Corning Union High School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC. - For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/ - For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/ - For additional information about the school, parents/guardians and community members should contact the school principal or the district office.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).
California School Dashboard	The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2025-26 School Contact Information

School Name	Corning Union High School
Street	643 Blackburn Avenue
City, State, Zip	Corning
Phone Number	530.824.8000
Principal	Jason Armstrong
Email Address	jarmstrong@corninghs.org
School Website	www.corninghs.org
Grade Span	9-12
County-District-School (CDS) Code	523170900000000

2025-26 District Contact Information

District Name	Corning Union High School District
Phone Number	530.824.8000
Superintendent	Miguel Barriga
Email Address	mbarriga@corninghs.org
District Website	www.cuhsdistrict.org

2025-26 School Description and Mission Statement

Corning Union High School is the only comprehensive 9-12 site in the city of Corning. CUHS is situated in a small agricultural and service-industry-based community with a diverse population of students comprised mostly of Hispanic and white ethnicity. We maintain a closed campus in an effort to promote safety and focus on priorities for education. We provide a comprehensive schedule of courses that students can take to develop their college and career readiness skills. We promote student involvement in a variety of activities on our campus with an effort to develop good citizens and lifelong learners. Our teachers and staff are committed to students and to making our school a positive place to learn and work. Corning Union High School's mission is "In partnership with families and the community, CUHSD develops students who are responsible, respectful, and ready for a globally connected society." The expectations we establish for students promote our basic educational purpose of

2025-26 School Description and Mission Statement

student learning and good citizenship. The fundamental school wide learning outcomes (SLOs) for the school and our students revolve around the acronym "CARD" which acknowledges our cardinal mascot. Through the curricula, programs, and activities of our school, we seek to promote these four school-wide, overarching learning goals. The acronym represents Critical thinkers, Articulate communicators, Responsible citizens, and Deliberate learners. These goals are also aligned to the common core and college-career readiness goals of increased proficiency and independence in reading, writing, listening-speaking and use of academic language. We have programs in place that provide a variety of opportunities for students in academics, athletics, career technical education and the arts. Our school wide poster also reflects these goals for CUHS students. CUHS has become an AVID school with multiple efforts to implement strategies and practices that develop college and career readiness in our students school wide. The progress indicators for CUHS rest in the results of student grades, performance on testing with CAASPP, ELPAC, Renaissance Assessments in English and Math, and the five indicators from the prior LCAP; chronic absenteeism, suspension rate, EL progress, graduation rate, and college career readiness measurements.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	266
Grade 10	231
Grade 11	261
Grade 12	216
Total Enrollment	974

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7
Male	54.2
Non-Binary	0.1
American Indian or Alaska Native	0.6
Asian	1.8
Black or African American	0.8
Filipino	0.3
Hispanic or Latino	68.7
Native Hawaiian or Pacific Islander	0.2
Two or More Races	1.2
White	24.1
English Learners	24.1
Foster Youth	0.4
Homeless	2.9
Migrant	2.5
Socioeconomically Disadvantaged	82.5
Students with Disabilities	13

A. Conditions of Learning

State Priority: Basic

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	48.2	92.68	50.3	88.17	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.7	1.44	1.7	3.07	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	2.2	4.26	4.1	7.29	11953.1	4.28
Unknown/Incomplete/NA	0.8	1.57	0.8	1.44	15831.9	5.67
Total Teaching Positions	52	100	57	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	47.1	89	48.2	84.31	231142.4	83.24
Intern Credential Holders Properly Assigned	1.3	2.62	1.3	2.43	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.3	2.58	1.3	2.39	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.3	0.68	2.4	4.31	11746.9	4.23
Unknown/Incomplete/NA	2.6	5.06	3.7	6.48	14303.8	5.15
Total Teaching Positions	53	100	57.2	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	43.9	84.17	45.7	78.95	230039.4	100
Intern Credential Holders Properly Assigned	0.7	1.44	0.7	1.31	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.5	1.03	1.1	2.05	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	0.23	3.3	5.84	12112.8	4.34
Unknown/Incomplete/NA	6.8	13.09	6.8	11.79	13705.8	4.91
Total Teaching Positions	52.2	100	58	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	1	0.4
Misassignments	0.70	0.3	0.1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.70	1.3	0.5

