

Corning Union High School Regular School Board Meeting

DATE June 19, 2025

TYPE OF MEETING:

Regular

TIME: 5: 45 P.M.

MEMBERS ABSENT:

Larry Glover

PLACE: Corning Union High School

VISITORS:

Ana Thuemler (zoom)

Joe Fenske (zoom)

Dan Proctor

Kelley Jardin (zoom)

MEMBERS PRESENT:

Tony Turri, Cody Lamb

Jim Bingham

Reid Lamson

SCHOOL DISTRICT REPRESENTATIVES:

Miguel Barriga, District Superintendent

Jason Armstrong, CUHS Principal

Audri Bakke, Centennial Principal

Diana Davisson, Chief Business Official

Jessica Marquez, Administrative Assistant to Superintendent

THE CORNING UNION HIGH SCHOOL -

1. CALL TO ORDER:

The meeting was called to order at 5:45 p.m. by Board President, Tony Turri.

2. PLEDGE OF ALLEGIANCE:

Board President, Tony Turri asked the Board and audience to stand for the flag salute.

3. ROLL CALL:

Board President, Tony Turri asked for a roll call.

Attendance is as follows:

- Tony Turri
- Jim Bingham
- Cody Lamb
- Reid Lamson

Absent:

- Larry Glover

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

A motion was made by Cody Lamb and seconded by Reid Lamson to approve the agenda with the following changes:

12.4 will be pulled from the agenda

The vote is as follows:

Tony Turri	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Larry Glover	Aye: _____	No: _____	Absent: <u>X</u>	Abstain: _____
Reid Lamson	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

**5.1 PRINCIPAL
REPORT:**

CUHS Principal, Jason Armstrong shared the following:

1. Year-end review
2. This year was great and a had some challenges personally and professionally, but has seen growth as a leader. Felt valued every step of the way.
3. He shared his summer hours
4. Camps, open gyms and business that is happening over the summer.
5. Summer school- 120 students.
6. Preparing for next year and new teachers.
7. Community Liaison has been helpful.
8. Offices moving over the summer
9. Grants that the district is working on.
10. Master schedule.
11. Collaboration schedule.

**5.2 PRINCIPAL
REPORT:**

Centennial Principal, Audri Bakke shared the following:

1. College Career Indicator- 11 measures used and all but 1 we don't do at Centennial. Only met through State Test Scores and the kids have to be at a certain level to even qualify. When looking at what we offer, it's difficult for students.
2. Trades/Programs/Career day discussions
3. Adult Ed Funding- looking at ways to address the change.
4. Centennial Summer School 6/9-6/27 with 29 students
5. Adult Ed Graduation is Monday the 30th

**5.3 SUPERINTENDENT
REPORT:**

Superintendent, Miguel Barriga shared the following:

1. Thanked both principals for the hard work that they do
2. Ballet Folklorico Camp
3. Construction update- Ag Classrooms has a roof now, 2 coats of stucco and 1 more coat with paint will be going on. Sheet rock is in. Asphalt- the new lot had necessary repairs completed and the bus loop is competed as well. The sidewalk need to be finished that that is scheduled to be poured Tuesday the 24th.

4. Culinary – Design phase meeting will be held tomorrow
5. The last 2x2x2 meeting was hosted her and was a good meeting.
6. City plant so work on the rec center in July
7. Corning El is adopting new math curriculum
8. Discussions about leasing land from the city
9. Safety- Tiffany and Miguel plan to draft a letter and send to the district attorney
10. May 22nd was the Ballet Folklorico performance which was great.
11. 6/23 track finals and Mr. Henry was recognized as well
12. Congrats to the graduates- 264 students total
13. Credit to Admin for doing a great job with graduation
14. Scholarship awards
15. Thanks to all the staff and the Board

Enrollment

CUHS -920
 ISP - 49
 A-G ISP - 9
 Centennial - 29
 Total District – 1007

CUHS - 207 Graduates
 ISP - 7 Graduates
 A-G ISP - 2 Graduates
 Centennial - 48 Graduates (37 Seniors and 11 Juniors)
 Total Graduates for the District = 264

**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 6:28 p.m.

**8. REOPEN TO PUBLIC
 SESSION:**

The Board reopened to public session at 6:33 p.m.

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

Board President, Tony Turri 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 after pulling items 10.13, 10.17 and 10.18 and adding those as action items for further discussion and after the budget is discussed.

The vote is as follows:

Tony Turri	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Larry Glover	Aye: _____	No: _____	Absent: <u>X</u>	Abstain: _____
Reid Lamson	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 15, 2025.

**10.2 APPROVAL
OF WARRANTS:**

40284884-40284906, 40284907-40285206, 40285206-40285637
40285638-40285782, 40285783-40286036, 40286037-VCH – 00000204
VCH-00000206, VCH-00000207-VCH-0000220 , VCH-00000220
VCH-00000240, VCH-0000240-VCJH-0000242

Cal Card Report

TOTAL NUMBER OF CHECKS 1

TOTAL: \$ 30,926-55

CHECK # 40286912 CK AMT 30,926.55 US BANK

**10.3 INTERDISTRICT
REQUEST:**

The request for this month are as follows:

Giovanni Salazar, Maylynn Salazar
Hunter Atkin, Joseph Borer
Jayce Carter Aubree Freund,
Caitlyn Linder Deacon Linder

**10.4 HUMAN
RESOURCES
REPORT:**

Human Resources Reports is as follows:

Board Meeting: 6/19/25					
<u>Action</u>	<u>Type</u>	<u>Name</u>	<u>Position</u>	<u>Effective</u>	<u>Background</u>
Close	Position		Wellness Center Coordinator	6/30/25	Promise Neighborhood Grant Ending 6/30/25
Close	Position		CTE Community Liaison	6/30/25	Grant Funding Ending

Change	Position	Cruz, Isel	Teacher/ Centennial	7/1/25	Changing positions to Centennial Teacher. Filling the Vacancy of E. Lefevers
Change	Position		Adult Ed Student Service Tech	7/1/25	Lack of Funding reducing days from 220 to 158
Change	Position	Bergen, Nicolas	Custodial/Maint/1	7/1/25	Changing positions from Para I to Custodial/ Maint. I per District Need / Association Agreement. Classified Salary Schedule Range 12, Step 6
Change	Position	Miller, Leilani	Community Schools Coordinator	7/1/25	Changing positions from Wellness Center Coordinator to Community Schools Coordinator
Change	Position	Smith, Ashley	Para II	5/21/25	District Need
New	Hire	Snodgrass, Megan	Ag Teacher	7/1/25	Filling Vacancy of M. Jones
New	Hire	Combs, Brian	CTE Fire Science Teacher		Filling new position 2.5 / 7ths
New	Hire	Mendoza, Sonya	Para I	7/1/25	Filling Vacancy of D.Dowdy Classified Salary Schedule Range 13, Step 5
Resignation	Voluntary	Lamson, Debbie	CTE Teacher CUHS	8/15/25	Retiring after 23 years in the District
Extra Duty/Stipend/Temporary/Coaching Authorizations					
6/30/25	Stipend Removal	Riddle, Cassie	Promise Neighborhood Data		Grant Ending 6/30/25
6/30/25	Stipend Removal	Imfeld, Sigfred	Cell Phone Stipend		Received for 2 years per. agreement , Job change 7/1/2023-6/30/2025

6/30/25	Stipend Removal	Imfeld, Sigfred	Shift Differential Stipend		Received for 2 years per. agreement , Job change 7/1/2023- 6/30/2025
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10.5 SURPLUS Band room items (**various**)
EQUIPMENT FORM:

10.6 AGREEMENT This agreement is between CUHSD and River Cities Inc. for 2025-27.
BETWEEN CUHSD
& RIVER CITIES:

10.7 AGREEMENT This agreement is between CUHSD and Children and Youth Behavioral
BETWEEN CUHSD & Health Initiative with SEIS Billing San Joaquin County Office of
CARELON Education.
BEHAVIORAL
HEALTH INC:

10.8 AGREEMENT This agreement is between CUHSD and California Department of
BETWEEN Health Care Services for Behavioral Health Initiative.
CUHSD & CALIFORNIA
DEPT
OF HEATLH CARE
SERVICES

10.9 AG INCENTIVE This is the application for funding for the Agriculture Career Technical
GRANT APPLICATION: Education Incentive Grant Program Year 2025-26.

10.10 MOU BETWEEN This MOU is between CUHSD and Red Bluff for VCSS to provide
CUHSD & VICTOR Certified Wellness Coach services to students in the schools.
COMMUNITY
SUPPORT
SERVICES INC.

