students are in the orange category for the 22-23 ELA CAASPP with the intent of moving to the yellow.	The junior class points below standard will be reduced by 15-20 points on the ELA CAASPP.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

1.1	<p>1. Use clearly defined ELA rubrics for the improvement of academic writing and clarification of California Standards-based learning objectives for each ELA grade level (9-12).</p> <p>2. Ensure that ELA curriculum materials and strategies are aligned to ELA California Academic Standards.</p> <p>3. Engage in effective instruction according to good lesson design using explicit direct instruction and the gradual release of responsibility models that target the ELA reading and writing skills inherent in the CCSS. This instruction includes clear learning objectives, checks for understanding, integration of content academic language and intentional literacy and language skills practice. Teachers will be especially cognizant of the EL and SWD students in the room.</p> <p>4. Continue to implement the AVID WICOR strategies associated with the AVID Schoolwide approach to college and career readiness which is highly literacy oriented.</p> <p>5. Every teacher will provide a cohesive connection of all textual resources to the identified content and skill standards for ELA which includes the alignment of curricular materials to the ELA CCSS.</p> <p>6. Each teacher will identify gaps in instructional materials and make adjustments to align all primary and supplemental materials with standards while establishing general grade level ELA pacing windows. Teachers and staff will provide the necessary modifications and accommodations for all SWD students in ELA classrooms.</p> <p>7. ELA teachers will expose students to the ELA SBAC interim assessments and practice tests in direct preparation for the 11th grade CAASPP in order to demonstrate progress toward the California Academic Standards for ELA.</p> <p>8. Expect all content-area teachers to regularly engage students with reading, writing, listening, speaking, and language skills practice using their content as the means to improve literacy skills. Teachers will be especially aware of the SWD & EL students in the room.</p> <p>9. Use developed content-skill assessments in ELA and core content areas to inform curricular and instructional decisions around student learning of content knowledge and literacy skills. ELA teachers will target long-term English learners & SWDs in their mainstream English classes all year long.</p> <p>10. Utilize an assessment analysis system in ELA using teacher-created assessments, the STAR Reading test, and the English Department's writing rubric.</p> <p>11. Review potential "equity gaps" for our students with disabilities as well as our English learners.</p>	All Students Schoolwide & the Junior Class in Particular	<p>515,500 LCFF 1000-1999: Certificated Personnel Salaries English Teachers 186,200 LCFF 3000-3999: Employee Benefits English Teachers 3,525 Lottery: Instructional Materials 4000-4999: Books And Supplies</p> <p>2,000 Extended Learning Opportunity 4000-4999: Books And Supplies</p> <p>2,537 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies</p>
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

A concerted effort has occurred among the schoolwide teaching staff to improve proficiency in English Language Arts. The last CAASPP results showed improvement for all students, for SED students, for Hispanic & White students, but a decline for EL and SWD students. A lot of time and resources have been dedicated to EL & SWD students, but the rise in the number of level 1 & 2 ELs and an increase in the number of IEPs overall and the number of ELs with IEPs. We have our work cut out for us.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Lots of time and resources have been dedicated to ELs and SWD students. The budgeted expenditures were consistent with the intended implementation to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

All students with disabilities (SWDs) and English Learner (EL) students will be adequately supported in reaching the established goal of improved performance on the ELA CAASPP and local assessments by implementing a Tier 1 SEL team and a robust data collection system to target areas for growth. The Tier 1 SEL team will provide a foundation of social-emotional support that is essential for these students to thrive academically. By integrating SEL practices into the curriculum and fostering a supportive environment, SWD and EL students will develop the necessary skills to navigate academic challenges effectively. Additionally, the implementation of a data collection system will enable our school to track the progress of these students more closely and tailor interventions accordingly. Through such data-driven insights, we will more readily identify specific areas where students require additional support and implement targeted strategies to address their unique needs. By combining the implementation of a Tier 1 SEL team with a comprehensive data collection system, we anticipate that SWDs and EL students will receive the personalized support necessary to achieve success on the ELA assessments utilized.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ELPAC Results & Rate of Reclassification Improved

All ELL students in grades 9-12 will demonstrate an improved level of growth on the ELPAC exam at each annual testing and subsequently sustain or raise the rate of reclassification at CUHS. Students will also demonstrate language growth through the local EL assessments done in designated ELD as well as in the mainstream English courses.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the number of students who are prepared for all post-secondary opportunities they choose to pursue. EL student improvement in language development skills play into this LCAP goal.

Identified Need

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

Improve student achievement and college career readiness among our English Language Learner students. The need continues for students to progress from each respective language performance level to the next according to ELPAC results and local assessments.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Gradual EL student improvement on the annual ELPAC score results that identify students at a particular level of English language proficiency on a scale of 1-4.	The overall English Learner progress percentage is at 48.4% making progress based on ELPAC results. We are currently at the "medium" level.	All EL students will demonstrate an improved EL progress percentage by 5-10%.
Gradual EL student improvement on the ELD & ELA local classroom assessments administered at intervals throughout the school year.	Each ELD level assessment will demonstrate individual student growth on the Emerging, Expanding and Bridging assessments.	Students will progress from a level 1 (emerging) to a level 2 (expanding) in one-two years; from a level 2 (expanding) to level 3 (bridging) in one-two years; from level 3 (bridging) to level 4 (proficient) in one-two years; and at level 4 (proficient) to then meet all of the criteria to become reclassified (RFEP).
The number of EL students that are reclassified will increase.	The reclassification rate for CUHS in 2021-22 was 15.7% & in 22-23 was 21.37% which reveals a positive improvement overall among EL students.	The reclassification percentage will be the same or higher for the next school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>1. Use clearly defined ELD rubrics for the improvement of academic speaking, reading, writing and clarification of California Standards-based learning objectives for each ELA grade level (9-12). Ensure that our curriculum materials and strategies are aligned to ELD standards and the California Road Map.</p> <p>2. Engage in effective instruction according to good lesson design thru explicit direct instruction and the gradual release of responsibility models that target the ELA reading and writing skills inherent in the CCSS and consistent with the ELD standards. Continue with the full implementation of the WICOR strategies associated with the AVID Schoolwide approach to college and career readiness.</p> <p>3. Every teacher will provide a cohesive connection of all textual resources to the identified content and skill standards for ELD. This includes the alignment of curricular materials to the ELA CCSS and identification of gaps in instructional materials and adjustments to align supplemental material, and establish general grade level ELA/ELD pacing windows.</p> <p>4. ELA & ELD teachers will use frequent formative assessments and timely summative assessments as a tool to monitor student learning and progress toward the California Academic Standards for ELA & ELD. These departments have created formal, structured content, literacy-based rubrics & assessments for writing that drive the curriculum, instruction and assessments.</p> <p>5. Provide timely intervention for ELA & ELD students within the master schedule that address the academic and motivation/behavior issues that hinder academic success. Determine best practices and materials to use with such learners.</p> <p>6. Use developed content-skill assessments in ELA, ELD, other core subjects and Reading/Writing Intervention to inform curricular and instructional decisions around student learning of content knowledge and literacy skills.</p> <p>7. Sustain practices in clear learning objectives, checks for understanding, content academic language and multiple other effective EL strategies.</p> <p>8. Provide opportunities for professional collaboration activities and analysis of student performance for all teachers during pre-service, teacher collaboration days, and alternate times designated for professional conversations around best practices for ELs. Analyze and make adjustments based on locally-created formative and summative assessments.</p>	All ELD & Non-Reclassified EL students	<p>58,945 LCFF 1000-1999: Certificated Personnel Salaries</p> <p>23,691 LCFF 3000-3999: Employee Benefits</p> <p>12,073 Title I 1000-1999: Certificated Personnel Salaries</p> <p>4,852 Title I 3000-3999: Employee Benefits</p> <p>86,239 Other 1000-1999: Certificated Personnel Salaries</p> <p>31,839 Other 3000-3999: Employee Benefits</p> <p>55,400 Title I 2000-2999: Classified Personnel Salaries</p> <p>42,080 Title I 3000-3999: Employee Benefits</p> <p>5,010 Title III 2000-2999: Classified Personnel Salaries</p> <p>4,317 Title III 3000-3999: Employee Benefits</p>

	<p>9. Target the areas of growth for each student based on student performance on the ELPAC-aligned assessments in ELA/ELD, the Star Renaissance reading results, and the English Depts. writing rubric.</p> <p>10. Expect full implementation of AVID/WICOR/FNT school wide to promote effective instruction & CCR which impacts EL students in all of those classrooms.</p> <p>11. Continue to intentionally monitor and intervene for those 40+ students at CUHS who are both ELs & SWDs.</p>		
2.2			<p>25,400</p> <p>Lottery: Instructional Materials</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

We have implemented with fidelity the strategies and activities we identified in order to achieve the articulated goal. All of these strategies/activities take several years to have impact on students who are at levels 1 & 2. The overall EL Progress is currently in the red zone which will require honest, in-depth evaluation of what we are and are not doing to more rapidly improve EL student language skills. The LTELs in our school need deliberate interventions and motivations to improve their scores on the ELPAC which we have attempted to do. The work of the EL Coordinator/classroom coach has stepped up efforts to prepare and motivate EL students to give their best effort on the test and demonstrate the skills they have learned. More EL students were exposed to the kinds of questions they will see on the ELPAC exam through the ELD teachers, the EL Coordinator, and the ELA teachers.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and the budgeted expenditures in order to meet the articulated goal. We spent the money on the intended strategies & activities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Following our comprehensive analysis, we are actively pursuing the implementation of the following strategies and activities:

Conducting a thorough review of our course offerings and placement of English Learners in the best courses to ensure alignment with the academic expectations of our EL students.