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	2.20	0.3	0.1
Total Out-of-Field Teachers	2.20	0.3	0.1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.9	0.3	0.6
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

CUHS Textbooks & Supplemental Materials List 2024-25
English Language Arts: English I: Golding, Lord of the Flies; Lee, To Kill a Mockingbird; Shakespeare, Romeo and Juliet; Bradbury, A Medicine for Melancholy; Bradbury, All Summer in a Day; Cisneros, The House on Mango Street. The Lottery, Jackson; English 1A: Text: Zutell, Word Wisdom (Zaner-Bloser); DuPrau, City of Ember; other new books/novels are selected each year due to repeat students (w/admin approval); National Geographic Explorer Magazine English II: ID Anthology Scholastic: Shakur, The Rose That Grew From Concrete; Stokes, Students on Strike; Kormon, The Juvie Three; Myers, Sunrise Over Fallujah; Soto, Accidental Love; Saldana, The Whole Sky Full of Stars; Other Novels: Hansberry, A Raisin in the Sun; Knowles, A Separate Peace; Collins, Hunger Games; Upfront Magazine (Scholastic). English III: Miller, Death of a Salesman;; Fitzgerald, The Great Gatsby; Grande, The Distance Between Us. ---English III AP: Twain, The Adventures of Huckleberry Finn; Beals, Warriors Don't Cry; Steinbeck, The Grapes of Wrath; Miller, Death of a Salesman; Shakespeare, A Mid-Summer Night's Dream; Fitzgerald, The Great Gatsby; Grande, The Distance Between Us; college board resources. English IV: Kennedy & Gioia, Literature: An Introduction to Fiction, Poetry, and Drama; Shakespeare, Hamlet, The Prince of Denmark; McCarthy, All the Pretty Horses; Jim Burke, Uncharted Territory, A High School Reader; Sophocles, Oedipus Rex; Multiple online sites & articles. English IV AP*: Kennedy & Gioia, Literature: An Introduction to Fiction, Poetry, and Drama; Stoppard, Rosencrantz and Guildenstern Are Dead; Albee, The Zoo Story; Shelly, Frankenstein; Faulkner, The Sound and the Fury; Hardy, Tess of D'Urbervilles; college board resources; English IV Non-Fiction: Scholastic's Upfront Magazine; New books/novels each year, often connected to a movie or live performance. Some English teachers also tap into the online resource of NewsELA to provide particular articles for students to read. Other online articles are accessed for stand-alone reading & interaction around various themes.
Mathematics: Integrated I, II, III: Core Connections Integrated 1, Second Edition, Version 6.0, CPM Inc., 2013; Spanish Book 2015; Core Connections Integrated 2, second edition, version 6.0, 2015; Core Connections Integrated 3, second edition, version 5.0, 2015; Advanced Math: Pre-Calculus with Trigonometry, second edition, version 4.0, CPM, Inc. 2009; AP Statistics: The Practice of Statistics, Fourth Edition, Starnes, Yates, Moore, W.H. Freeman & Co., 2012; Consumer Math: Financial Algebra: Advanced Algebra with Financial Applications, Gerver & Sgroi, South-Western, Cengage Learning, 2014; multiple other online and teacher-created materials are being used to supplement the various textbooks; CPM online resources also utilized by teachers & students.
Science: Medical Biology: Biology, Stephen Nowicki, Holt McDougal, 2015; HASPI curriculum and kits for medical bio; AP Biology: Campbell Biology in focus Urry, L. A., Cain, M. L., Wasserman, S. A., Minorsky, P. V., & Orr, R. B: 2020, Pearson. Physics: Holt Physics (Serway and Faughn 2009). Living Earth: Chemistry in the Earth's System: AP Chemistry: Chemistry, fifth edition, Zumdahol, 2000. Natural Resources: Managing Our Natural Resources, William G. Camp, 2016. Natural Resources 2: Introduction to Forestry Science, I. Devere Burton, 2013. Nutritional Science: Food, Nutrition & Wellness, McGraw Hill, 2016. Health Science: Glencoe Health, McGraw-Hill Co., 2018 Digital;
Social Science: Geography: The Human and Physical World, McGraw Hill, 2018; Atlas of the World Rand McNally online 13th edition, 2018; World History: The Modern World, California Edition, Prentice Hall 2007/9; U.S. History: The American Nation, Holt, Rinehart & Winston, 2001; NewsELA articles; History.com resources; History 17B/Pols II Shasta College dual enrollment: We the People, 15th edition McGraw Hill, Government in America, People, Politics, and Policy 18th edition. Principles of American Government, 11th Edition, Edward Sidlow & Beth Henschen, Cengage Learning, 2022. American Government: United States Government, McGraw Hill, 2018; Economics: Economics, Holt, Rinehart & Winston, 1999. All Social Science teachers have created or adapted many different supplemental curricula and instructional materials from a variety of digital resources for literacy-based purposes that students access through Google Classroom.
ELD/Foreign Language: Spanish 1 & 2: Realidades, Pearson, 2014; Fluency Matters: Esperanza (Span.2) Spanish 3 & 4 Fiorot-Peek: teacher-created materials plus El Mundo en Tus Manos,(news summaries for Sp. Students; Spanish 5 & AP Spanish: Primarily teacher-created materials and Spanish novels; Sendas Literarias Levels 1 & 2, Heinle and Heinle