10.11 MOU BEWTEEN This MOU is between TCDE and CUHSD for MTSS Professional
CUHSD & TCDE Development and Coaching for 2025-26 school year.
FOR MTSS
PROF
DEVELOPMENT
& COACHING:

10.12 MOU BEWTEEN This agreement is between CUHSD & TCDE for the Teacher
CUHSD & TCDE Induction Program.
FOR TEACHER
INDUCTION PROGRAM:

- | | |
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| 10.13 MOU BEWTEEN
CUHSD & TCDE
FOR CRECEMOS
RURAL BILINGUAL
TEACHER
RESIDENCY PROGRAM | Item moved to Action Items |
| 10.14 MOU BEWTEEN
CUHSD & TCDE
FOR CTE
TEACHER PREP
PROGRAM: | This MOU is between CUHSD & TCDE for Crecemos Rural Bilingual Teacher Residency Program. |
| 10.15 MOU BEWTEEN
CUHSD & TCDE
FOR FNL
CHAPTERS : | This MOU is between CUHSD & TCDE for Friday Night Live Chapters at Corning Union High School and Centennial High School. |
| 10.16 MOU BEWTEEN
CUHSD & TCDE
FOR DIRECT CERT
FOR 2025-26 SCHOOL
YEAR: | This MOU is between CUHSD & TCDE for Direct Certification process for the 2025-26 school year. |
| 10.17 AGREEMENT
BETWEEN
CUHSD
MOISES LOPEZ
FOR DEFINING
RESPONSIBILITIES
IN RELATION
TO PARTICIPATION
IN THE
CHICO STATE
CRECEMOS PROGRAM: | Item moved to Action Items |
| 10.18 AGREEMENT
BETWEEN
CUHSD & MARTINA
FIOROT-PEEK
FOR MENTOR
RESPONSIBILITIES
IN RELATION
TO PARTICIPATION
IN THE
CHICO STATE
CRECEMOS PROGRAM: | Item moved to Action Items |

11. ITEMS FOR DISCUSSION

11.1 DATA ON NUMBER OF EVALUATIONS

Superintendent, Miguel Barriga shared the following:

COMPLETED IN 2025-26:

<u>Classification</u>	<u>Due</u>	<u>Completed</u>
Certificated Admin	4	4
Confidential/Management	10	7
Certificated	27	27
Classified	62	56

Total

11.2 PRESENTATION ON THE 2025 LCAP LOCAL PERFORMANCE INDICATOR:

Superintendent, Miguel Barriga 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 self-reflection tools for each local indicator. There are 3 major parts

LCAP
Addendum
Indicator

There were some items that were reviewed to show the results, tools and progress highlights.

11.3 TRANSPORTATION PLAN

This plan was updated with new data which was not available to us before. This is an information item only.

12. ITEMS FOR ACTION:

The Governing Board switched the order of items 12.1 and 12.2.

12.1 APPROVAL OF THE CUHSD BUDGET AND EPA RESOLUTION NO. 478:

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the Budget and Resolution No. 478 for the EPA account with the following contingency:

1. Moving the budget adoption 1 month prior to adoption meeting
2. Meeting a deficit amount of 200K or less
3. Continued study session between Admin to being ASAP

The initial discussion was that the district is deficit spending. Board Clerk, Cody Lamb knows the position of needing to approve the budget and LCAP however, he is not satisfied with the budget. Board President, Tony Turri met with Diana and Miguel and due to time constraints its difficult to redo the entire budget. The budget and LCAP needs to be approved at the same time. We have a deficit due to enrollment and several reasons. There are some grant funded positions and the money doesn't always come in on time. The GANs haven't been received so things get moved around. 2 positions are grant funded and one is around 160K and the other around 75K. Board Member, Jim wants to know how this is going to be fixed. Chief Business Officer, Diana Davisson shared that at 1st Interim in Octobers, we

adjust. Closing is done, actual balances are reviews and update the beginning balances. Funds are moved from unrestricted to restricted. In December at P1 there numbers are updated and the enrollment and ADA will reflect a change as well.

The discussion was that we have until July 14th to update the budget and LCAP but this was not foreseen and Diana has some time off scheduled. Diana suggested using a test system in August to play with the numbers. Board Clerk, Cody lamb subtracted the grant money and that immediately brings that balance down. Board President, Tony Turri shared that we need to move forward with this but we need to have an agreement that we work on this and get the budget4 for 200 K deficit or less by 1st Interim. There needs to be a plan in place, if we aren't able to get to that number- worst case scenario.

- 1. Budget to 200K deficit spending
- 2. Brain storm meeting
- 3. If cuts need to happen, they need to happen across the board, not just to teachers.

The vote is as follows:

Tony Turri	Aye:	<u> X </u>	No:	<u> </u>	Absent:	<u> </u>	Abstain:	<u> </u>
Larry Glover	Aye:	<u> </u>	No:	<u> </u>	Absent:	<u> X </u>	Abstain:	<u> </u>
Reid Lamson	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>

12.2 APPROVAL OF THE LCAP:

A motion was made by Cody Lamb and seconded by Reid Lamson to approve the LCAP. There being no further discussion, the Board voted unanimously to approve the LCAP.

The vote is as follows:

Tony Turri	Aye:	<u> X </u>	No:	<u> </u>	Absent:	<u> </u>	Abstain:	<u> </u>
Larry Glover	Aye:	<u> </u>	No:	<u> </u>	Absent:	<u> X </u>	Abstain:	<u> </u>
Reid Lamson	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>

12.3 COMMITTEE ON ASSIGNMENTS :

A motion was made by Jim Bingham and seconded by Cody Lamb to approve the committee on assignments for the 2025-26 school year. There being no further discussion, the Board voted unanimously to approve the committee on assignments for the 2025-26 school year. This is an annual requirement.

Sherri Peterson - English
Ana Thuemler- Leadership
Thomas Mendonsa- Yearbook

The vote is as follows:

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

**12.4 APPROVAL
OF THE 2025
SPSA:**

This item was pulled from the agenda.

**12.5 EL MASTER
PLAN:**

A motion was made by Cody Lamb and seconded by Reid Lamson to approve the English Language Master Plan for the Corning Union High School District for 2025-26 school year.

The vote is as follows:

Tony Turri	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Larry Glover	Aye: _____	No: _____	Absent: <u>X</u>	Abstain: _____
Reid Lamson	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
CAL COMMUNITY
SCHOOLS
PARTNERSHIP
PROGRAM
IMPLEMENTATION
PLAN:**

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the Cal Community Schools Partnership Program Implementation Plan. There being no further discussion, the Board voted unanimously to approve the plan.

The vote is as follows:

Tony Turri	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Larry Glover	Aye: _____	No: _____	Absent: <u>X</u>	Abstain: _____
Reid Lamson	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 APROVAL OF
ADULT ED CALENDAR
FOR 2025-26 SCHOOL
YEAR:**

A motion was made by Cody Lamb and seconded by Reid Lamson to approve the Adult Ed Calendar for the 2025-26 School Year. There being no further discussion, the Board voted unanimously to approve the plan.

The vote is as follows:

Tony Turri	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Larry Glover	Aye: _____	No: _____	Absent: <u>X</u>	Abstain: _____
Reid Lamson	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 CHANGE ORDERS
FOR CONSTRUCTION
PROJECTS FROM
CERAMI AND
BROWNING:**

A motion was made by Cody Lamb and seconded by Reid Lamson to approve the change orders for construction projects from Cerami and Browning. There being no further discussion, the Board voted unanimously to approve the change orders.

The vote is as follows:

Tony Turri	Aye: <u> X </u>	No: <u> </u>	Absent: <u> </u>	Abstain: <u> </u>
Larry Glover	Aye: <u> </u>	No: <u> </u>	Absent: <u> X </u>	Abstain: <u> </u>
Reid Lamson	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>

**12.9 APPROVAL OF
REVISED BOARD
POLICY
4121.2 :**

A motion was made by Jim Bingham and seconded by Cody Lamb to approve the revised board policy 4121.2. There being no further discussion, the Board voted unanimously to approve the revised policy. This policy has to do with sub teacher pay.

The vote is as follows:

Tony Turri	Aye: <u> X </u>	No: <u> </u>	Absent: <u> </u>	Abstain: <u> </u>
Larry Glover	Aye: <u> </u>	No: <u> </u>	Absent: <u> X </u>	Abstain: <u> </u>
Reid Lamson	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>

**12.10 APPROVAL
OF REVISED
COMMUNITY
SCHOOLS
COORDINATOR
JOB DESCRIPTION:**

A motion was made by Cody Lamb and seconded by Reid Lamson to approve the revised job description for the Community Schools Coordinator. There being no further discussion, the Board voted unanimously to approve the revised job description.

The vote is as follows:

Tony Turri	Aye: <u> X </u>	No: <u> </u>	Absent: <u> </u>	Abstain: <u> </u>
Larry Glover	Aye: <u> </u>	No: <u> </u>	Absent: <u> X </u>	Abstain: <u> </u>
Reid Lamson	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 CENTENNIAL
INTERVENTION
CURRICULUM:**

A motion was made by Cody Lamb and seconded by Jim Bingham to approve Centennial Intervention Curriculum. There was discussion about the funding. There is funding received and this costs about 15K. There being no further discussion, the Board voted unanimously to approve the curriculum.

The vote is as follows:

Tony Turri	Aye: <u> X </u>	No: <u> </u>	Absent: <u> </u>	Abstain: <u> </u>
Larry Glover	Aye: <u> </u>	No: <u> </u>	Absent: <u> X </u>	Abstain: <u> </u>
Reid Lamson	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 SENIOR
PROJECT/
PORTFOLIO
AT CENTENNIAL:**

A motion was made by Cody Lamb and seconded by Reid Lamson to approve the senior project/portfolio at Centennial. Board Clerk, Cody Lamb mentioned that back in the day, prior to graduation, community service hours could be earned by helping little league baseball across the street from Centennial. Audri will take that into consideration. There being no further discussion, the Board voted unanimously to approve the Senior Project/Portfolio at Centennial.

The vote is as follows:

Tony Turri	Aye: <u>X</u>	No: _____	Absent: _____	Abstain: _____
Larry Glover	Aye: _____	No: _____	Absent: <u>X</u>	Abstain: _____
Reid Lamson	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: _____

**12.13 MOU BEWTEEN
CUHSD & TCDE
FOR CRECEMOS
RURAL BILINGUAL
TEACHER
RESIDENCY PROGRAM**

A motion was made by Cody Lamb and seconded by Jim Bingham to approve this item and the other 2 items below (12/14 and 12.15) Board Clerk, Cody Lamb wanted to get information on the purpose of this program. This is a consortium with Chico State with our entire county. This is basically having a student teacher and the district is reimbursed 100% of what we pay out. This is a good program which will hopefully benefit our school district, teachers and students. There being no further discussion, the Board voted unanimously to approve this item along with 12.14 and 12.15 below.