Evaluating the suitability of our current curriculum to ascertain its efficacy in meeting the diverse needs of our EL population, especially our long-term English learners so that they can pass the ELPAC and get reclassified.

Facilitating professional development opportunities for our staff to engage in collaborative discussions with peers from other departments, aimed at sharing and adopting best practices for all of our EL students.

Proactively addressing student motivation by deploying Tier 1 strategies for Social-Emotional Learning (SEL) while also implementing incentivization programs to bolster student performance by our EL students on the CAASPP & ELPAC.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Targeting Three Specific LCAP Categories on the Dashboard

The Corning Union High School staff will target students who do not meet the standard expectations for the LCAP categories of chronic absenteeism, suspension rate, and college/career readiness. Refer to the LCAP for specific details on identified targets consistent with the dashboard. EL Progress is a separate, distinct goal in this document so it is not included here. Our current Graduation Rate is relatively strong so we are not targeting any work on it other than to simply sustain what we are doing with credit recovery. College and career readiness was reported to be "high" for this document.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Increase the number of students who are prepared for all post-secondary opportunities they choose to pursue. This goal is in alignment with the District's Vision and Mission statements and encapsulates well our overall desire for students to be able to pursue a variety of postsecondary options when they are finished in the District. This corresponds to the college/career readiness goal.
2. Create a safe and well-maintained learning environment that promotes respect and responsibility among students. This goal has been developed in order to assure that our students have a safe and orderly school environment in which to learn. The California School Dashboard primarily measures this through school suspension data, and this has been a target of our District and site for several years.

Identified Need

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

We have a need to sustain efforts at building schoolwide capacity for promoting the behavioral, social and emotional health of our student population.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The annual chronic absenteeism rate for CUHS.	The chronic absenteeism rate for 2022-23 is 8.13%.	Reduce the rate of chronic absenteeism by at least 2-3% each of the next three years.
The annual school wide suspension rate at CUHS.	The 2022-23 annual suspension rate at CUHS is 8.7% compared to the state average of 3.60%.	Reduce the number of suspensions schoolwide by 2% over the next two years.
The annual college & career indicator for CUHS.	The 2023 college/career ranking is "HIGH".	Maintain or increase the annual CCR indicator according to performance level ratings.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>1. Monitor the data points in the three categories in which we are weak. Use the dashboard, absence lists, suspension logs, GPA/D-F lists, CAASPP results, etc. to help identify student needs and targets.</p> <p>2. Target specific students and families who need support with chronic absenteeism and potential suspensions through conversations, counseling referrals, home visits, school resource officer assistance, social services assistance, HOPE Center interventions, and other outside agencies and counselors, etc.</p> <p>3. For our students who are not CCR ready, we will continue to promote college/career readiness through a multitude of CUHS programs including AVID/WICOR practices school wide, CTE expansion, more A-G offerings, a CCR AVID course for all freshmen, an AVID Elective course for identified sophomores, and more deliberate, intentional exposure to the post-secondary opportunities that exist for students.</p> <p>4. Continue to modify policies and practices that unnecessarily increase the number of suspensions but instead create layers of prevention and intervention that lead to reduced rates of suspension; Target specific students who need support with potential suspensions (the intervening work of the AP over suspensions, the school counselors and the school psychologist). Be aware of the students with IEPs or are ELL students.</p> <p>5. Create teacher engagement around more intentional SEL practices within the classroom setting.</p> <p>6. Target the chronically absent students early in the fall semester to begin specific family interventions rather than waiting until January to identify the chronically absent students.</p> <p>7. Continue to monitor and target deliberate instruction among the SWD & EL students who face the challenges of attendance, possible suspensions, completion of graduation, and meeting the expectations for college or career readiness which includes the case carriers, admin. over Special Education program, the school psychologist, the EL Coordinator, and other applicable staff.</p>	<p>This strategy/activity targets first those students who are chronically absent. Secondly, it targets those students who are being suspended among specific populations. Finally, this approach targets all students who need to be college and career ready by the time of graduation.</p>	<p>125,756 General Fund 1000-1999: Certificated Personnel Salaries Associate Principal work with chronically absent students and student suspension prevention and reduction. 39,521 General Fund 3000-3999: Employee Benefits Counselor 60,444 General Fund 1000-1999: Certificated Personnel Salaries Counselor 20,644 General Fund 3000-3999: Employee Benefits Counselor 40,890 Other 1000-1999: Certificated Personnel Salaries Counselor 13,779 Other 3000-3999: Employee Benefits Counselor 34,844 Title I 2000-2999: Classified Personnel Salaries Attendance 24,903 Title I 3000-3999: Employee Benefits Attendance 1104 Title II Part A: Improving Teacher Quality 5000-5999: Services And Other Operating Expenditures Sent counselor to AVID training</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

All of the strategies & activities identified above were actively in play for 22-23 and revisited again for the 23-24 school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not identify any major differences between the intended implementation and the budgeted expenditures. We spent the money on the activities identified in the steps above.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

All students with disabilities (SWDs) and English Learner (EL) students will be adequately supported in reaching the established goal of improved performance on related to chronic absenteeism, suspension rate and college-career readiness by implementing a Tier 1 SEL team and a robust data collection system to target areas for growth. The Tier 1 SEL team will provide a foundation of social-emotional support that is essential for these students to thrive in attendance at school, in reducing suspensions, and in developing college-career readiness skills. By integrating SEL practices into the curriculum and fostering a supportive environment, SWD and EL students will develop the necessary skills to navigate absences, suspensions and CCR challenges effectively. Additionally, the implementation of a data collection system will enable our school to track the progress of these students more closely and tailor interventions accordingly. Through such data-driven insights, we will more readily identify specific areas where students require additional support and implement targeted strategies to address their unique needs. By combining the implementation of a Tier 1 SEL team with a comprehensive data collection system, we anticipate that SWDs and EL students will receive the personalized support necessary to achieve success in attendance, suspensions and CCR skill development.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics proficiency

All students in grade 11 including the equity groups will demonstrate an improved level of growth on the Mathematics CAASPP by reducing the points below standard. Students will also show improvement in Math through grade level local assessments made visible through a data analysis system.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the number of students who are prepared for all post-secondary opportunities they choose to pursue. This goal is in alignment with the District's Vision and Mission statements related to students achieving personal success.

Identified Need

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

We need to improve student achievement and college career readiness among our students specifically related to Mathematics knowledge and skills made visible through the Mathematics CAASPP and other local math assessments.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student improvement on the Math Department's Mastery Quizzes and comprehensive semester exams consisting of all previous mastery quizzes.	Individual, class and grade-level results on the local mastery quizzes and comprehensive semester exams.	Each student will demonstrate growth on the grade-level local assessments.
Student improvement on the annual Math CAASPP among all 11th graders and the respective equity groups among juniors at CUHS.	Our current percentage rate of proficiency is at 15%. We are currently 140.6 points below standard compared to the state average of 51.7 points below standard.	We expect our students to improve by reducing the number of points below standard by 20-25 points.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	1. Provide clearly defined mathematical expectations for the improvement of math knowledge and skills and clarification of California Standards-based learning objectives for each Math grade level (9-12). 2. Ensure that the math curriculum materials (CPM) and the math instructional strategies are	All students and the specific identified equity groups of White, Hispanic, socio-economically disadvantaged, English Learners and Special	508,870 LCFF 1000-1999: Certificated Personnel Salaries Math teachers 183,421 LCFF