1994/1995; plus online college board resources. Heritage Spanish Curriculum. ELD Emerging, Expanding & Bridging: teacher-created materials; Hampton Brown, National Geographic, 2009 & 2010. Get Ready Grades 6-12, (online curriculum access), Vista Higher Learning, 2022; (student & teacher access to digital texts & materials); EL Teen Literacy Library, ISBN:9781680214321, Saddleback Ed. Publishing, 2022; (student & teacher access to digital texts & materials) All Spanish and ELD designated teachers also generate curriculum that is teacher-created to supplement identified texts.

Visual Arts:
Art History: Art In Focus, Gene A. Mittler Ph-D, Glencoe McGraw-Hill 1986 & Fourth Edition 2000.
The Annotated Mona Lisa, Carol Strickland, Ph.D. Andrews McMeel Publishing, LLC 2007 (personal reference text)
Zuni Fetishes, Hal Zina Bennett, 1993 (personal reference text) The Story of Art, E.H. Gombrich, Sixteenth Edition 2003. Art 1, Art 2, Advanced Art: Art In Focus, Gene A Mittler, Teacher Wraparound Edition, 2006-
Ceramics IThe Potter's Guide to Throwing: Practical Handbook Paperback – March 1, 2001 by Josie Warshaw (Author) Experience Clay Hardcover – January 1, 2003 by Maureen Mackey (Author) The Complete Potter by Steve Mattison (2003-04-01) Paperback – January 1, 1713 Twentieth-Century Pattern Design, Lesley Jackson, Princeton Architectural Press, New York, 2002;