**12.14 AGREEMENT
BETWEEN
CUHSD
MOISES LOPEZ
FOR DEFINING
RESPONSIBILITIES
IN REACTION
TO PARTICIPATION
IN THE
CHICO STATE
CRECEMOS PROGRAM:**

A motion was made by Cody Lamb and seconded by Jim Bingham to approve this agreement as stated above in 12.13. There being no further discussion, the Board voted unanimously to approve the agreement.

**12.15 AGREEMENT
BETWEEN
CUHSD & MARTINA
FIOROT-PEEK
FOR MENTOR
RESPONSIBILITIES
IN REACTION
TO PARTICIPATION
IN THE
CHICO STATE
CRECEMOS PROGRAM:**

A motion was made by Cody Lamb and seconded by Jim Bingham to approve this agreement as stated above in 12.13. There being no further discussion, the Board voted unanimously to approve the agreement.

**12.16 FUTURE
AGENDA ITEMS:**

There were none besides getting the Budget Meeting going with Admin ready sooner than later. Jessica will also look into preparing for the board to work on Superintendent, Miguel Barriga's evaluation in the fall.

13. ADJOURNMENT:

A motion was made by Cody Lamb and seconded by Reid Lamson to adjourn the meeting at 7:40 p.m.

Approved

Tony Turri, President

Cody Lamb Clerk

Corning Union High School District Regular School Board Meeting

Date of Meeting: June 19, 2025

Time of Meeting: 5:45P.M.

Place of Meeting: CUHS Library

Click this link to join the meeting online <https://corninghs-org.zoom.us/s/81087116061>

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 Principal Report- Jason Armstrong Information
 - 5.2 Principal Report- Audri Bakke Information
 - 5.3 Superintendent Report – Miguel Barriga 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 15, 2025**
- 10.2 **Approval of Warrants**
- 10.3 **Interdistrict Attendance Requests**
- 10.4 **Human Resources Report**
- 10.5 **Surplus/ Equipment Form**
- 10.6 **Agreement between CUHSD & River Cities Counseling Inc.**
- 10.7 **Agreement between CUHSD & Carelon Behavioral Health Inc.**
- 10.8 **Agreement between CUHSD & California Department of Health Care Services for the Children and Youth Behavioral Health Initiative Fee Schedule Program**
- 10.9 **Ag Incentive Grant Application 2025-2026**
- 10.10 **MOU between CUHSD & Victor Community Support Services Inc. Red Bluff**
- 10.11 **MOU between CUHSD & TCDE for MTSS Professional Development and Coaching**
- 10.12 **MOU between CUHSD & TCDE for Teacher Induction Program**
- 10.13 **MOU between CUHSD & TCDE for CRECEMOS Rural Bilingual Teachers Residency Program**
- 10.14 **MOU between CUHSD & TCDE for CTE Teacher Preparation Program**
- 10.15 **MOU between CUHSD & TCDE for FNL Chapters at Corning Union High School**
- 10.16 **MOU / Agreement between CUHSD & TCDE for Direct Certification for 2025-26 school year**
- 10.17 **Agreement between CUHSD & Moises Lopez for defining responsibilities in relation to participation in the Chico State CRECEMOS Rural Bilingual Teacher Residency Program**
- 10.18 **MOU between CUHSD and Martina Fiorot-Peek for Mentor responsibilities in relation to the CRECEMOS Rural Bilingual Teacher Residency Program**

11. ITEMS FOR DISCUSSION

11.1 Data on Number of Evaluations Completed in 2024-25

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

11.2 Presentation of the 2025 LCAP Local Performance Indicator

Superintendent Miguel Barriga will update the Board on the 2025 LCAP Local Performance Indicator.

11.3 Transportation Plan

Superintendent, Miguel Barriga will present the information on the Transportation Plan which was brought to the Board in March however, now includes the budget information.

12. ITEMS FOR ACTION

12.1 Approval of the Local Control Accountability Plan (LCAP) BP 0460

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. 478 BP 3100

The Board will consider approval of the 2025-26 school year budget and Resolution No. 478

12.3 Committee on Assignment BP 4113

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.

12.4 Approval of the 2024 School Plan for Student Achievement (SPSA) BP 0420 , BP 5121

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

12.5 EL Master Plan BP 6174-E

The Board will approve the English Learners Master Plan.

12.6 Approval of California Community Schools Partnership Program Implementation Plan BP 3290

The Board will consider approving the California Community School Partnership Program Implementation Plan.

12.7 Approval of Revised Adult Ed Calendar for 2025-26 School Year BP 6200

The Board will consider approving the revised Adult Ed Calendar.

12.8 Approval of Change Orders for Construction Projects from Cerami and Browning BP 3311

The Board will consider approval of following change orders:

*COR #21 Revised Sidewalk Plan per sheet A036 \$45,638.65
Harris Metal Works, Inc. Estimate 342037 \$5,160.00
Change Request 2 Job 25-00-0104 \$29,526.00
Walgamuth Change Request May 1, 2025 \$1,280.00
RTA Construction, Inc. Job No. 25-002 \$1,782.79*

12.9 Approval of Revised Board Policy 4121.2 BP 4112

The Board will consider approving the updated Board Policy which reflects the current Substitute pay schedule.

12.10 Approval of Revised Community Schools Coordinator Job Description BP 4112

The Board will consider approving the newly updated job description which reflects the changes to the immediate supervisor.

12.11 Approval of Centennial Intervention Curriculum BP 4112

The Board will consider approving the new curriculum for Centennial Intervention from Voyager Sopris Learning:

- Rewards (reading intervention)
- Rewards Plus (reading strategies applied to social studies & science)
- TransMath (math intervention)

12.12 Approval of Senior Project/Portfolio at Centennial BP 4112

The Board will consider approving a Senior Project for Centennial Students.

12.13 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 Miguel Barriga, 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 15, 2025

TYPE OF MEETING:

Regular

TIME: 5: 45 P.M.

MEMBERS ABSENT:

Reid Lamson

PLACE: Corning Union High School
Library

VISITORS:

Emily Brown, Shaun Fredrickson, Mark Messmer
Shawni McBride, Clementina Torres, Sarah Pettit
Brad Schreiber, Jose Sanchez, Kim Vasquez
Zane Schrader, Joe Fenske, Sherry Fissori

MEMBERS PRESENT:

Tony Turri, Larry Glover
Jim Bingham, Cody Lamb

SCHOOL DISTRICT REPRESENTATIVES:

Miguel Barriga, District Superintendent
Jason Armstrong, CUHS Principal
Justine Felton, CUHS Associate Principal
Heather Felciano, Director of Special Education
Cassie Riddle, HR Coordinator
Diana Davisson, Chief Business Officer
Jessica Marquez, Administrative Assistant to Superintendent

THE CORNING UNION HIGH SCHOOL

- 1. CALL TO ORDER:** The meeting was called to order 5:45 by Board President, Tony Turri.
- 2. PLEDGE OF ALLEGIANCE:** Board President, Tony Turri asked the Board and audience to stand for the flag salute.
- 3. ROLL CALL:** Board President, Tony Turri asked for a roll call.

Attendance is as follows:

- Tony Turri
- Jim Bingham
- Cody Lamb
- Larry Glover

Absent: Reid Lamson

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

A motion was made by Cody Lamb and seconded by Larry Glover to approve the agenda with the following change:

Move 8 up in the agenda before 6 so that people can visit and enjoy cake and refreshments longer while the Board is in closed session.

There being no further discussion, the Board voted unanimously to approve the agenda with the changes to reording.

The vote is as follows:

Larry Glover	Aye:	<u>X</u>	No:	_____	Absent:	_____	Abstain:	_____
Tony Turri	Aye:	<u>X</u>	No:	_____	Absent:	_____	Abstain:	_____
Reid Lamson	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 STUDENT
BOARD MEMBER:**

Student Board Member, Jerry Rodriguez reported on the following:

- AP Testing
- Reg to Go
- Next year hosting 225 8th graders for 8th Grade Invasion
- Spring BBQ- passed out a flyer
- CSF Trip- Sun Splash
- Senior Enrichment Day is coming soon
- Track is doing great and were in the Division II Championships today
- Prom is the weekend at the Red Barn (new location)
- 13 days of school left

Jerry Thanked the Board and everyone for the opportunity and support to serve as the Student Board Member. Board President Tony Turri shared that he is a valuable asset to serve as a student board member and he did a great job with his public speaking.

**5.2 CUHS
PRINCIPAL
REPORT:**

CUHS Principal, Jason Armstrong reported on the following:

1. ELPAC Summative Results for 9th, 10th and 11th grade students
The 2024-25 school year has shown some significant progress in all grade levels.
2. Graduation Week Events
 - Senior Memory Night
 - Awards Night
 - Staff BBQ
 - Graduation
3. Recent Events
 - Art Show
 - Gary Burton Invitational
 - FFA End of the Year Banquet
 - Band/Choir Performance
 - Prom

**5.3 CENTENNIAL
PRINCIPAL REPORT:**

Centennial Principal, Audri Bakke was at a conference so she shared some highlights:

- There are a lot of activities
- Tiger Bucks program is going well
- This is the first year that Centennial has had a yearbook which was made by the Cardinal Nest. The charge is \$2 which helps cover the cost of printing.
- Graduation for Centennial and Independent Study is Monday, June 2nd at 6:30 pm. And there should be approximately 40 graduates.