<p>consistently aligned to the Math California Academic Standards and the 8 Standards for Mathematical Practice.</p> <p>3. Engage in effective instruction according to good lesson design using the gradual release of responsibility model that targets the Math skills inherent in the CCSS. This instruction includes clear learning objectives, checks for understanding, integration of content academic language and intentional literacy and language skills practice in mathematics.</p> <p>4. Continue to implement the AVID WICOR strategies associated with the AVID Schoolwide approach to college and career readiness.</p> <p>5. Every teacher will provide a cohesive connection of all textual resources to the identified content and skill standards for Mathematics which includes the alignment of curricular materials to the Math CCSS.</p> <p>6. Each teacher will identify gaps in instructional materials and make adjustments to align all primary and supplemental materials with standards while establishing general grade level Math pacing windows for each math level.</p> <p>7. Math teachers will use frequent formative assessments (daily checks for understanding, exit slips, tool kit use, team quizzes, homework quizzes, etc.) and timely summative assessments (mastery quizzes and comprehensive semester exams) as tools to monitor student learning and progress toward the California Academic Standards and Standards for Mathematical Practice. Math teachers will expose math students to the SBAC interim assessments and practice tests.</p> <p>8. Expect all math teachers to regularly engage students in reading, writing, listening, speaking, and language skills practice using the mathematical content as the means to improve numeracy and literacy skills.</p> <p>9. Use developed content-skill assessments in Mathematics to inform curricular and instructional decisions around student learning of math content knowledge and math numeracy skills.</p> <p>10. Utilize an assessment analysis system in Math measuring the results of the local math mastery quizzes and comprehensive semester exams.</p>	<p>Education IEP students. This also identifies 11th grade students in particular for the Math CAASPP results.</p>	<p>3000-3999: Employee Benefits</p> <p>65,430</p> <p>Lottery: Instructional Materials</p> <p>4000-4999: Books And Supplies</p> <p>15,391</p> <p>Extended Learning Opportunity</p> <p>6000-6999: Capital Outlay</p> <p>Touch boards</p>
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Despite implementing all activities as described above, our math performance across many of our groups remained stagnant. While the scores did not go down, they did not increase either.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between intended implementation and the budgeted expenditures. We spent funds on the actions that were intended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Following our comprehensive analysis, we are actively pursuing the implementation of the following strategies and activities:

Conducting a thorough review of our class offerings to ensure alignment with the academic levels of our incoming students.

Evaluating the suitability of our current curriculum to ascertain its efficacy in meeting the diverse needs of our student body.

Facilitating professional development opportunities for our staff to engage in collaborative discussions with peers from other districts, aimed at sharing and adopting best practices.

Proactively addressing student motivation by deploying Tier 1 strategies for Social-Emotional Learning (SEL) while also implementing incentivization programs to bolster student performance.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

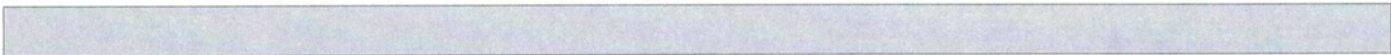
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 8

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 9

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

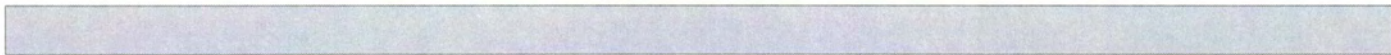
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 10

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.



Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$487,164
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,194,605.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$174,152.00
Title II Part A: Improving Teacher Quality	\$1,104.00
Title III	\$9,327.00
Title IV Part A: Student Support and Academic Enrichment	\$2,537.00

Subtotal of additional federal funds included for this school: \$187,120.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Extended Learning Opportunity	\$17,391.00
General Fund	\$246,365.00
LCFF	\$1,476,627.00
Lottery: Instructional Materials	\$94,355.00
Other	\$172,747.00

Subtotal of state or local funds included for this school: \$2,007,485.00

Total of federal, state, and/or local funds for this school: \$2,194,605.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Extended Learning Opportunity	17,391.00
General Fund	246,365.00
LCFF	1,476,627.00
Lottery: Instructional Materials	94,355.00
Other	172,747.00
Title I	174,152.00
Title II Part A: Improving Teacher Quality	1,104.00
Title III	9,327.00
Title IV Part A: Student Support and Academic Enrichment	2,537.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	1,408,717.00
2000-2999: Classified Personnel Salaries	95,254.00
3000-3999: Employee Benefits	575,247.00
4000-4999: Books And Supplies	73,492.00
5000-5999: Services And Other Operating Expenditures	1,104.00
5800: Professional/Consulting Services And Operating Expenditures	25,400.00
6000-6999: Capital Outlay	15,391.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Extended Learning Opportunity	2,000.00
6000-6999: Capital Outlay	Extended Learning Opportunity	15,391.00
1000-1999: Certificated Personnel Salaries	General Fund	186,200.00
3000-3999: Employee Benefits	General Fund	60,165.00
1000-1999: Certificated Personnel Salaries	LCFF	1,083,315.00
3000-3999: Employee Benefits	LCFF	393,312.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	68,955.00
5800: Professional/Consulting Services And Operating Expenditures	Lottery: Instructional Materials	25,400.00
1000-1999: Certificated Personnel Salaries	Other	127,129.00
3000-3999: Employee Benefits	Other	45,618.00
1000-1999: Certificated Personnel Salaries	Title I	12,073.00
2000-2999: Classified Personnel Salaries	Title I	90,244.00
3000-3999: Employee Benefits	Title I	71,835.00
5000-5999: Services And Other Operating Expenditures	Title II Part A: Improving Teacher Quality	1,104.00
2000-2999: Classified Personnel Salaries	Title III	5,010.00
3000-3999: Employee Benefits	Title III	4,317.00
4000-4999: Books And Supplies	Title IV Part A: Student Support and Academic Enrichment	2,537.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	709,762.00
Goal 2	349,846.00
Goal 3	361,885.00
Goal 4	773,112.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Jason Armstrong School Principal

Christy Correa, Dan Proctor, Shaun Fredrickson Classroom Teachers

Diana Davisson, Other School Staff

Ana Thuemler, Patricia Esparza, Veronica Rico Parent or Community Members

Braden Henry, Andrea Curiel, Secondary Students

Name of Members

Role

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.




Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Other: Department Heads Site Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 16, 2024.

Attested:

	Principal, Jason Armstrong on May 16, 2024
	SSC Chairperson, Patricia Esparza on May 16, 2024

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

***Note:** If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

***Note:** CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

***Note:** Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fq/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fq/fo/af/>

Updated by the California Department of Education, October 2023

English Learner Master Plan

Corning Union High School District

2024-25

PURPOSE STATEMENTS & GOALS SUMMARY

The purpose of this program is for English Learners (ELs) to develop fluency in speaking, listening, reading, and writing English, to promote cross-cultural understanding, and to provide equal opportunity for academic achievement. This purpose includes academic instruction using the primary language only when necessary. Regular education classes and staff are included in the MASTER PLAN to ensure the commitment of all personnel to provide the best possible educational services for English Learner students. EL students will have equal access to the curriculum provided for all students. These students will make normal progress through the curriculum, will experience success and will sustain adequate social-emotional and behavioral adjustments. The fundamental goal of the program is that EL students will successfully learn English and be in a position to graduate from CUHS with a high school diploma. Where that is not feasible due to age or other factors, we will provide language and life skills as the next best alternative.

At Corning Union High School, we also want to ensure that English learners fully and meaningfully access and participate in a twenty-first century education through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop other proficiencies in various pursuits. The guiding documents of our program rest in the California English Learner Roadmap and the California ELD Standards.

We affirm, welcome, and respond to a diverse range of English Learner strengths, needs, and identities. We prepare graduates with the linguistic, academic, and social skills and competencies they require for college, career, and civic participation in a global society. We value diversity and bilingualism as a meaningful asset of a thriving Corning community.

Section One: Assets-Oriented and Needs-Responsive Schools

CUHS is responsive to different EL strengths, needs, and identities and supports the social-emotional health and development of English learners. Our programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

We believe:

- A. The **languages and cultures** English learners bring to their education are **assets** for their own learning and are important contributions to learning communities. These assets are valued and built upon in culturally responsive curriculum and instruction and in programs that support, wherever possible, the development of proficiency in multiple languages.
- B. Recognizing that there is no universal EL profile and that no one-size-fits-all approach works for all English learners, our programs, curriculum, and instruction must be responsive to different EL student characteristics and experiences. EL students entering school at the beginning/foundation levels of English proficiency have different needs and capacities than do students entering at intermediate or advanced levels. The needs of long-term English learners are vastly different from recently arrived students (who in turn vary in their prior formal education).
- C. The **school climate** and campus are affirming, inclusive, and safe.
- D. Our school values and builds strong **family and school partnerships**.
- E. We have developed a collaborative framework for identifying English learners with disabilities and use valid assessment practices. We have developed appropriate individualized education programs (IEPs) that support culturally and linguistically inclusive practices and provide appropriate training to teachers,

thus, leveraging expertise specific to English learners. The IEP addresses academic goals that consider student language development, as called for in state and national policy recommendations.

1. PARENT NOTIFICATION: Parents of all assessed students will annually be given written notification, in the primary language, of the results of their student's English language assessment (ELPAC). They will be given the opportunity to refuse the placement of their child in a Designated English Language Development program.