CTE:
Careers in Education: The First Days of School, Harry Wong, 2009. Life & Work Prep: Job Hunting Handbook, Dahlstrom & Co., 2018-19.; CNN News, Digital Media, CNN.com. Media & Design: Adobe Photoshop, Classroom in a Book 2024 release & Adobe Illustrator, Classroom in a Book release 2024Construction Tech: Home Repair & Improvement, 2017: Paxton & Patterson curriculum. MC3: Multicraft Core 3 Curriculum College Career Readiness: AVID curriculum resources; and wag.avid.org AVID 10 & 11: wag.avid.org   Cardinal Nest/Marketing/Copy Center: Glencoe Marketing Essentials, McGraw-Hill Co. Inc., 2006; Skills USA Customer Service Training Program, Intelite/SkillsUSA online, Paradigm Publishing, 2010 to present. Foods & Nutrition: Guide to Good Food, Goodheart Wilcox, 15th edition, c. 2022. Culinary Arts: The Culinary Professional 4th edition 2023 G-W Publisher Development: Children: The Early Years, Goodheart Wilcox, 2020. Exploring Health Careers: Paxton Patterson lms.paxpat.com online textbook Nutritional Science: Food Nutrition and Wellness McGraw Hill Education Written by: Roberta Larson Duyff MS, RD, FADA, CFCS

Agriculture:
Ag Core I: Agriscience: Fundamentals and Applications, 6th edition, L.DeVere Burton. Sustainable Ag Biology: Modern Biology, Towle, 1999. Ag & Soil Chemistry: Modern Chemistry, Holt, 1990. Ag Mechanics: Agricultural Mechanics-Fundamentals and Applications, Thomas Delmar Publishing, 2006; Ag Welding: NCCER Welding Level One, Prentice Hall, 2010. Ag Metal Fabrication: Agricultural Mechanics Fundamentals, Cengage Learning, 2006.; Butte College Welding curriculum, Courses 20 & 21. Floral Design: The Art of Floral Design, 3rd edition Noah T. Hunter Animal Science: Animal Science, J. Gillespie, Delmar Publishers, 1998

Special Education:
Reading Intervention: Rewards curriculum by Voyager Sopris; Newsela online reading resource, 2019. RSP Math, RSP Course 1A, RSP Course 1B, Algebra Essentials RSP: Core Connections Integrated 1 CPM, 2013. DreamBox Math online instructional program, supplemental math curriculum from Teachers Pay Teachers RSP STEM, Transitions Skills, LWP Intensive, Communications, Ind Living Skills, Life Skills, RSP Math: J7 and J8 Attainments: Aligning Life Skills to Academics, Ellen McPeek Glisan, 2008. Basics—Three curriculum frameworks for Students with Moderate to Severe Disabilities. 2015. Ed Helper and Teacher pay Teacher. WellNest: Courseware online learning resources, Edgenuity Company. Dreambox, Reading Plus Skill Center: Smarts, Pathful online

Year and month in which the data were collected	August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	100%	0
Mathematics	100%	0
Science	100%	0

History-Social Science	100%	0
Foreign Language	100%	0
Health	100%	0
Visual and Performing Arts	100%	0
Science Laboratory Equipment (grades 9-12)	100%	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report	November 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	39	42	34	38	47	48
Mathematics (grades 3-8 and 11)	12	16	10	14	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	248	244	98.39	1.61	41.80
Female	122	120	98.36	1.64	51.67
Male	125	123	98.40	1.60	32.52
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	176	175	99.43	0.57	38.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	54	51	94.44	5.56	56.86
English Learners	48	47	97.92	2.08	8.51
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	207	203	98.07	1.93	39.90
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	33	30	90.91	9.09	6.67

2024-25 CAASPP Test Results in Math by Student Group

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	246	238	96.75	3.25	15.55
Female	121	117	96.69	3.31	19.66
Male	124	120	96.77	3.23	11.67
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	174	169	97.13	2.87	11.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	54	51	94.44	5.56	23.53
English Learners	48	46	95.83	4.17	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	206	199	96.60	3.40	15.58
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	29	90.63	9.37	0.00

CAASPP Test Results in Science for All Students

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

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

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	19.95	18.73	17.44	17.44	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	472	467	98.94	1.06	21.20
Female	223	221	99.10	0.90	20.36
Male	247	244	98.79	1.21	21.72
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	324	324	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	17	17	100.00	0.00	29.41
White	111	106	95.50	4.50	33.02
English Learners	88	88	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	20	20	100.00	0.00	0.00
Military	0	0	0	0	0
Socioeconomically Disadvantaged	389	387	99.49	0.51	20.16
Students Receiving Migrant Education Services	15	15	100.00	0.00	0.00
Students with Disabilities	57	54	94.74	5.26	1.85