**5.4 HUMAN
RESOURCE
REPORT:**

HR Coordinator, Cassie Riddle shared the following:

145 employees 74 Classified (including Classified Management)
71 Certificated (including Certificated Admin)

- New positions this year and next year
- Recent new hires
- Vacancies
- Closing positions as of June 30, 2025

Fun Facts- 23% of staff is CUHS Alumni and 55% live in Corning

Projects include- Employee handbook and Frontline Central

**5.5 COUNSELING
REPORT:**

Clementina Torres reported on the following:

- Department/Staff and students they serve
- Counselor Roles and Duties
- School Counseling Services MTSS Tier 1
- Counseling Services MTSS Tier 2 & 3

Success/Challenges

222 Seniors in August

210 Seniors in May

Transferred to Centennial – 6

Out of District- 5

Other-1

Mental Health in student continues to be a concern

**5.6 FOREIGN
LANGUAGE
EL REPORT:**

Brad Schreiber reported on the following:

Staff - Teachers and Paras

Current #s of Els : 239 (216 at CUHS)

Reclassification requirements

Spanish Department (Spanish 1-5 and AP Spanish)

Highlights and News

AP Spanish – 32/33 students passed the AP test last year

Seal of Biliteracy: 18 students received the seal last year

PD- CABE, CLTA and FLASH

ELPAC testing finished

5.7 ENGLISH DEPT REPORT:

Shawni McBride reported on the following:

- Department / Staff
- Shawni will be teaching freshman next year (its been a while)
- Sherri Peterson will be teaching 2 sections of English IV and will team up with SPED to team teach which should be great.
- The AP Class this year was fantastic (40 students)

Some Challenges:

Low Skills

Behavior issues

Apathy

Mental Health

Vaping/Drugs

AI Use

Time

5.8 QUARTERLY RANCH FINANCIAL REPORT:

Chief Business Officer, Diana Davisson distributed the Quarterly Report that the Board requested. This shows bank statements and are color coded:

- Yellow is the past months
- March is green
- February is blue
- January is yellow

Page #4 shows deposits and then the funds are transferred into the checking account which is where the scholarships come from.

Total Revenue is 160K projected and we received 116K and to date the amount of checks cashed is \$54,950 and there are just a few outstanding.

5.9 SUPERINTENDENT REPORT:

Great job on the reports and Jerry, well wishes for his future.

1. Priority #1: All students will develop concepts, operational skills, and problem solving as aligned with the Common Core State Standards in alignment with the 8 mathematical practices.

2. Priority #2: All students will develop reading, writing, speaking, and listening skills; they will meet or exceed the California Common Core Standards.

3. Priority #3: Students will develop fundamental knowledge and skills to prepare for the transition to postsecondary education, career training, or the

workforce by following a multiyear sequence of course “pathways” integrating core academic knowledge with technical and occupational skills.

4. Priority #3 Students will develop a vision of science, understand core science & engineering ideas, recognize crosscutting concepts across disciplines, and think like scientists & engineers by applying practices from these domains.

Construction update: The new classrooms have trusses and sheeting. No other updates at this time.

Facilities update: You will be looking to approve the architectural improvements to the Culinary Arts. We appreciate your consideration with this CTE program.

This month Superintendent Barriga participated in some events. The ACSA Conference in Reno for regions 1-4. This was an opportunity to take on some PD learning, but also spend some time with other region administrators. Last week he attended the Tuesday market and enjoyed some great weather while also attending the CUHS Art Show at Rodgers theater (Well done Mrs. Trammell) he also took in the Folklorico dancers (Mrs. Martinez) and witnessed the CUHS girls wrestling being recognized by Rotary for their achievements. (Mr. Carillo was there) This week was the FFA Banquet and Awards dinner. Well done FFA advisors.

Last week was Staff Appreciation. Each day there were Superhero themed appreciation tokens. From Hero Sandwiches to Smoothies. We appreciate each of you each and every day!

Superintendent Barriga’s highlight was participating in Senior interviews. This was a three day event but he only participated on the last day. He teamed up with Yuliana Moreno from TCDE. We interviewed 8 seniors and he was quickly reminded of all the reasons we are here. Such wide variety of needs, such wide variety of successes. We teach and we also take care of kids to a degree. No disrespect to academics: Guaranteed they will not remember the day they learned to factor polynomials, memorized the quadratic formula, diagrammed sentences, but they will always remember how they felt when they walked into your class. When you listened or you took the extra time showing kindness and compassion, believing in their potential, seeing their teacher’s silliness and passion for teaching, being an example for fairness and respect, showing patience and understanding, and sharing their personal stories of struggle and success. Miguel also shared that Debbie Lamson just put in her letter of retirement today, so she will be missed and we will recognize her at our Staff BBQ event.

ENROLLMENT

- CUHS - 930 up 11 this includes 9 in A-G ISP
- Independent Study - 50 even
- Centennial - 38- down 6

Total District Enrollment - 1018- down 4.

**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 7:06 p.m.

**8. RECOGNITION OF
RETIREEES:**

The Governing Board recognized Lance Alldrin and Alvin Coleman. A plaque was issued to both of them and both were thanked for their many years of service with the district.

**9. RECOGNITION OF
STUDENT BOARD
MEMBER:**

The Governing Board recognized and thanked Jerry Rodriguez for the great job he did. He was honored with a certificate, a gift card and card signed by the Board and some employees of the district.

A retirement cake was served along with fruit punch and coffee for those attending the meeting. The board made their way into closed session while everyone gathered.

**10. REOPEN TO PUBLIC
SESSION:**

The Board reopened to public session at 7:37 m.

**11. ANNOUNCMENT
OF ACTION TAKEN
IN CLOSED SESSION:**

There was no action taken.

**12. CONSENT AGENDA
ITEMS:**

A motion was made Cody Lamb seconded by Larry Glover to to approve the consent agenda items. There being no further discussion, the Board voted unanimously to approve the consent agenda items.

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>
Reid Lamson	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>

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

Approval of Regular Board Meeting Minutes of April 24, 2025

**12.2 APPROVAL
OF WARRANTS**

40283643-40283664, 40283664-40283681, 40283682-40283690
40283690-40283769, 40283770-40284094, 40284095-40284433
40284433-40284532, 40284532-40284887, 40284887-40285123
40285124-40285206, 40285206-VCH-00000181, VCH-00000181-
VCH-00000196, VCH-00000196-VCH-00000204, VCH-00000204-
VCH-00000214, VCH-00000215-VCH-00000231

Cal Card Report

Check # 40284376

Amount: \$16,661.45

Check # 40285206

Amount \$29,883.14

**12.3 INTERDISTRICT
REQUEST:**

The request for this month are as follows:

Bryce Wilson, Reiley Wooten

**12.4 HUMAN
RESOURCES
REPORT :**

Human Resources Reports is as follows:

Board Meeting: 5/15/2025					
<u>Action</u>	<u>Type</u>	<u>Name</u>	<u>Position</u>	<u>Effective</u>	<u>Background</u>
Voluntary	Resignation	Jones, Melissa	CUHS Agriculture Teacher	6/5/25	Voluntary Resignation
New Hire	New Position	Amundson, Andrew	R Farmhouse Manager	5/1/25	Classified Salary Schedule Range 18, Step 5
New Hire	Vacancy	Fornal, Christopher	CUHS Art Teacher	7/1/25	Filling the Vacancy of T. Davenport
New Hire	Vacancy	Bose, Joe	ISP Teacher	7/1/25	Filling the Vacancy of L. Aldrin
Change	Position	Dowdy, Dawn	IBI	5/12/25	Moving from Para I to IBI filling the vacancy of E. Morris
Extra Duty/Stipend/Temporary/Coaching Authorizations					
5/1/2025	Stipend	Silva, Rhoda	Community Schools Parent Liaison	\$2,300	Community School Planning Grant
5/1/25	Stipend	Silvia Valdovinos	Community Schools Parent Liaison	\$2,300	Community School Planning Grant

**12.5 AGREEMENT
BETWEEN CUHSD
& LOZANO SMITH:**

This agreement is effective July 1, 2025 between CUHSD and Lozano Smith LLP. The Attorney shall provide legal services as requested by CUHSD.

**12.6 GRANT
AGREEMENT
K-12 STRONG
WORKFORCE
PROGRAM NORTH FAR
NORTH REGIONAL
CONSOTRIUM:**

The Grant Agreement is made by and entered into between CUHSD & Butte-Glenn Community College District.

**12.7 CDE SECONDARY
DISTRICT PLAN &
APPLICATION FOR
WORK EXPERIENCE
EDUCATION PROGRAM:**

The district plan for Work Experience Education through California Department of Education.

**12.8 SURPLUS
EQUIPMENT
FORM:**

Integrated I Vol 1 – 293	SURPLUS
Integrated I Vol II – 286	SURPLUS
Integrated II Vol 1 – 201	SURPLUS
Integrated II Vol II – 106	SURPLUS
Integrated III Vol 1 – 115	SURPLUS
Integrated III Vol II – 153	SURPLUS

**12.9 ADDENDUM TO
INDEPENDENT
CONTRACT
AGREEMENT
BETWEEN
CUHSD & THE
TRIBE:**

The addendum is entered into as the 1st day of May 2025 by and between the Paskenta Band of Nomlaki Indians and CUHSD amends the Independent Contractor Agreement made and entered into by the Parties on August 1, 2023.

**12.10 APPROVAL OF
CONAPP:**

CDE 2025-26 Application for Funding.