2. PARENTAL INVOLVEMENT: The District supports the involvement of all parents of English Learners in the educational process of their children. Research continues to show evidence of benefits that parent involvement brings to the academic achievement of students. The DELAC Coordinator is also responsible to facilitate the **District English Learner Advisory Committee (DELAC)** at CUHSD. Composition requirements, elections, major tasks, and training must meet state requirements. The DELACs role is to review and advise on three tasks:

- a. The development of a Master Plan for English Learners which includes the school's EL needs assessment
- b. Identify ways to make parents aware of the importance of regular school attendance for learning
- c. Provide information to parents about the culture of school, the process of language learning, the resources available to them and their students, and the general operation of CUHS in this community.

3. SPECIAL NEEDS: EL students shall be provided with fair and equal access to special services such as: Special Education, Title I, Alternative Education, after-school programs, and extracurricular activities. There are a growing number of EL students who also have an IEP who may need specific programs or accommodations to make their language learning experience the most beneficial and effective. Considerations are also made for the appropriate testing to be done for any students who have both learning and language-skill deficits. We have a number of bilingual para-educators who work in our Special Education department every day to assist any students who may need both language and learning-capacity support.

Section Two: Intellectual Quality of Instruction and Meaningful Access

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding. English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages, namely Spanish.

We believe:

- A. Language development occurs in and through subject matter learning and is **integrated** across the curriculum, including integrated ELD and designated content-based ELD (per the ELA/ELD Framework).
- B. Students are provided a rigorous, **intellectually rich, standards-based curriculum** with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.
- C. Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same **high expectations** for English learners as for all students in each of the content areas.
- D. English learners are provided **access to the full curriculum** along with the provision of appropriate EL supports and services.
- E. Students' **home language** is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.
- F. Rigorous **instructional materials** support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency. Integrated language development, content learning, and opportunities for bilingual/biliterate development are appropriate according to the program model.

- G. English learners are provided choices of research-based language support and development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum.

PLACEMENT OF STUDENTS

Designated ELD Program: Qualified, eligible EL students will be placed into a Designated English Language Development course. When the student's language designation is "EL" on the Initial ELPAC score, he/she is recommended to be placed into a Designated ELD classroom for the amount of time necessary until student progress demonstrates movement to a higher-level course, placement into a mainstream English course, and/or reclassification occurs. CUHS currently has three levels of designated English language development (ELD): Level 1 Emerging, Level 2 Expanding, and Level 3 Bridging. Students who are placed into the emerging level course will be provided two periods of direct, designated language instruction and practice. The students who are placed into the expanding and bridging level ELD courses are provided one period of direct, designated instruction, but are also given a mainstream English course in English 1, English 2, English 3, or English 4 Non-Fiction/English 4 in order to accelerate English language instruction and learning for those making such transitions.

Integrated ELD Instruction: In addition to the designated courses targeting specific ELD levels, students in the emerging or possibly the lower expanding level of designated ELD will also be provided with a bilingual paraeducator where feasible to help with content and language development through target-language and first-language assistance. EL students will be intentionally distributed into various content-areas of math, science, social science and appropriate elective courses. The bilingual para-educators are expected to promote English language learning through limited direct translation of teacher talk or material provided. Content teachers and bilingual para-educators will work together collaboratively to provide the most effective instruction that prioritizes language learning through the use of the course content. All Expanding and Bridging level ELD students will not be provided bilingual para-educators in content courses, but will be directly supported by their content-area teachers with some additional support through their expanding or bridging level instructors in ELD. This approach, therefore, effectively allows for academic content subjects to serve as the building blocks for genuine content academic language learning.

English Learner Mainstream Instruction: The teachers in the English Department are committed to supporting any ELD Expanding or Bridging students. They will also provide support to any EL students who have not yet been formally reclassified. These long-term English learners (LTELs) will also be supported and challenged by the mainstream ELA teachers to help move them to greater English proficiency, such that they will score a 4 on the ELPAC and accomplish the other requirements for reclassification. The counselors will also be responsible to monitor their respective reclassified students following re-designation. A specific bilingual, ELD counselor will monitor all Emerging, Expanding and Bridging level students until they progress out of the "Bridging" level at which time they will be monitored by the counselor to whom their names correspond.

Section Three: System Conditions That Support Effectiveness

Each level of the school system provides resources and tiered support to ensure strong programs and build the capacity of teachers and staff to leverage the strengths and meet the needs of English learners. CUHS has many teachers and support staff who are all bilingual.

We believe:

- A. **Leaders** establish clear goals and commitments to English learners by providing access, growth toward English proficiency, and academic engagement and achievement. Leaders maintain a systemic focus on continuous improvement and progress toward these goals —over and above compliance identified in the EL Master Plan and District English Learner Advisory Committee (DELAC) regulations.
- B. The school system invests **adequate resources** to support the conditions required to address EL needs.
- C. A **system of culturally and linguistically valid and reliable assessment** supports instruction, continuous improvement, and accountability for attainment of English proficiency, biliteracy, and academic achievement.

- D. **Capacity building** occurs at all levels of the system, including **leadership development** to understand and address the needs of English learners. **Professional learning** and **collaboration time** are afforded to teachers. The system makes robust efforts to address the teaching shortage and build a **recruitment and development pipeline** of educators skilled in addressing the needs of English learners, including bilingual teachers.

1. INITIAL IDENTIFICATION: Registration in the Corning Union High School District will include the completion of the state mandated Home Language Survey. If the answer to any of the first three questions on the Home Language Survey is a language other than English, the student will be referred for English language assessment (initial ELPAC) within 30 days of enrollment. (E.C. 62002)

2. ASSESSMENT OF STUDENTS: Students with a language other than English as indicated on the Home Language Survey in grades 9-12 will be tested by a designated staff member who administers the initial English Language Proficiency Assessments for California (ELPAC) and consults with the EL Coordinator, the ELD Counselor and the ELD instructors for best placement. Based on test results, parent conversations, and staff consultations, students will receive a language designation for placement, instruction, and further assessment.

An ELD student folder shall be maintained for each EL student by the counseling department. This EL folder shall be established as soon as initial testing is completed. The purpose of the folder is to assist the teacher, parent, school and district administrators with program placement and development, student monitoring, and reclassification. The following items will be placed in the EL folder:

- A copy of the Home Language Survey
- A copy of testing results from all initial and annual summative assessments (ELPAC, etc.)
- Copies of parent notification letters
- Other pertinent information related to the student's background, experiences, language progress up to the point of reclassification, along with the completed reclassification form & verification data (form created)

3. PROGRESS EVALUATION: The progress of English Learners will be measured by means of the following assessment instruments when appropriate:

- Grades 9-12: Initial and Summative ELPAC results
- The Mainstream English Language Reading Assessment scores (Star Renaissance grade-level or raw score)
- A writing sample in the ELD or mainstream English course scored against the English department rubric
- Other Academic Performance indicators such as student grades, GPAs, internal course assessments, and advancement to higher level designated courses, etc. will be used to further evaluate the progress of EL students. The administrative team reviews these results in consultation with members of the EL team.

4. APPROACHES & INSTRUCTIONAL DELIVERY MODELS for ELD Grades 9-12: Schools implement an instructional approach in accordance with legal requirements. School sites choose one or more approaches which best meet the needs of the student population as defined below. A variety of effective language acquisition strategies and scaffolding are used in all classrooms across the campus. Our teachers at all three levels of instruction are creating materials, activities, assignments and assessments from multiple sources using effective language-acquisition strategies and approaches to build ELD student language and literacy skills. Our teachers identify meaningful, effective, appropriate types of text that expose our students to a variety of topics and ideas that are interesting to students and facilitate motivation in language learning. The Emerging ELD curriculum is anchored in teacher-created materials and activities while integrating the "Get Ready" curriculum by Vista publishers. Of course, our teacher-created materials and instruction for all three levels is grounded in the California English Learner Roadmap and the California ELD Standards. All three levels heavily promote student talk to lay the groundwork for more in-depth reading and writing in English. Schools generally employ a variety of models in serving the needs of the EL population. Three main models are identified below:

A. REGULAR MAINSTREAM CLASSROOM MODEL: Any current or former ELD students participating in a regular, mainstream classroom program receive common-core, literacy-based teaching techniques that are beneficial not only to former EL students, but also to all students. These various CCSS strategies are intended to provide equal access to the core curriculum and to be supportive of additional integrated language development inside the various content-area courses. A variety of mainstream teachers receive training in effective language-development

strategies to be used through their content materials, activities, assignments and assessments. In this model, mainstream teachers are charged with the task of helping build language skills on a daily basis and no other separate, designated time is allotted to student learning of the English language. Activities and assignments that promote cross-cultural understanding in addition to language learning are provided.