2024-25 Career Technical Education Programs

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

All CTE courses are moving toward an integration of English and Math skills that correlate to the career fields. Most of our freshmen are enrolled in a College Career Readiness course that helps introduce various CTE options and opportunities to them. Career interest and aptitude assessments and exploration also occur through our career center at each grade level culminating the Senior year with a full-scale senior project based on personal goal setting, career exploration and post-secondary pathways. Our special needs population also develops life and work skills through a specially-designed program that

2024-25 Career Technical Education Programs

utilizes the classroom and our school farm as a learning center and work prep laboratory. Students enrolled in any CTE program are also simultaneously enrolled in an English Language Arts course and a mathematics course to meet those requirements. All CTE programs have a tassel-earning opportunity to help motivate students to participate and meet the requirements of the tassel program.

The measurement of program effectiveness is accomplished through analysis of our CCRI, completion of course sequences, student grades, graduation, eventual entry into post-secondary programs, and/or employment in the community in various CTE fields. Each of the CTE programs are evaluated annually to determine life skill and work preparation value visible in the skills developed and work produced by students. The specific CTE contact people are the CTE department head and the CTE administrator both of which can be reached through the Corning Union High School office. In 2023-24 school year, we added a CTE community liason as well as a career pathways coordinator with the goals of furthering our connections of our students with the community and post-secondary career opportunities. Most recently, we have added a CTE counselor employed by the Tehama County Office of Education, but assigned to our site. This position helps in the areas of enrollment, recruitment, and retention of students in CTE pathways as well as dual enrollment.

2024-25 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	790
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	52.6
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	9.8

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	96.71
Graduates Who Completed All Courses Required for UC/CSU Admission	28.37

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	94.2	91.8	94.2	93.6	94.2

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Corning High School maintains an open door policy for parents to express their interests and concerns to the administration of the district. There is an organized, active Parents Club that meets regularly to plan activities and support Corning Union High School in a variety of ways such as fundraising, academic student recognition, sober graduation, and the annual Homecoming dinner. The District English Learners Advisory Committee (DELAC) events are held four times each year to promote communication with parents whose students are limited English speakers on our campus. There are several parent representatives on the School Site Council as well as other school committees such as the safety committee, health & wellness committee, etc. Parents can participate through support of student athletics, clubs, fundraisers, and community service activities. Parents can attend Freshmen orientations, Back-to-School nights, athletic events, various parent information nights, music concerts, Drill Team shows, Ballet Folklorico performances. Additionally, our counseling staff hosts meetings with every 9th grade student and their parents as they prepare to request classes for their 10th grade year. Parents always have access to communicate with teachers and administration by phone or email and can schedule meetings with school staff as needed. Parents can view the school's website or visit our social media pages to access the daily bulletin for information about our school. Email addresses are available at www.corninghs.org. In addition, parents have access to their students' grades and assignments through an online parent portal to view teacher grade books pertaining to their own students. CUHS also has a Facebook page to keep parents informed of regular events and announcements related to our school. Besides Facebook, we also use Twitter and the Aeries Communication system called Parent Square to provide information to parents. A number of parents are involved in various parent boosters clubs in such areas as athletics, music, and agriculture. Parents do need to be informed about our district priorities and regular school policies so the school handbook is available on our website for parents and students to access. The school website also provides multiple sources of information for parents to access daily. Parents have had opportunities to respond to various school surveys to obtain parent input about school practices and culture.