**13. ITEMS FOR
DISCUSSION**

**13.1 RODGERS
RANCH
COMMITTEE
UPDATE:**

The Rodgers Oversight Committee Meeting was held on Tuesday, May 6th. Some highlights included are as follows:

- CTE Showcase – Family Night
- Ranch Project Updates
- Rodgers Ranch Oversight Committee Report
- Start Times for meetings
- Creek Erosion
- R Farm store front

14. ITEMS FOR ACTION

14.1 YEAR END CLOSING RESOLUTION:

A motion was made by Larry Glover seconded by Cody Lamb to approve Resolution No. 477 which is the year end closing resolution.

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

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>
Reid Lamson	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>

14.2 ACCEPTANCE OF SUNSHINE ITEMS FOR NEGOTIATIONS:

A motion was made by Cody Lamb and seconded by Larry Glover to approve the Sunshine Items for both bargaining units and the district for the 2025-26 negotiations.

There being no further discussion, the Board voted unanimously to approve the acceptance of the sunshine items.

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>
Reid Lamson	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>

14.3 BOARD MEETING TIMES:

A motion was made by Larry Glover and seconded by Cody Lamb to approve the changing of the board meeting times during the summer to 5:45 instead of 6:45 for the months June through September.

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

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>
Reid Lamson	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>

14.4 CHANGE ORDERS:

A motion was made by Larry Glover and seconded by Cody Lamb to approve the change orders 1-18, 20 but not 19. There was a discussion about item #20- which is costing 19K. Board Member, Jim Bingham thinks it's a lot better to wrap it but for the longevity, the board agreed on 19K is work it and Zan confirmed that this included the gutter.

Item #19 is the ground boxes in the sidewalk. These are concrete and we can use the other ones which are free (this is in between the shop and the new building). The Board thinks that we should not approve this item. The third

item of concern that Zane shared is there are two areas in the parking lot to dig out where the ramp goes down, we will need to address and repave that.

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

The vote is as follows:

Larry Glover	Aye:	<u>X</u>	No:	_____	Absent:	_____	Abstain:	_____
Tony Turri	Aye:	<u>X</u>	No:	_____	Absent:	_____	Abstain:	_____
Reid Lamson	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:	_____

**14.5 AGREEMENT
FOR
ARCHITECTURAL
SERVICES:**

A motion was made by Larry Glover and seconded by Cody Lamb to approve the agreement for Architectural Services for the culinary classroom remodel. This is a fixed fee of \$95,000 with a reimbursable allowance of \$1,500.00 , billed monthly on accumulated charges. Board Member, Larry Glover wanted to confirm that this is paid for using grant funds. Superintendent, Miguel Barriga shared, that it was and those 2 grants are Strong Workforce and the Golden State grants.

There being no further discussion, the Board voted unanimously to approve the agreement for Architectural Services.

There being no further discussion, the vote is as follows:

Larry Glover	Aye:	<u>X</u>	No:	_____	Absent:	_____	Abstain:	_____
Tony Turri	Aye:	<u>X</u>	No:	_____	Absent:	_____	Abstain:	_____
Reid Lamson	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:	_____

**14.6 FUTURE
AGENDA
ITEMS:**


There were none, however, Board Clerk Cody Lamb shared the following:

1. Congrats to the kids who participated at the fair.
2. Thanks to the advisors who helped them.
3. The students did a great job and many placed very high.

15. ADJOURNMENT:

A motion was made by Cody Lamb and seconded by Larry Glover to adjourn and the meeting adjourned at 7:57 p.m.

Approved


Tony Turri, President


Cody Lamb, Clerk

ReqPay12c

Board Report

Checks Dated 04/20/2025 through 05/20/2025

Board Meeting Date June 19, 2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40284884	04/25/2025	A-Z BUS SALES	01-4300	TRANS PARTS/SUPPLIES		
40284885	04/25/2025	BARRIGA, MIGUEL	01-5200	4/5-4/8 J BINGHAM SSDA STATE CONF SACTO	837.12	946.98
				4/5-4/8 L. GLOVER SSDA STATE CONF SACTO	837.12	
				4/5-4/8 M BARRIGA SSDA STATE CONF SACTO	837.12	2,511.36
40284886	04/25/2025	BEAM, KATHERINE	01-5100	RESIDENTIAL TRAVEL- MARCH		
40284887	04/25/2025	BIG TIME PEST CONTROL BULLERT ENTERPRISES	01-5505	PEST SVC	210.00	161.40
				PEST SVC (CENT.)	52.50	
				PEST SVC (RANCH)	52.50	
				TRANSPORTATION PEST	52.50	367.50
40284888	04/25/2025	CHICO EXPRESS CLEANERS	01-5800	UNIFORM DRY CLEANING		
40284889	04/25/2025	CITY OF CORNING POLICE DEPT.	01-5800	SCHOOL RESOURCE OFFICER		
40284890	04/25/2025	CONSOLIDATED ELECTRICAL DIST.	01-4300	M&O SUPPLIES	143.32	6,862.13
				Unpaid Sales Tax	1.99	145.31
40284891	04/25/2025	CORNING FORD MERCURY	01-6400	DISTRICT VAN		70,165.45
40284892	04/25/2025	CORNING LUMBER COMPANY	01-4300	M&O SUPPLIES		154.48
40284893	04/25/2025	GRADUATION SOLUTIONS, LLC	01-4300	GRADUATION GOWNS		2,099.48
40284894	04/25/2025	HOWARD, CAROL J A PLUS SAFETY LLC	01-5800	CPR & FIRST AIDE SCHOOL FOR BUS DRIVERS		80.00
40284895	04/25/2025	HUNT & SONS, INC	01-4311	FUEL GAS	772.75	
			01-4312	FUEL DIESEL	2,293.68	3,066.43
40284896	04/25/2025	LOZANO SMITH, LLP	01-5801	24-25 PRO/LEGAL SVCS		237.00
40284897	04/25/2025	MID PACIFIC ENGINEERING, INC	01-6170	PARKING LOT PROJECT	310.00	
			35-5800	SHOP/CLASS & RESTR	5,623.88	5,933.88
40284898	04/25/2025	MJB WELDING SUPPLY	01-4300	WEEKLY CYLINDER EXCHANGE		1,982.64
40284899	04/25/2025	O'REILLY AUTO PARTS	01-4400	MATERIALS/SUPPLIES		4,821.81
40284900	04/25/2025	OLIVE CITY AUTO PARTS DERODA,INC	01-4300	M&O SUPPLIES	33.87	
				MATERIALS/SUPPLIES	45.23	79.10
40284901	04/25/2025	ORLAND CABINET SHOP, INC.	01-5800	CARDINAL NEST COUNTER-CUSTOM	14,975.00	
			01-6200	EDUCATION CUSTOM FURNITURE	20,000.00	34,975.00
40284902	04/25/2025	POSITIVE ACTION, INC.	01-5833	CENTENNIAL CSI		648.00
40284903	04/25/2025	RED BLUFF UNION HIGH SCHOOL	01-5800	2024/2025 SPEECH SERVICES MOU		15,962.40
40284904	04/25/2025	SADDLEBACK EDUCATIONAL, INC.	01-4200	BOOKS		41.86
40284905	04/25/2025	SAV-MOR FOODS	01-4307	LEADERSHIP STUDENT INCENTIVES		57.88
40284906	04/25/2025	SOUTH AVENUE ACE HARDWARE	01-4300	M&O SUPPLIES	296.00	
			14-4300	PAINT SUPPLIES	37.54	333.54

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ReqPay12c

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Checks Dated 04/20/2025 through 05/20/2025

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Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40284907	04/25/2025	TONY TURRI	01-5200	4/5-4/8 T TURRI SSDA STATE CONF SACTO		837.12
40285119	05/01/2025	ALBERS, MELINDA S	01-5202	REIMBURSEMENT		16.94
40285120	05/01/2025	AT&T	01-5901	CALNET 3 - TELEPHONE SVC 581/582/57893		374.66
40285121	05/01/2025	AT&T MOBILITY SPECTRUM	01-5901	AT&T MOBILITY		266.16
40285122	05/01/2025	BSN SPORTS, LLC	01-6400	NEW SCOREBOARD FOR FH		6,497.14
40285123	05/01/2025	CASSIE RIDDLE	01-5200	5/13 C RIDDLE PASCO-CREDENTIAL W/S SACTO	179.20	
				C RIDDLE VARIOUS DATES NO. CA LABOR LAW RDG	64.68	243.88
40285124	05/01/2025	COASTAL BUSINESS SYSTEMS, INC.	01-4300	STAPLES NEEDED FOR MACHINE		133.51
40285125	05/01/2025	FLORA FRESH	01-4300	FLORAL SUPPLIES		528.51
40285126	05/01/2025	HUNT & SONS, INC	01-4311	FUEL GAS	1,550.24	
			01-4312	FUEL DIESEL	1,849.60	3,399.84
40285127	05/01/2025	KNOX LA RUE JR LA RUE COMM	01-4300	VAN RADIO	354.41	
40285128	05/01/2025	LAUREL AG AND WATER - LODI	01-4300	ORCHARD - MATERIALS/SUPPLIES		203.80
40285129	05/01/2025	OLIVE CITY AUTO PARTS DERODA, INC	01-4300	RANCH-VARIOUS MATERIALS/SUPPLIES		6.85
40285130	05/01/2025	PATTERSON ELECTRIC	01-5600	ELECTRICAL WORK AT RANCH		26,537.00
40285131	05/01/2025	PERMA-BOUND BOOKS	01-4200	ADDITIONAL COPIES OF ROMEO AND JULIET ENG 1		911.02
40285132	05/01/2025	PITNEY BOWES PURCHASE POWER	01-5904	24/25 PURCHASE POWER 4538		1,532.25
40285133	05/01/2025	REALITY WORKS	01-6400	PATIENT CARE EQUIPMENT		34,450.10
40285134	05/01/2025	SAV-MOR FOODS	01-4300	ADV AG ACTIVITY MATERIALS		23.58
40285135	05/01/2025	SOUTH AVENUE ACE HARDWARE	01-4300	AG CLASS SUPPLIES	43.20	
				LWP SUPPLIES	23.22	
40285136	05/01/2025	SYSCO SACRAMENTO, INC.	19-4300	RANCH-VARIOUS MATERIALS/SUPPLIES	48.92	115.34
40285137	05/01/2025	THE DANIELSEN COMPANY	13-4300	SNACK BAR		446.84
			13-4700	NSLP SUPPLIES	673.94	
				CACFP FOOD	1,880.28	
				SNACK BAR	531.74	3,085.96
40285205	05/05/2025	CORNING UNION HIGH SCHOOL	01-5800	EV FEE ACCT		50.00
40285206	05/05/2025	U.S. BANK CORPORATE PAYMENT SYSTEM	01-4300	ANIMAL SCIENCE EAR TAG MODELS	565.53	
				CABINET BUILDING SUPPLIES, HOME DEPOT	1,052.42	
				CCEA AWARDS LUNCHEON - STUDENT TRIP	388.60	
				CPR ONLINE CLASS AND CERTIFICATION	273.00	