B. INTEGRATED CONTENT AREA CLASSROOM MODEL (9-12 Core Content Classes): An integrated content class consists of mainstream students and randomly distributed ELD students who are acquiring English proficiency and need the support to access the core curriculum and prevent academic failure. ELD students are provided with equal access to the core curriculum through the integrated instruction of the content-area classroom teachers and/or through the academic and language support of bilingual para-educators strategically placed to assist emerging and low-expanding level students with exposure to English and the fundamental content of the course. The content area class curriculum is made accessible through different teacher instructional strategies and practices employing effective universal instruction. Many schools do not use bilingual para-educators to assist content teachers. Others provide bilingual para-educators in content-area classrooms to assist teachers with content and language learning. Content teachers along with para-educators receive additional training and practice in providing language support to EL students within their respective content courses such as science, social science, math and various other elective courses.

C. DESIGNATED ELD MODEL (9-12 English Language Specific at Appropriate Levels): Specialized ELD programs focus on developing speaking, listening, reading, writing and language skills for EL students who are in the beginning stages of English Language acquisition based on their respective placement into an Emerging, Expanding, or Bridging level ELD course. Bilingual paraprofessionals are also made available when possible to support the second-language acquisition process inside the designated classroom, especially for the emerging ELD students.

Corning Union High School employs both a designated and an integrated content model in our regular master schedule of courses. We offer three levels of designated instruction and our core curriculum content-area teachers blend language-building activities and assignments into the process of students learning content on a regular basis. All of our other elective course teachers integrate literacy and language-building activities and assignments into their curriculum and instruction. CUHS is most committed to the Designated ELD Model with elements of the Integrated Content-area Classroom Model to supplement what happens in the designated classroom. More collaboration between the designated and integrated teachers is a constant, ongoing work in progress which is necessary to facilitate and make meaningful and effective the efforts of both types of teachers working with the same ELD students.

Additional Instructional Support

Grades 9-12 ELs who are not meeting content standards are provided additional academic support in order to improve academic achievement. This support is provided in the appropriate language according to program placement. We believe that all ELD students should be taking a Spanish course for Spanish-speakers in order to support a more rapid transition and transference of language skills into English. Additional tutoring for academic success is available not only through regular content-area classrooms and bilingual para-educators, but also through the Academic Support Time (AST) program and the after-school STARS program through the use of bilingual tutors. Targeting the students who are no longer in a designated ELD class, but have not been reclassified because they have not met all of the criteria for re-designation, are also a significant concern for our school (LTEs). Our English teachers, many of our integrated content teachers, our EL coordinator and coach, our counselors, and our admin team are committed to building schoolwide efforts to structure an effective EL program that meets the needs of our second language learners. We have also implemented the use of the ELlevation program to assist in data analysis of our English Learners.

5. STAFFING AND PROFESSIONAL GROWTH: State and Federal laws require that all teaching personnel assigned to provide instruction to ELD students be qualified to provide the appropriate instructional services using CLAD credential training, bilingual skills, and other ELD language-acquisition approaches. The CUHS staff participates in a variety of EL professional learning through our own expert staff as well as through such resources as EL Rise, CAFE, MCAP, Seidlitz Education, EPiCC, & other TCDE offerings, etc.

A. STAFFING:

1. ELD and content-area classes will be taught by **teachers** who possess a bilingual credential, a CLAD certificate, or have been trained in accordance with SB1969 or SB 395. California-credentialed teachers now receive their EL certifications embedded within the courses they take to become credentialed. Our designated ELD teachers are certified in language acquisition.
2. **Bilingual Para-Educators** support the content-area classrooms with first-language and target-language assistance to not only learn content, but also to build literacy and language skills through the content being learned.
3. The three **counselors** take responsibility for the EL students according to their last names. Each counselor targets and follows up on all ELL students to ensure they are staying on track and meeting the expectations to learn language and content and ultimately earn their diplomas. One **bilingual counselor** focuses on all of the ELD—students as part of her caseload.
4. The **EL Coordinator & Coach** not only teaches three ELD courses, but also engages with teachers on campus to develop their skills in working with ELL students in their classes. This person is directly involved in monitoring and following up with all aspects of the EL program in cooperation with the **principal** who has oversight of the EL Program.

B. TRAINING:

The State requires teachers of ELD students to meet specific credential requirements. These include skills in language acquisition methodology, knowledge of the culture of the students that they teach, and strategies for making content accessible to all levels of ELL students. Teachers now entering the profession from California colleges and universities receive the appropriate EL training which is embedded in the credentials they earn and expects teachers to integrate language development into their curriculum and instruction. Additional training for current teachers is available through our own staff, through various county office or subject-specific professional development opportunities, as well as through a local ELD consultant who advises us on an as-needed basis. All teachers are provided with on-going training opportunities that include, but are not limited to, the following:

- Strategies to assist students in the development of reading, writing, listening, speaking and language growth
- CABE Conferences & Workshops along with Cross-cultural understanding PD
- English language development teaching methodologies (ELD)
- Sheltered instruction using strategically designed lessons
- Bilingual cross-cultural teaching methodology
- Workshop sessions with EL teachers on site
- Knowledge-building of the State ELD Standards & the EL Roadmap
- Integration of AVID strategies and consistent classroom practices that positively support English learners

Section Four: Alignment and Articulation Within and Across Systems

English learners experience a coherent, articulated, and aligned set of practices and pathways across grade levels and educational segments. We support students through reclassification, graduation, higher education, and career opportunities. These pathways foster the skills, language(s), literacy, and knowledge students need for college- and career-readiness and participation in a global, diverse, and multilingual, twenty-first century world.

We believe:

- A. EL educational approaches and programs are designed for continuity, **alignment, and articulation** across grade levels and system segments.
- B. Schools plan schedules and resources to **provide extra time** in school (as needed) and build partnerships with after-school and other entities to provide additional support for English learners, to accommodate the extra challenges they face in learning English and accessing/mastering all academic subject matter.
- C. EL educational approaches and programs are designed to be **coherent** across schools within districts, across initiatives, and across the state.

1. Assisting Students in Recovering Academic Deficits: State and Federal regulations require that an intervention plan be implemented to assist English Learners while they are acquiring English. The District-developed intervention plan must be implemented to assist English Learners to recover academic

deficits incurred while learning English. Schools must utilize a variety of extended learning opportunities to provide additional support. At CUHS, the extended learning opportunities will include one or more of the following: before school/after school programs, extended day activities, summer school, and night school using strategies that facilitate student acquisition of the necessary credits required for graduation. CUHS will ensure that all EL students have access to the programs and services needed to earn a high school diploma while learning English. We have counselors dedicated to direct responsibility for all EL students at CUHS. We have a staff member who serves as the EL Coordinator & Coach to help direct the programs and services provided to EL students. Additionally, we have a staff member who plans and implements the DELAC meetings for parents with the help of student and parent volunteers.

2. Reclassification: Students will be considered for reclassification when they are achieving at or above the state and local recommended guidelines for reclassification. CUHS has established a set of reclassification criteria to meet the goals of our EL Program and overall instructional expectations. Teacher and administrator recommendations and parent consultation and notification are necessary for reclassification to be conducted with English Learners. Reclassified students will be monitored to ensure that they are making adequate academic progress throughout their entire high school career once reclassified. These potential students will be considered Re-designated Fluent English Proficient (RFEP) once the initial criteria is met to trigger the process by meeting the first criterion below. Then, the STAR reading test and the English writing rubric are administered at various intervals throughout the school year to all those students who scored a 4 on the ELPAC. The EL Coordinator/Coach works with all English teachers to accomplish this process. Potential reclassified students will be given multiple opportunities to meet the additional requirements beyond the ELPAC in a given academic year.

- **English Language Proficiency Levels:** Overall proficiency level total of 4 on the summative English Language Proficiency Assessment for California (ELPAC). The scores for the areas of listening, speaking, reading, and writing are recorded and provide a profile of each student, but the total overall ELPAC result is what matters for reclassification. There is one administration per year.
- **Basic Skills Proficiency Levels (grades 9-12)** A minimum grade-level score of 5.0 on the Renaissance Learning STAR Reading Test. Several administrations may be necessary.
- **English Teacher Evaluation** based on students' writing skill level against the English Department rubric (4 pts. minimum on 8-pt. writing rubric; 6/12 or 8/16). Several administrations may be necessary.
- **Parent/Guardian Consultation & Notification** (conversations among the EL Team and the English teachers of the students).

3. Reclassification Team: The EL Reclassification Team will consist of the EL Coordinator, the counselors, a designated site administrator, and the English teachers. The EL Coordinator will review EL students' progress and recommend reclassification or other necessary options as required to maintain or improve the students' academic progress. The reclassification team facilitated by the EL Coordinator will: 1) Monitor a follow-up plan for each reclassified student; 2) Review each reclassified student's progress using the six-week grade reports as needed; & 3) Document and make recommendations for support, intervention or class/grade placement as needed.