C. Engagement

State Priority: Pupil Engagement

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

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0	1	1.9	3.3	3.1	4.1	8.2	8.9	8
Graduation Rate	98.7	97.4	97.2	95	94.5	94.1	86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	214	208	97.2
Female	98	97	99.0
Male	115	110	95.7
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	--	--	--
Hispanic or Latino	142	140	98.6
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	56	52	92.9
English Learners	72	71	98.6
Foster Youth	--	--	--
Homeless	14	12	85.7
Socioeconomically Disadvantaged	199	195	98.0
Students Receiving Migrant Education Services	16	16	100.0
Students with Disabilities	26	24	92.3

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1041	1007	136	13.5
Female	479	459	59	12.9
Male	560	546	76	13.9
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	19	19	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	713	694	87	12.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	13	0	0.0
White	254	242	41	16.9
English Learners	254	246	46	18.7
Foster Youth	--	--	--	--
Homeless	48	46	14	30.4
Socioeconomically Disadvantaged	886	855	123	14.4
Students Receiving Migrant Education Services	23	22	4	18.2
Students with Disabilities	140	134	32	23.9

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
8.75	7.96	5.57	10.27	8.79	7.59	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0	0	0	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	5.57	0.00
Female	4.80	0.00
Male	6.25	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.61	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.12	0.00
English Learners	7.48	0.00
Foster Youth	0.00	0.00
Homeless	10.42	0.00
Socioeconomically Disadvantaged	5.98	0.00
Students Receiving Migrant Education Services	4.35	0.00
Students with Disabilities	7.86	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

Corning Union High School has a comprehensive safety plan that is a separate, stand-alone document available to preview on our district website. The plan outlines committee membership, school vision, suspension/expulsion data, and goals and action plans related to safety on our campus. The safety plan also highlights such issues as disaster response, child abuse, dangerous students, sexual harassment, dress code, and school discipline. The school wide safety plan identifies various practices and protocols that Corning Union High School has in place to ensure safety for all students. We have direct communication with and support from the Corning Police Department and they provide our school with a community resource officer on site through a special grant. The administration and a team of teachers regularly supervise our campus before school, between classes, at lunch and after school. We have a relatively new phone and bell system to maintain immediate contact with school officials in case of emergencies. Additionally, in 2021 we have added a campus wide intercom system with alert and instructive capabilities in the event of an emergency. We maintain a closed campus, which means that students cannot leave the school grounds without a verified pass from the office and any non-student must register at the main office when entering the campus between 7:30 a.m. and 4:00 p.m. In the interest of safety, we have also created one single entry point for all people to visit our campus. Identification cards are required to be carried by students and staff at all times. A number of safety-specific rules are enforced on our campus for the express purpose of student safety. Emergency signals are established for active threat, soft lock down, and evacuation procedures. Our school has added the FBI's "Run, Hide, Fight" protocols to our safety responses. In addition, we have established a threat assessment team to address potential violence on campus and suicide ideation among our students. All safety related information for students and staff is posted on the school website in the student handbook. The school site is fenced on three sides moving nearly all foot and vehicle traffic to the north side of our campus. In the summer and fall of 2025, we have added fencing in areas that have none, as well as upgraded to security fencing on most areas of the campus. Visitors are "buzzed" in to the office, and to the campus from the South parking lot using a wireless entry system. Automated bus and vehicle gates have been added so that only authorized vehicles can enter the campus. We have recently added more security cameras with 360 degree capability, and upgraded to a new software program that uses AI to search the cameras for necessary information. Our school safety plan was last revised and approved by the school board in February 2025.

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	18	24	
Mathematics	23	14	20	
Science	24	7	10	
Social Science	28	3	23	7

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	22	21	26	
Mathematics	18	27	15	
Science	19	10	10	
Social Science	24	8	29	2

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	318.67

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

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

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$26849.03	$7382.50	$19466.53	$80,502.90
District	N/A	N/A	$17186.74	
Percent Difference - School Site and District	N/A	N/A	12.4	4.3
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A		

Fiscal Year 2024-25 Types of Services Funded

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

The district continues to operate the HOPE center with 1.5 FTE Marriage & Family Therapists (MFT's) to meet the needs of students with behavior challenges or other personal hardships through the Community Schools Grant. The district funds support Corning PDs law enforcement officer on campus to assist with safety and other family challenges on site and in the community. We have also received a federal Assets grant that we call STARS (Students Taking Academic Responsibility) which opens the door for an after school program of food service, recreation, academic support and a host of other educational