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40285206	05/05/2025	U.S. BANK CORPORATE PAYMENT SYSTEM	01-4300	DESK FURNITURE ITEM	129.29	
				DRIP TRAYS	24.25	
				FFA BANQUET AWARDS	78.75	
				FFA BANQUET PINS	200.00	
				FFA FAIR SENIOR SUPPLIES	209.35	
				FOOD AND SUPPLIES FOR CLASS	1,118.02	
				GARDEN SEEDS	812.65	
				GIFTS FOR WELLNESS PROGRAM	470.00	
				MAN GATE FOR BARN	269.83	
				RANCH SHOWCASE SUPPLIES	732.18	
				SKILLS USA STATE MEALS AND FLIGHTS	1,250.51	
				SKILLS USA UNIFORMS	284.02	
				STUDENT TESTING REWARDS LUNCHEON	2,045.70	
			01-4307	RANCH SHOWCASE FOOD	348.13	
				TESTING SNACKS & STUDENT OF THE QUARTER TREATS	14.96	
			01-4400	FFA EVENT CAMERA	538.74	
			01-5200	3/21-3/26 C MADAY NEXT EDUC WRKFRC PHOENIX	433.28	
				3/24-26 J ARMSTRONG NEXT EDUC WKSH PHOENIX	542.59	
				3/24-3/25 H FELCIANO NEXT EDUC WRKFRC SCOTTSDALE	536.97	
				3/24-3/25 K JARDIN NEXT EDUC WRKFRC SCOTTSDALE	433.28	
				3/24-3/26 C TORRES NEXT EDUC WRKFRC SCOTTSDALE	433.28	
				3/24-3/26 S MCBRIDE NEXT EDUC WRKFRC SCOTTSDALE	471.70	
				3/25-3/28 B SCHREIBER CABE CONF LONG BEACH	718.08	
				3/25-3/29 A DIAZ CABE 2025 LONG BEACH	2,375.36	
				4/10-4/12 J FELTON CSADA CONF RENO	354.30	
				4/24-4/27 A BAKKE CCEA CONF SAN DIEGO	453.60	
				4/24-4/27 J WILLIAMS CCEA CONF SAN DIEGO	453.60	

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40285206	05/05/2025	U.S. BANK CORPORATE PAYMENT SYSTEM	01-5200	4/24-4/27 M CASE CCEA CONF SAN DIEGO	453.60	
				4/3-4 M BARRIGA CA FFA STATE CONF SAC	650.13	
				4/5-4/8 M BARRIGA SSDA STATE CONF SACTO	240.00	
				4/6-4/8 J ARMSTRONG 2025 SSDA CONF SACTO	642.83	
				4/8-4/10 E BROWN CTE LDI FRESNO STRIVE- APPLIANCES	489.28	
				CCEA AWARDS LUNCHEON - STUDENT TRIP	69.53-	
					178.00	
				CIA CULINARY CLASS	2,675.25	
				CUSTOM DESIGNED BANNERS AND TABLE CLOTHS	3,549.12	
				SKILLS STATE HOTELS	2,193.12	
				AERIES.CORNINGHS.ORG RENEWAL	199.98	
				CANVA PRO AND CHAT GBT SUBSCRIPTION	140.00	
				SUBSCRIPTION FOR CHATGPT	80.00	
				09/20/24 US BANK PRIORITY MAIL	63.30	
				COSTCO-SNACK BAR	386.09	29,883.14
				CLASSROOM & RESTROOM ADDITIONS		720,161.90
40285285	05/06/2025	CERAMI & BROWNING CONSTR. INC.	35-6200	GLASS STUDIO EQUIPMENT	387.50	
40285286	05/06/2025	TODAY'S CLASSROOM LLC	01-5904	GLASS STUDIO EQUIPMENT	11,050.03	11,437.53
			13-4700	TRANS PARTS/SUPPLIES	230.91	230.91
40285629	05/09/2025	A-Z BUS SALES	01-4300	DSA INSPECTION FOR PARKING LOT NORTH STREET		2,600.00
40285630	05/09/2025	AULABAUGH INSPECTION SVCS LLC	01-6170	OLIVE TREE MAINTENANCE		2,755.02
40285631	05/09/2025	CANEDO, EUSEBIO ROMERO FARM & LABOR	01-5800	COPY CENTER COPIERS	3,108.60	
40285632	05/09/2025	COASTAL BUSINESS SYSTEMS, INC.	01-5620	CUHSD COPIERS	3,285.12	6,393.72
40285633	05/09/2025	CORNING LUMBER COMPANY	01-4300	CONSUMABLE SUPPLIES FOR WOODSHOP		276.94
40285634	05/09/2025	EWING IRRIGATION	01-4300	ATHLETICS SUPPLIES	583.76	
				Unpaid Sales Tax	8.13	591.89
40285635	05/09/2025	FRONTLINE TECHNOLOGIES, LLC	01-5833	FUEL GAS	1,188.15	5,500.00
40285636	05/09/2025	HUNT & SONS, INC	01-4311	FUEL DIESEL	1,342.93	
			01-4312	MOWER	19,034.04	2,531.08
40285637	05/09/2025	INDUSTRIAL POWER PRODUCTS	01-6400			

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40285638	05/09/2025	JACK SCHREDER & ASSOCIATES	35-5800	Unpaid Sales Tax	264.98	19,299.02
40285639	05/09/2025	KNOX LA RUE JR LA RUE COMM	01-5900	2024 SCHOOL FACILITY PROGRAM		786.25
40285640	05/09/2025	LES SCHWAB	01-5600	BUS RADIOS		300.00
40285641	05/09/2025	MELISSA CASE	01-4300	TRANS TIRE/SERVICE		430.68
				CCEA AWARDS LUNCHEON - STUDENT TRIP	1.22	
			01-5200	4/24-4/27 M CASE CCEA CONF SAN DIEGO	69.41	
			01-5800	CCEA AWARDS LUNCHEON - STUDENT TRIP	31.69	102.32
40285642	05/09/2025	NCSIG	01-5450	7/24-7/25 SCHOOL INSURANCE APPRAISAL		1,132.00
40285643	05/09/2025	OLIVE CITY AUTO PARTS DERODA,INC	01-4300	M&O SUPPLIES		41.16
40285644	05/09/2025	PAUL EVANS DBA NORCAL CONTAINERS	01-6400	STORAGE FOR TRACK		2,300.00
40285645	05/09/2025	SAV-MOR FOODS	01-4300	LAB SUPPLIES		44.21
40285646	05/09/2025	SMARTTRASH	01-5800	COMPACTOR MONITOR		80.00
40285647	05/09/2025	SNIFF SIT PLAY INC INTERQUEST DETECTION CANINES	01-5800	SAFETY K9 SEARCH		450.00
40285648	05/09/2025	SOUTH AVENUE ACE HARDWARE	01-4300	M&O SUPPLIES	58.84	
40285649	05/09/2025	SYSCO SACRAMENTO, INC.	13-4300	RANCH-VARIOUS MATERIALS/SUPPLIES	67.83	126.67
			13-4700	NSLP SUPPLIES	1,027.05	
				NSLP FOOD	82.74	
40285650	05/09/2025	THE DANIELSEN COMPANY	13-4300	SNACK BAR	1,024.70	2,134.49
			13-4700	NSLP SUPPLIES	200.83	
				NSLP FOOD	919.98	
				SNACK BAR	239.21	
40285651	05/09/2025	VALLEJOS ESTRELLA, CHRISTOPHER U	01-5202	REIMBURSEMENT		1,360.02
40285652	05/09/2025	WEST COAST PAPER	01-4300	MISC PAPER SUPPLY	78.96	
40285653	05/09/2025	ZELMA'S	01-5800	RETIREMENT PLAQUES	420.26	
40285777	05/13/2025	RANDY HILL CONSTRUCTION INC	01-6170	NEW PARKING LOT	75.25	163,342.38
40285778	05/13/2025	TEHAMA COUNTY AUDITORS OFFICE	01-5600	PARK RESERVATION DEPOSIT		115.00
40285779	05/13/2025	BEACON FIRE ALARM & SEC	01-5507	ALARM SVC		800.00
40285780	05/13/2025	BUCKES FEED & GRAIN	19-4300	VET SUPPLIES FOR COWS		109.20
40285781	05/13/2025	CITY OF CORNING	01-5502	COR 154,155,194 CUHSD WATER/SEWER	3,899.84	
				COR 157 TRANS WATER/SEWER	28.11	
				COR 37,176 CENT WATER/SEWER	603.13	4,531.08
40285782	05/13/2025	CLEMENTINA TORRES	01-5200	3/24-3/26 C TORRES NEXT EDUC WRKFRC SCOTTSDALE		33.00