CORNING UNION HIGH SCHOOL DISTRICT
Confidential/Classified Management Non-Exempt Schedule
2024/25

RANGE	1	2	3	4	5	6	7	8,9,10	11,12,13	14,15,16	17,18,19	20	
A	PAYROLL TECHNICIAN												
	AP TECHNICIAN	\$ 23.34	\$ 24.51	\$ 25.73	\$ 27.02	\$ 28.37	\$ 29.78	\$ 31.27	\$ 32.84	\$ 34.48	\$ 36.21	\$ 38.02	\$ 39.92
	PRINCIPAL ASST/DATA SPECIALIST												
B	SUPERINTENDENT'S SECRETARY	\$ 27.64	\$ 29.01	\$ 30.47	\$ 31.99	\$ 33.59	\$ 35.26	\$ 37.03	\$ 38.89	\$ 40.83	\$ 42.86	\$ 45.01	\$ 47.26
C	DIRECTOR OF FOOD SERVICE	\$ 24.17	\$ 25.44	\$ 26.78	\$ 28.19	\$ 29.67	\$ 31.23	\$ 32.87	\$ 34.60	\$ 36.33	\$ 38.15	\$ 40.06	\$ 42.06
I	WELLNESS CNTR COORDINATOR	\$ 52.37	\$ 53.99	\$ 55.67	\$ 57.39	\$ 59.11	\$ 60.88	\$ 62.71	\$ 64.59	\$ 66.47	\$ 68.35	\$ 70.23	\$ 72.11

7/1/2021 Annual District Health Insurance contribution is \$13,200 per full-time employee
9.84% increase retro back to 07/01/22
Ranges A-B, H-I 10.19% increase retro back to 07/01/2023
Board approved - 06.20.2024

**Corning Union High School District
Job Description**

JOB TITLE: Principal Admin. Assistant/Data Specialist

Salary Range: Confidential Non-Exempt **Dept./Family:** Confidential/ Unrepresented

Immediate Supervisor: Principal **Approved By:** Pending Approval

DEFINITION:

Under the general supervision of the Principal, this position will work with staff on District resource applications and reporting systems. Will provide student data support for site personnel. Provide support to the principal in a wide range of office and school operations; coordinate and organize office activities and coordinate the flow of communications and information for the Principal; provide support by planning, organizing, and participating in the school office administrative operation; maintain confidentiality of sensitive and personal information; prepares and maintains a variety of records and reports related to assigned activities.

ESSENTIAL FUNCTIONS:

- Manage and maintain daily tasks for student information systems and district resource application systems.
- Coordinate with site personnel in the use and proper procedures of student information systems and district data programs/systems.
- Coordinate with the Information and Technology Department and oversee system protocols that directly affect the operation and functions of district systems.
- Provide support for all Student Information Systems software and CALPADS.
- Provide support for site users of district data programs and systems.
- Maintain Student Information System components district-wide, such as, but not limited to: Aeries, Food Service Point of Sale, and CALPADS.
- Be accountable for the integrity of district information system data.
- Responsible for the preparation of files for electronic transmission of data to various state and education agencies.
- Maintains confidentiality of various aspects of school operation including sensitive and personal information.
- Perform a variety of clerical and secretarial duties for the Principal.
- Prepare and process documents and information relating to collective bargaining activities including employee relations and negotiations; maintain confidentiality regarding issues related to negotiations and other collective bargaining matters.
- Generates and provides data reports from all district data programs to the Principal and other staff.
- Attendance Backup and support as needed

Board Approval: (Pending)

- Other duties as assigned.

REPRESENTATIVE DUTIES:

- Complete all Required CALPADS reporting
- Develop district procedures, and system protocols to support department administration and site functions.
- Assist in the support of systems and projects as directed by the CUHS Principal
- Coordinate SIS New Year rollover
- Download and import testing results and other data from CalPads, Aeries SIS system into testing services.
- At the direction of the administration, prepare documents and reports related to student demographics as they relate to district revenue projections and negotiations
- Other Data reports as requested by Federal and State agencies.

KNOWLEDGE, ABILITIES AND SKILLS:

- Demonstrates competence in Windows operating system environment.
- Expert knowledge of Excel and data manipulation.
- Knowledge and experience with CALPADS, Aeries, Titan,
- Possess current industry knowledge of student database system procedures.
- Possess communication skills to convey technical knowledge in a clear manner.
- Knowledge in the areas of training and instructional programs to improve staff knowledge and the effective use of Student Information Systems and other various software systems.
- Work within and contribute as an integral part of the Information and Technology team;
- Ability to work with different file formats for import and export.
- Communicate and work effectively with others.
- Understand written and oral instructions.
- Organize and plan an effective work schedule with users.
- Maintain complex database systems, and applications.
- Train others in the use and functions of database systems.
- Provide and maintain documentation of installed systems.
- Work unsupervised on complex software problems.
- Communicate and work with vendors to diagnose and eliminate software problems.
- Respect and maintain professional confidence with all district employees.
- Utilizes appropriate professional channels for communicating personal/professional concerns.
- Work and recognize the necessity for accurate and precise attention to details.

ENVIRONMENT

- Office environment
- Constant interruptions
- High production environment

PHYSICAL REQUIREMENTS:

- Dexterity of hands and fingers to operate a computer keyboard and other required office machinery.
- Occasionally lift, carry, push, pull, or otherwise move objects weighing 20 to 40 pounds of force
- Sitting for extended periods of time.
- Can travel in District and/or personal motor vehicles.

School Districts calling Governing Board Elections MUST file by.....July 25, 2024
School Districts calling Measure Elections MUST file by.....August 9, 2024

Resolution No. 468

**RESOLUTION ORDERING ELECTION,
REQUESTING COUNTY ELECTIONS TO CONDUCT THE ELECTION,
REQUESTING CONSOLIDATION OF THE ELECTION, AND
SPECIFICATIONS OF THE ELECTION ORDER**

Corning Union High School District

Name of School District

EXACTLY AS IT WILL APPEAR ON THE BALLOT

WHEREAS, pursuant to Education Code Section 5322, whenever a school district election is ordered, the governing board of the district or the board or officer authorized to make such designations shall, concurrently with or after the order of election, but not less than 123 days prior to the date set for the election in the case of an election for governing board members, or at least 88 days prior to the date of the election in the case of an election on a measure, including a bond measure, by resolution delivered to the county superintendent of schools and the officer conducting the election specify the date of the election and the purpose of the election;

WHEREAS, pursuant to Elections Code Section 10002, the governing body of any city or district may by resolution request the Board of Supervisors of the county to permit the county elections official to render specified services to the city or district relating to the conduct of an election;

WHEREAS, the resolution of the governing body of the city or district shall specify the services requested; and

WHEREAS, pursuant to Elections Code Section 10400, whenever two or more elections, including bond elections, of any legislative or congressional district, public district, city, county, or other political subdivision are called to be held on the same day, in the same territory, or in territory that is in part the same, they may be consolidated upon the order of the governing body or bodies or officer or officers calling the elections; and

WHEREAS, pursuant to Elections Code Section 10403, whenever an election called by a district, city or other political subdivision for the submission of any question, proposition, or office to be filled is to be consolidated with a statewide election, and the question, proposition, or office to be filled is to appear upon the same ballot as that provided for that statewide election, the district, city or other political subdivision shall, at least 88 days prior to the date of the election, file with the board of supervisors, and a copy with the elections official, a resolution of its governing board requesting the consolidation, and setting forth the exact form of any question, proposition, or office to be voted upon at the election, as it is to appear on the ballot. Upon such request, the Board of Supervisors may order the consolidation; and

WHEREAS, the resolution requesting the consolidation shall be adopted and filed at the same time as the adoption of the ordinance, resolution, or order calling the election; and

WHEREAS, pursuant to Education Code Section 5342 and Elections Code Section 10400, such election for school districts may be either completely or partially consolidated;

WHEREAS, various district, county, and statewide and other political subdivision elections have been or may be called to be held on November 5, 2024;

NOW, THEREFORE, BE IT RESOLVED AND ORDERED THAT the Governing Board/Board of Trustees of the Corning Union High School District hereby orders an election to be called and consolidated with any and all elections also called to be held on November 5, 2024 insofar as said elections are to be held in the same territory or in territory that is in part the same as the territory of the School District request to the Board of Supervisors of the County of Tehama to order such consolidation under Elections Code Section 10400; and

BE IT FURTHER RESOLVED AND ORDERED that said School Board hereby requests the Board of Supervisors to permit the Tehama County Elections Department to provide any and all services necessary for conducting the election; and

BE IT FURTHER RESOLVED AND ORDERED that pursuant to Education Code Section 5322, the authority for the specifications of the election order, the governing body of the Corning Union High School District hereby orders an election to be held with the following specifications:

The election shall be held on Tuesday, November 5, 2024;

Check the following that apply:

☒ **BE IT FURTHER RESOLVED AND ORDERED** that the Tehama County Elections Department conduct the election for the following **OFFICE/S** on the November 5, 2024 ballot:

<u>SEATS OPEN</u>	<u>OFFICE</u>	<u>TERM</u>	<u>DIST/DIV (if app.)</u>
Todd Henderson		12/6/24	
Larry Glover		12/6/24	

No election will be held if there are an insufficient number of nominees.