Fiscal Year 2024-25 Types of Services Funded

and recreational, activity-based opportunities for students to participate in. We have received a Community Engagement Initiatives grant award and we are currently working to develop a problem of practice that will then utilize the funds to solve. We have a full time CTE Pathways Coordinator who oversees development of CTE pathways, writes grants to secure funding, and works with local community colleges to expand our early college credit options for students.

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$54,370	$54,938
Mid-Range Teacher Salary	$75,141	$77,181
Highest Teacher Salary	$110,387	$105,502
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)	$166,461	$149,893
Superintendent Salary	$171,495	$173,469
Percent of Budget for Teacher Salaries	27.94%	25.33%
Percent of Budget for Administrative Salaries	6.01%	6.27%

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	14.6

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

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	4
Mathematics	1
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	8

Professional Development

The Corning Union High School teaching staff participates in one full day of official staff development at the beginning of the academic school year. The focus of these pre-service trainings historically have been on the implementation and reviewing of our school instructional priorities. These consist of the Gradual release of responsibility teaching model, the use of academic language, checks for understanding, clear learning objectives, and EL strategies. More recently, we have focused on AVID strategies and the use of WICOR strategies in class. Then, on nearly every Monday afternoon throughout the school year, we engage in collaboration times in which teachers participate in a variety of activities within departments to reflect on classroom practices and focus on student learning. Two Mondays per month had been reserved for departments to work in PLC's and subject-alike teams to meet together about curriculum, instruction and assessment, as well as, specific department issues, data and practices. One Monday each month had been dedicated to our school wide exploration of the AVID program in which teachers shared their PD experiences with the rest of our staff. The other Monday per month was dedicated to work on strategic planning and the LCAP. Special education and bilingual para-educators have participated in a variety of professional development opportunities related to their respective responsibilities of supporting students in their academic and behavioral needs. Some online training has also been provided for our para-educators. PD has also been provided through the ELD Regional Lead to help us make necessary instructional and programmatic shifts in practice with our EL students. The counselors at CUHS have also participated in a number of specific trainings, workshops, and other professional development to keep themselves informed and improving in their student-oriented practices. In the past year, most PD has come through the AVID program with teachers participating in 1-3 day sessions around writing, inquiry, collaboration, organization and reading (WICOR). Teachers and departments have jumped in full force with these WICOR practices and more specifically with focused note taking to promote college career readiness.

The Principal, Associate Principal, and Director of Special Education have engaged in practices of classroom walkthroughs with feedback to teachers as an ongoing process of professional development with a goal to improve the regular instruction of teachers and positively impact student learning school wide. Some of the most productive professional development happens through regular teacher interaction and collaboration in both informal and structured contexts. The principal has also provided some structured interaction among the teaching staff using various professional texts from respected education leaders that have helped us develop our skills in the Gradual Release of Responsibility teaching model and in the transition to common core literacy integration in all subject areas. That reading has also focused on the themes of growth mindset and grit, as well as reminders around attentiveness and engagement. The members of the administration, student support services, and other staff also participate in professional development as needed. We have also provided specific teacher coaching that benefits all of our first and second-year teachers using one of our teachers on site to coach them successfully through their first couple of years. Also, we currently have 3 instructional coaches that give general support as well as specific help with ELD and Math. This is in addition to any support they gain from the Tehama Teacher Induction Program or California Ag Teachers Induction

Professional Development

Program (CATIP). We have also been using a "teachers-teaching-teachers" model for the sharing of best practices and the building of skill and leadership capacity school wide through teachers who participated in specific AVID training programs this school year. We have an established, thriving group of teachers and a counselor that make up the AVID Site Leadership Team who is working through the practice of WICOR & FNT strategies that are shared and modeled within their departments.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2