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40285783	05/13/2025	EWING IRRIGATION	01-4300	ATHLETICS SUPPLIES	698.45	
40285784	05/13/2025	FIRST ADVANTAGE OCCUPATIONAL IRS # 1365611	01-5831	M&O SUPPLIES DRUG TESTING	265.44	963.89
40285785	05/13/2025	HUNT & SONS, INC	01-4311	FUEL GAS	1,474.27	89.28
40285786	05/13/2025	JOHNSON, JAMES	01-4314 01-5200	TRANS OIL 5/18-20 J JOHNSON MSCS SCIENCE COP SAN DIEGO	866.27	2,340.54 226.40
40285787	05/13/2025	JRD FOOD SERVICES CORNING PAPA MURPHY'S PIZZA	13-4700	NSLP FOOD		7,066.25
40285788	05/13/2025	OFFICE DEPOT	13-4300	OFFICE DEPOT OFFICE SUPPLIES		188.35
40285789	05/13/2025	OLIVE CITY AUTO PARTS DERODA,INC	01-4300	RANCH-VARIOUS MATERIALS/SUPPLIES		14.00
40285790	05/13/2025	SAV-MOR FOODS	01-4300	AG CORE ACTIVITY SUPPLIES SOAR FOOD FOR COOKING UNIT	19.80 45.07	64.87
40285791	05/13/2025	SOUTH AVENUE ACE HARDWARE	01-4300	AG CLASS SUPPLIES	140.36	
40285792	05/13/2025	TEHAMA CO AIR POLLUTION CONTRL	01-5800	M&O SUPPLIES BURN PERMIT 2024	211.25	351.61 39.75
40285793	05/13/2025	TEHAMA CO DEPT OF EDUCATION	01-5800	24-25 SSC		2,559.00
40285794	05/13/2025	THE DANIELSEN COMPANY	13-4700	NSLP FOOD	367.41	
40285795	05/13/2025	TORRES, CLEMENTINA	01-5211	SNACK BAR	555.56	922.97
40285796	05/13/2025	U.S. BANK CORPORATE PAYMENT SYSTEM	01-5800	REIMBURSEMENT SERIES A BOND 2016-17 ADMIN FEES		173.60 1,190.00
40285797	05/13/2025	VERIZON WIRELESS SERVICES LLC	01-5902	DISTRICT CELL PHONE SERVICE		18.10
40285798	05/13/2025	VERNER, DOUGLAS L	01-5202	REIMBURSEMENT		16.59
40285799	05/13/2025	VRTKL, INC. DBA FORK FARMS LLC	01-4300	AG CHEM HYDROPONIC SUPPLIES		360.70
40285800	05/13/2025	WASTE MANAGEMENT	01-5506	CENT DISPOSAL 4-02058-55008	587.26	
				CUHS DISP 13-88262-43003/4-02058-75004	329.03	
40285801	05/13/2025	WAXIE SANITARY SUPPLY	01-4300	CUHS DISPOSAL 4-02058-65006	552.98	1,469.27
40285802	05/13/2025	WILLIAMS, JASON A	01-5202	CUSTODIAL SUPPLIES REIMBURSEMENT		5,375.96 30.80
40286031	05/16/2025	BAKER DISTRIBUTING COMPANY	01-4300	HVAC SUPPLIES		19.48
40286032	05/16/2025	COLUSA COUNTY FARM SUPPLY INC	01-4300	PESTICIDES	11,194.93	
40286033	05/16/2025	CORNING LUMBER COMPANY	01-4300	Unpaid Sales Tax CONSUMABLE SUPPLIES FOR WOODSHOP	.53-	11,194.40 500.06
40286034	05/16/2025	FLORA FRESH	01-4300	FLORAL SUPPLIES		964.09
40286035	05/16/2025	HUNT & SONS, INC	01-4311	FUEL GAS	684.93	
			01-4312	FUEL DIESEL	4,299.46	4,984.39
40286036	05/16/2025	KNOX LA RUE JR LA RUE COMM	01-4300	STARS NEW VAN RADIO		369.87

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40286037	05/16/2025	PAXTON PATTERSON LLC	01-4300	SUPPLIES		163.53
40286038	05/16/2025	RADIO ENGINEERING INDUSTRIES	01-4400	NEW STARS VAN CAMERA		1,950.25
40286039	05/16/2025	REDWOOD TOXICOLOGY LAB INC	01-5831	DRUG TESTING FOR ATHLETICS		438.62
40286040	05/16/2025	SAV-MOR FOODS	01-4300	LAB SUPPLIES		331.01
40286041	05/16/2025	SOUTH AVENUE ACE HARDWARE	01-4300	CONSUMABLE SUPPLIES FOR WOODSHOP	1,152.44	
				ENTERPRISE SUPPLIES	17.44	
				LWP SUPPLIES	174.41	
40286042	05/16/2025	U.S. TELEPACIFIC DBA TPX COMMUNICATIONS	01-5901	RANCH-VARIOUS MATERIALS/SUPPLIES	22.29	1,366.58
40286043	05/16/2025	WEST COAST PAPER	01-4300	TELEPHONE SERVICE 149142		580.39
40286044	05/16/2025	YOURTEQ. LLC	01-4400	MISC PAPER SUPPLY		424.54
				VIEWBOARD		6,468.86
VCH-00000203	04/25/2025	AMAZON CAPITAL SERVICES, INC	01-4300	CRUZ EOY	38.62	
				EDUC CLASSROOM MATERIALS	400.32	
				TECH NEED FOR WOODSHOP	74.81	
				TVS FOR OFFICE FOR CAMERA VIEWS	625.72	1,139.47
VCH-00000204	04/25/2025	CALIFORNIA'S VALUED TRUST	01-3402	MAY 2025 - D. MESSMER	1,608.19	
				MAY 2025 - J. BINGHAM/MDV	2,497.48	
				MAY 2025 - L. GLOVER/DV	173.48	
				MAY 2025 - T. TURRI/MV	1,415.07	
			01-3701	MAY 2025 - C. TROUGHTON	3,028.96	
				MAY 2025 - J. BEARDSLEY	1,085.11	
				MAY 2025 - J. NELSON	1,085.11	
				MAY 2025 - M. ALBEE	1,881.53	
				MAY 2025 - M. BEARDSLEY	1,085.11	
				MAY 2025 - M. WILLIAMS	973.53	
				MAY 2025 - T. LAMB	3,011.53	
				MAY 2025 - W. VADER	898.11	
			01-3702	MAY 2025 - M. RODRIGUEZ	1,925.24	
				MAY 2025 - S. HOAG	977.24	
				MAY 2025 MEDICAL	176,809.00	
				MAY 2025 LIFE	104.00	
				MAY 2025 DENTAL	19,685.85	
				MAY 2025 VISION	2,489.26	220,733.80
VCH-00000205	04/25/2025	CRYSTAL CREAMERY	76-9553	CACFP DAIRY		560.25
VCH-00000206	04/25/2025	NICHOLS-MELBURG & ROSSETTO AIA & ASSOCIATES, INC	13-4700	23-2051 CHS SHOP PROJECT		96,687.00
			35-6200			

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VCH-00000207	04/25/2025	PACIFIC SKY CREATIVE, INC.	01-5800	CTE VIDEO PRODUCTION AND WEBSITE DESIGN	11,500.00	
				CUSTOM CTE LOGO FOR WEBSITE AND VIDEOS	1,250.00	
				CUSTOM DESIGNED BANNERS AND TABLE CLOTHS	1,400.00	14,150.00
VCH-00000208	04/25/2025	PRO PACIFIC FRESH	13-4700	CACFP PRODUCE		614.84
VCH-00000209	04/25/2025	THE PAPE GROUP, INC KENWORTH	01-4300	MOWER PARTS	48.94	
				TRANS/PARTS/SUPPLIES 7106581	260.82	
				TRANS/PARTS/SUPPLIES 7106581	666.11	975.87
VCH-00000210	04/25/2025	VESTIS GROUP	01-4400	TRANS LAUNDRY SVC	100.14	
			01-5500	UNIFORMS	229.60	
			13-5500	CAFE LAUNDRY	55.86	385.60
VCH-00000211	05/01/2025	AMAZON CAPITAL SERVICES, INC	01-4300	ADV AG CLASS SUPPLIES	295.98	
				ASSETS- EOY SUPPLIES FOR B-1	1,663.65	
				CENT WOODSHOP-D PROCTOR	322.24	
				FLORAL SUPPLIES	498.00	
				OFFICE SUPPLIES, STU. INCENTIVES, BOOKS	493.73	
				REWARD INCENTIVES	181.00	3,454.60
VCH-00000212	05/01/2025	CRYSTAL CREAMERY	13-4700	NSLP DAIRY		862.70
VCH-00000213	05/01/2025	GOLD STAR FOODS, INC	13-4700	NSLP FOOD	462.30	
				SNACK BAR	750.76	1,213.06
VCH-00000214	05/01/2025	P G & E	01-5503	R FARM 3914 ELECTRIC/8947-8 START 12/2022		575.12
VCH-00000215	05/01/2025	P G & E	01-5503	RANCH 4916 & 7250 ELECTRIC	207.84	
VCH-00000216	05/01/2025	P G & E	19-5503	RANCH 4916 & 7250 ELECTRIC	2,096.66	2,304.50
			01-5503	CUHS ELECTRIC/GAS 6218	16,983.46	
VCH-00000217	05/01/2025	P G & E	01-5504	CUHS ELECTRIC/GAS 6218	8,972.17	25,955.63
VCH-00000218	05/01/2025	P G & E	01-5503	RANCH 4916 & 7250 ELECTRIC	1.21	
			19-5503	RANCH 4916 & 7250 ELECTRIC	12.25	13.46
			01-5503	R FARM 3914 ELECTRIC/8947-8 START 12/2022		73.55
VCH-00000219	05/01/2025	PRO PACIFIC FRESH	13-4300	NSLP SUPPLIES	317.04	
			13-4700	CACFP PRODUCE	1,546.06	1,863.10
VCH-00000220	05/01/2025	THE CERAMIC SHOP LLC	01-4300	GLASS STUDIO SUPPLIES AND EQUIPMENT	391.44	