The qualifications of a nominee of an elective officer of the school district are as follows (i.e. a registered voter in the district, trustee area, etc.)

The Candidate's Statement of Qualifications shall be limited to () 200 words OR () 400 words and will be paid for by the () district OR () candidate.

Date of last map change: _____ A current map showing the boundaries within the County of the school district and the divisions of the school district, if any, is attached.

Please provide us with the following information on your district (PLEASE PRINT):

Contact person: Jared Caylor

Mailing address: 643 Blackburn Ave

Telephone: (530) 824-8000 FAX: (530) 824-8005

E-mail address: j.caylor @ corningshs.org

Website: WWW.Cuhsdistrict.org

IMPORTANT: To assist us in keeping our records up to date, please provide us with current information regarding your district as well as a list of all your current board member's/council member's names, addresses and telephone numbers. Please provide the information on the attached "INCUMBENT ROSTER", or you may send your own roster. Thank you.

INCUMBENT ROSTER

NAME OF DISTRICT/CITY: Corning Union High School District / Tehama
TO WHOM MAIL SHOULD BE ADDRESSED: Tared Caylor
TITLE: Superintendent
MAILING ADDRESS: 1643 Blackburn Ave.
TELEPHONE: (530) 8248000 FAX: (530) 8248005
E-MAIL: j.caylor@corninghs.org
WEBSITE: www.cuhsdistrict.org

<u>INCUMBENTS NAME/ADDRESS/PH/FAX</u>	<u>ELECTED/APPOINTED</u>	<u>TERM OF OFFICE</u>
Cody Lamb	12/4/22	12/4/26
Todd Henderson	12/6/20	12/6/24
William Turri	12/4/22	12/4/26
Larry Glover	12/6/20	12/6/24
James Bingham	12/4/22	12/4/26

☐ **BE IT FURTHER RESOLVED AND ORDERED** that the Tehama County Elections Department shall conduct the election for the following **MEASURE(S)** to be voted on at the November 5, 2024 election:
(insert 75-word ballot question here or attach, if more than one)

BE IT FURTHER RESOLVED AND ORDERED that the Tehama County Elections Department is requested to: [Check one of the following]

- ☐ Print the attached measure text exactly as filed in the Voter's Information Pamphlet section of the Sample Ballot for the November 5, 2024 election. Cost of printing and distribution of the measure text will be paid for by the district.
- ☐ Not to print the measure text in the Voter's Information Pamphlet of the Sample Ballot but send a copy to voters upon request at the cost of said district.

BE IT FURTHER RESOLVED AND ORDERED that the Tehama County Elections Department is ordered that in the event of a tie vote, the candidate will be selected by (Ed. Code 5016(b)):

- ☐ Run-off election
- ☐ By lot

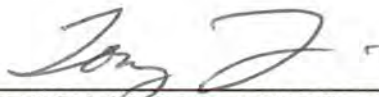
PASSED AND ADOPTED by the Corning Union High School
District, County of Tehama, State of California, this 20th day of June, 2024, by
the following vote:

AYES: 4

NOES:

ABSTENTIONS:

ABSENT: 1



CHAIRPERSON OF SAID SCHOOL DISTRICT BOARD

Attested: _____


Secretary

CORNING UNION HIGH SCHOOL DISTRICT

643 Blackburn Ave

Corning, CA 96021

824-8000

jmarquez@corninghs.org

Cody Lamb	PO Box 190, Corning, CA 96021	12/4/26
Board Member	824-4903	
Todd Henderson	5845 Hwy 99W, Corning, CA 96021	12/6/24
Board Member	526-7774	
William "Tony" Turri	PO Box 2158, Flournoy, CA 96029	12/4/26
Board Member	570-1276	
Larry Glover	319 1 st St, Corning, CA 96021	12/6/24
Board Member	520-4729	
James E Bingham	3210 Woodson Ave, Corning, CA 96021	12/4/26
Board Member	586-0215	

COUNTY OF TEHAMA

Office of
JENNIFER A. VISE
County Clerk and Recorder
P.O. Box 250
Courthouse
633 Washington Street
Red Bluff, California 96080



Tehama County Courthouse

TELEPHONE (Area Code 530)

Clerk & Recorder 527-3350
Elections 527-8190
Clerk of the Board
of Supervisors 527-3287

527-1745

WEB: www.co.tehama.ca.us

MEMORANDUM

TO: DISTRICT SECRETARY

FROM: TEHAMA COUNTY REGISTRAR OF VOTERS

DATE: JUNE 14, 2024

SUBJECT: INFORMATION ON UPCOMING CONSOLIDATED ELECTIONS

The regular biennial election of your Governing Board Members will take place on November 5, 2024. Nominations for offices in your school district open on July 15, 2024, and close on August 9, 2024. If any incumbent fails to file during the nomination period, there will be a five-day extension through 5 p.m. on August 14, 2024, for anyone other than the incumbent officer. The Elections Office would like to assist you in any way possible in meeting all of your filing deadlines. Enclosed are the following:

- ◆ Sample Resolution form to request consolidation that also includes the candidate's statement of qualifications, measure information and the process in the event of a tie.
- ◆ Blank Incumbent Roster for your use
- ◆ List of Incumbents and their term dates for verification purposes

Filing dates for each of these documents are listed on the top of the documents. The original resolution needs to be submitted to the County Superintendent's office.

If you have any questions regarding this or any other election related matters, you may call our office at (530) 527-8190 or write us at P.O. Box 250, Red Bluff, CA 96080. Your continued cooperation and assistance in the conduct of elections is greatly appreciated.

Enclosures

Corning Union High School District

Surplus Report

Board Meeting Date: 6/20/24

<u>Received From</u>	<u>Description</u>	<u>Recommendation</u>	<u>Value/Notes</u>
Corning Adult School	Children's Books	Dispose	\$50.00
Corning Adult School	Misc. Toys	Dispose	\$100.00
Corning Adult School	Misc. Blankets/Bedding	Dispose	\$75.00
Corning Adult School	Kids Table & Chair Set	Internal Bid (In district)	\$150.00
Corning Adult School	CD, Tapes & Boombox	Dispose	\$30.00
CUHS Jessica Flores	Job Rock Speaker	Internal Bid (In district)	\$20
CUHS Jessica Flores	25 Volleyballs	Dispose	Dispose
CUHS Jessica Flores	3 ball carts	Dispose	Dispose
CUHS Jessica Flores	Old Uniforms	Surplus	Surplus
CUHS Jessica Flores	S Gym Net Poles	Dispose	Dispose
CUHS Sarah Trammell	Electric Wheels	Internal Bid (In district)	3 Total
CUHS Sarah Trammell	Lockerbie Electric Kick Wheel	Internal Bid (In district)	\$1,600.00
CUHS Natalie Hicks	Assorted barbells in wight rooms	Internal Bid (In district)	\$30
CUHS Nate Borer	Basketball jerseys and shirts	Donate/Dispose	
CUHS Corine Maday	Life Skills, Addiction, Project TND Books	Dispose/Outdated	Dispose
CUHS Ana Theumler	Intro to Cullinary Arts Books	Donate/Dispose	Dispose
CUHS Natalia Caylor	Blue Student Computer Stations	Dispose	Dispose



CORNING UNION HIGH SCHOOL DISTRICT

Jared Caylor, Superintendent

Board Members: James Bingham, Todd Henderson, Larry Glover, Tony Turri and Cody Lamb

Surplus Equipment/Obsolete Equipment and/or Furniture Form

Date May 16, 2024

Site Corning Adult School

Form Completion Instruction (In description block provide the following)

- Textbooks: Title, Publisher, copyright date, quantity and reason for withdrawal.
- Equipment: Name, estimated value, quantity and reason for surplus.

Description	Recommended Disposition
Children's Books, board games, and wood puzzles - no longer needed	\$50 - Dispose value
Stuffed animals, plastic toys, ride-on car, and blocks - no longer needed	\$100 - Dispose value
Crib mattresses, blankets, yoga mats, play mat, and nursing pillows - no longer needed	\$75 - Dispose
Children size/height table and 5 toddler size chairs - no longer needed	\$150 - Internal Bid
Two CD & cassette tape boomboxes - no longer needed	\$30 - Dispose

For additional items, check here and attach list.

Supervisor Approval:

CW Bre
Signature Date

Site Administrator:

CW Bre 5/16-24
Signature Date

Superintendent Approval

JC
Signature

6-21-24
Date

Board Meeting Date

6/20/24

Approved



Denied



Disposition:

Public Auction

(no subject)

1 message

Audri Bakke <wildwest01@hotmail.com>

Mon, May 20, 2024 at 4:08 PM

To: Audri Bakke <abakke@corninghs.org>









Sent from my iPhone



CORNING UNION HIGH SCHOOL DISTRICT

Jared Caylor, Superintendent

Board Members: James Bingham, Todd Henderson, Larry Glover, Tony Turri and Cody Lamb

Surplus Equipment/Obsolete Equipment and/or Furniture Form

Date 5/29/24

Site CUHS / Jessica Flores

Form Completion Instruction (In description block provide the following)

- Textbooks: Title, Publisher, copyright date, quantity and reason for withdrawal.
- Equipment: Name, estimated value, quantity and reason for surplus.

Description	Recommended Disposition
Job Rock Speaker	Bid \$20
25 volleyballs	Dispose
3 ball carts	Dispose
Old uniforms (5 sets of 15)	Surplus
S Gym Net Poles	Dispose

X For additional items, check here and attach list.

Supervisor Approval: [Signature] 6/3/24 Site Administrator: [Signature] 5/31/24
Signature Date Signature Date

Superintendent Approval [Signature] 6.21.24
Signature Date

Board Meeting Date 6/20/24 Approved ☒ Denied ☐

Disposition: Public Auction

Date: 5/29/24

Site: CUHS

CUHS Volleyball Surplus List (cont'd)

Metal Medkit	Dispose
15 duffle bags	Surplus
Electric ball pump	Dispose



CORNING UNION HIGH SCHOOL DISTRICT

Jared Caylor, Superintendent

Board Members: James Bingham, Todd Henderson, Larry Glover, Tony Turri and Cody Lamb

Surplus Equipment/Obsolete Equipment and/or Furniture Form

Date 5/30/24

Site Corning Union High School
Trammell

Form Completion Instruction (In description block provide the following)

- Textbooks: Title, Publisher, copyright date, quantity and reason for withdrawal.
- Equipment: Name, estimated value, quantity and reason for surplus.

Quantity	Description	Equipment	Recommended Disposition
(3)	Electric wheels	old, fair,	Auction
	insufficient for classroom		

____ For additional items, check here and attach list.

Supervisor Approval:

Signature

5/31/24
Date

Site Administrator:

Signature

5/31/24
Date

Superintendent Approval

Signature

6.21.24
Date

Board Meeting Date

6/20/24

Approved



Denied



Disposition:

Public Auction



CORNING UNION HIGH SCHOOL DISTRICT

Jared Caylor, Superintendent

Board Members: James Bingham, Todd Henderson, Larry Glover, Tony Turri and Cody Lamb

Surplus Equipment/Obsolete Equipment and/or Furniture Form

Date 5/30/24

Site Corning Union High School
Trammell

Form Completion Instruction (In description block provide the following)

- Textbooks: Title, Publisher, copyright date, quantity and reason for withdrawal.
- Equipment: Name, estimated value, quantity and reason for surplus.

QUANTITY	Description, Equipment	Recommended Disposition
(7)	Lockerbie Electric kick wheel \$1600.00, good, insufficient for classroom layout and order	Auction

____ For additional items, check here and attach list.

Supervisor Approval: _____

Signature

5/26/24
Date

Site Administrator: _____

Signature

5/30/24
Date

Superintendent Approval _____

Signature

6-21-24
Date

Board Meeting Date _____

6/20/24

Approved ☒

Denied ☐

Disposition:

Public Auction

June 7th Mrs. Felton



CORNING UNION HIGH SCHOOL DISTRICT

Jared Caylor, Superintendent

Board Members: James Bingham, Todd Henderson, Larry Glover, Tony Turri and Cody Lamb

Surplus Equipment/Obsolete Equipment and/or Furniture Form

Date 6/3/24

Site CMS

Hicks

Form Completion Instruction (In description block provide the following)

- Textbooks: Title, Publisher, copyright date, quantity and reason for withdrawal.
- Equipment: Name, estimated value, quantity and reason for surplus.

Description	Recommended Disposition
Assorted barbells against west wall in weight room. 12 total with small weight plates.	In poor condition <u>Auction</u>

____ For additional items, check here and attach list.

Supervisor Approval: _____

Signature

6/3/24
Date

Site Administrator: _____

Signature

6/3/24
Date

Superintendent Approval _____

Signature

6-21-24
Date

Board Meeting Date _____

Approved ☒

Denied ☐

Disposition:

Public Auction



CORNING UNION HIGH SCHOOL DISTRICT

Jared Caylor, Superintendent

Board Members: James Bingham, Todd Henderson, Larry Glover, Tony Turri and Cody Lamb

Surplus Equipment/Obsolete Equipment and/or Furniture Form

Date 6/3/24

Site Corning Union High School

Nate Borer - Basketball

Form Completion Instruction (In description block provide the following)

- Textbooks: Title, Publisher, copyright date, quantity and reason for withdrawal.
- Equipment: Name, estimated value, quantity and reason for surplus.

Description	Recommended Disposition
Boys' Basketball t-shirts, est value = \$0, quantity = 100+ surplus due to excess ordering year to year	Trash or donate
Boys' Basketball jerseys, est value = \$0, quantity = 7-8 sets, surplus due to ordering of new jerseys	Trash or donate
Boys' Basketball warm-ups, est value = \$0, quantity = 7-8 sets surplus due to ordering year to year	Trash or donate

____ For additional items, check here and attach list.

Supervisor Approval: _____

Signature

Date

Site Administrator: _____

Signature

Date

Superintendent Approval _____

Signature

Date

Board Meeting Date 6/20/2024

Approved ☒

Denied ☐

Disposition:

Public Auction



CORNING UNION HIGH SCHOOL DISTRICT

Jared Caylor, Superintendent

Board Members: James Bingham, Todd Henderson, Larry Glover, Tony Turri and Cody Lamb

Surplus Equipment/Obsolete Equipment and/or Furniture Form

Date June 5, 2024

Site CUHS - H3 - Maday

Form Completion Instruction (In description block provide the following)

- Textbooks: Title, Publisher, copyright date, quantity and reason for withdrawal.
- Equipment: Name, estimated value, quantity and reason for surplus.

Description	Recommended Disposition
Life Skills Training, Gilbert J. Bolvin Copyright 2006 ISBN-0-933665-44-X 30	outdated / Garbage
Project TND, USC Copyright 2004 # DA676d 54	" "
Facing Addiction, Townsend Press Copyright 2005 ISBN 1-59194-058-3 29	" "

For additional items, check here and attach list.

Supervisor Approval: [Signature] 6/6/24
Signature Date

Site Administrator: [Signature] 6/6/24
Signature Date

Superintendent Approval [Signature] 6-21-24
Signature Date

Board Meeting Date 6/20/24

Approved ☒

Denied ☐

Disposition:

Public Auction



CORNING UNION HIGH SCHOOL DISTRICT

Jared Caylor, Superintendent

Board Members: James Bingham, Todd Henderson, Larry Glover, Tony Turri and Cody Lamb

Surplus Equipment/Obsolete Equipment and/or Furniture Form

Date: _____

Site

Corning Union High

Form Completion Instruction (In description block provide the following)

- Textbooks: Title, Publisher, copyright date, quantity and reason for withdrawal.
- Equipment: Name, estimated value, quantity and reason for surplus.

Description	Recommended Disposition
Intro to Culinary Arts. Pearson. 2007. New books ordered.	Resale / Donate Toss

____ For additional items, check here and attach list.

Supervisor Approval: _____

Signature

Date

Site Administrator: _____

Signature

Date

Superintendent Approval

Signature

Date

Board Meeting Date _____

Approved ☒

Denied ☐

Disposition:

Public Auction

Introduction to

CULINARY ARTS

Second Edition

THE
CULINARY
INSTITUTE
OF AMERICA®



CORNING UNION HIGH SCHOOL DISTRICT

Jared Caylor, Superintendent

Board Members: James Bingham, Todd Henderson, Larry Glover, Tony Turri and Cody Lamb

Surplus Equipment/Obsolete Equipment and/or Furniture Form

Date 6/7/24

Site Corning Union HS - D-4 Caylor Classroom

Form Completion Instruction (In description block provide the following)

- Textbooks: Title, Publisher, copyright date, quantity and reason for withdrawal.
- Equipment: Name, estimated value, quantity and reason for surplus.

Description	Recommended Disposition
Blue Student Computer Stations	Garbage/Dump
^{nevermind} Grey Student Computer Stations (like in library)	elsewhere on campus

____ For additional items, check here and attach list.

Supervisor Approval: _____
Signature Date

Site Administrator: _____
Signature Date

Superintendent Approval


Signature

6.21.24
Date

Board Meeting Date _____

Approved ☒

Denied ☐

Disposition:

Public Auction / Dispose

PLEASE PRINT YOUR NAME

Board Meeting 6/20/24

Jason Hunter

**You are not required to sign but it would
be appreciated if you did!**