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

905 - Corning Union High School

Generated for JESSICA MARQUEZ (JMARQUEZ), May 20 2025 12:37PM

Checks Dated 04/20/2025 through 05/20/2025

Board Meeting Date June 19, 2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
VCH-00000220	05/01/2025	THE CERAMIC SHOP LLC	01-4400	GLASS STUDIO SUPPLIES AND EQUIPMENT	1,575.00	1,966.44
VCH-00000221	05/01/2025	THE PAPE GROUP, INC KENWORTH	01-4300	MOWER PARTS		125.53
VCH-00000222	05/01/2025	VESTIS GROUP	01-5500	LAUNDRY CLEANING SVC		1,009.60
VCH-00000223	05/08/2025	AMAZON CAPITAL SERVICES, INC	01-4300	CHEM REPLACEMENTS COMMUNITY SCHOOLS PLANNING GRANT MATERIALS DISTRICT HOMELESS STUDENTS EDUC CLASSROOM MATERIALS	75.28 3,379.35 1,298.80 1,189.63	
VCH-00000224	05/08/2025	CDW GOVERNMENT	01-4300	ORTEGA EOY	623.51	6,566.57
VCH-00000225	05/08/2025	CRYSTAL CREAMERY	13-4700	DISTRICT INK		159.84
VCH-00000226	05/08/2025	GOLD STAR FOODS, INC	13-4700	NSLP DAIRY CACFP FOOD	222.25	740.45
VCH-00000227	05/08/2025	P G & E	01-5503	NSLP FOOD	5,606.63	5,828.88
VCH-00000228	05/08/2025	PRO PACIFIC FRESH	01-5504	TRANS ELECTRIC/GAS 1749-6	123.72	
VCH-00000229	05/08/2025	THE PAPE GROUP, INC KENWORTH	13-4700	TRANS ELECTRIC/GAS 1749-6 CACFP PRODUCE	20.86	144.58
VCH-00000230	05/08/2025	VESTIS GROUP	01-4300	MOWER PARTS	141.44	776.73
VCH-00000231	05/08/2025	W.W. GRAINGER, INC.	01-5500	TRANS/PARTS/SUPPLIES 7106581	205.96	347.40
VCH-00000232	05/14/2025	AMAZON CAPITAL SERVICES, INC	01-5508	LAUNDRY CLEANING SVC	504.80	
			01-4300	TRANS LAUNDRY SVC	61.57	
			01-5500	UNIFORMS	249.56	
			13-5500	CAFE LAUNDRY	55.86	871.79
			01-4300	MAINTENANCE SUPPLIES		398.72
			01-4300	DISTRICT HOMELESS STUDENTS	42.01	
				FFA BANQUET SUPPLIES	623.58	
				M&O SUPPLIES	142.86	
				STAFF APPRECIATION WEEK	330.43	
				VARIOUS SUPPLIES	301.52	1,440.40
VCH-00000233	05/14/2025	CDW GOVERNMENT	01-4300	DISTRICT INK		186.77
VCH-00000234	05/14/2025	CERAMI & BROWNING CONSTR. INC.	35-6200	CLASSROOM & RESTROOM ADDITIONS		48,211.13
VCH-00000235	05/14/2025	CRYSTAL CREAMERY	13-4700	NSLP DAIRY		495.45
VCH-00000236	05/14/2025	DS SERVICES OF AMERICA DBA ALHAMBRA	01-5800	TRANS WATER SERVICE	17.25	
				WATER SERVICES	146.29	163.54
VCH-00000237	05/14/2025	GOLD STAR FOODS, INC	13-4700	CACFP FOOD		966.08
VCH-00000238	05/14/2025	PRO PACIFIC FRESH	01-4307	STAFF APPRECIATION WEEK		100.01
VCH-00000239	05/14/2025	THE PAPE GROUP, INC KENWORTH	01-5600	TRANS/PARTS/SUPPLIES 7106581		90.34
VCH-00000240	05/14/2025	VESTIS GROUP	01-5500	LAUNDRY CLEANING SVC	1,009.60	

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.

 ERP for California

Checks Dated 04/20/2025 through 05/20/2025

Board Meeting Date June 19, 2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
VCH-00000240	05/14/2025	VESTIS GROUP	01-5500	TRANS LAUNDRY SVC	50.07	
			01-5508	UNIFORMS	489.13	
			13-5500	CAFE LAUNDRY	55.86	1,604.66
VCH-00000241	05/14/2025	W.W. GRAINGER, INC.	01-4300	MAINTENANCE SUPPLIES		352.34
VCH-00000242	05/20/2025	AMAZON CAPITAL SERVICES, INC	01-4300	BUS OFC SUPPLIES	55.97	
				CORNING PROMISE GRANT FUNDS FOR WELLNESS ROOM	4,899.27	
				EDUC CLASSROOM MATERIALS	324.89	
				GARDENING SUPPLIES	343.05	
				MARIACHI BAND UNIFORM SHIRTS	974.43	
				ORTEGA EOY	46.30	
				PROP 28 YEAR 4 - ART SUPPLIES	4,328.41	10,972.32
Total Number of Checks					152	1,720,898.74

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL	130	618,081.24
13	CAFETERIA SPEC REV	21	29,680.09
14	DEFERRED MAINTENANCE	1	37.54
19	FOUNDATION SPECIAL	4	2,267.03
35	COUNTY SCH FACILITY	5	871,470.16
76	WARRANT/PASS-THRU	1	199,088.11
Total Number of Checks		152	1,720,624.17
Less Unpaid Sales Tax Liability			274.57-
Net (Check Amount)			1,720,898.74

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

905 - Corning Union High School

Generated for JESSICA MARQUEZ (JMARQUEZ), May 20 2025 12:37PM

ReqPay04b

Check Register with Accounts

Register 001359 - 06/04/2025

Bank Account COUNTY - COUNTY

Payment Id	Comment	Check Amt	30,926.55	Status	Printed	U.S. BANK CORPORATE PAYMENT SYSTEM (000681/1)	
0693-0421-01	RANCH SHOWCASE FOOD				01-0019-0-0000-7200-4307-410-000-000		20.22
0693-0422	RANCH SHOWCASE FOOD				01-0019-0-0000-7200-4307-410-000-000		162.04
0693-0423	RANCH SHOWCASE FOOD				01-0019-0-0000-7200-4307-410-000-000		36.90
0693-0504-01	5/2-5/4 J. FELTON ACSA RENO				01-0000-0-0000-2700-5200-410-000-000		410.80
0693-0504-02	SUBSCRIPTION FOR CHATGPT				01-0000-0-0000-2700-5833-410-000-000		20.00
0693-0506	STAFF APPRECIATION WEEK				01-0000-0-0000-7200-4307-410-000-000		412.54
0693-0506-03	STAFF APPRECIATION WEEK				01-0000-0-0000-7200-4307-410-000-000		154.44
0693-0507	SUBSCRIPTION FOR CHATGPT				01-0000-0-0000-7200-5833-410-000-000		20.00
0693-0520	ASSETS- DIGITIZING CLUB				01-4124-0-1135-1000-4400-410-000-200		657.98
3148-0424	6/22-28 S MYERS 2025 NATL MIRACHI LAS VEGAS				01-6770-4-1222-1000-5200-410-000-000		48.59
3148-0428	5/18-20 J JOHNSON MSCS SCIENCE COP SAN DIEGO				01-0000-0-1110-1000-5200-410-000-000		302.60
3148-0513	CONST. SUPPLIES				01-0650-0-6104-1000-4300-410-000-313		80.63-
3148-0513-01	CONST. SUPPLIES				01-0650-0-6104-1000-4300-410-000-313		611.68
3148-0521	ADVENTURE CLUB BBQ SUPPLIES				01-4124-0-1135-1000-4300-410-000-200		20.80
3585-0423	DRINKING FOUNTAIN DRAIN PART				01-7820-0-0000-8100-4300-410-000-000		792.00
3890-0504	5/2-5/4 M BARRIGA ACSA REGIONAL CONF RENO				01-0000-0-0000-7150-5200-410-000-000		410.80
4118-0423-01	RANCH SHOWCASE FOOD				01-0019-0-0000-7200-4300-410-000-000		536.59
4118-0423-02	RANCH SHOWCASE FOOD				01-0019-0-0000-7200-4307-410-000-000		54.78
4118-0425	FOOD AND SUPPLIES FOR CLASS				01-1100-0-6141-1000-4300-410-000-310		104.03
4118-0430-01	FOOD AND SUPPLIES FOR CLASS				01-1100-0-6141-1000-4300-410-000-310		21.00
4118-0430-02	FOOD AND SUPPLIES FOR CLASS				01-1100-0-6141-1000-4300-410-000-310		287.06
4118-0501-02	FOOD AND SUPPLIES FOR CLASS				01-1100-0-6141-1000-4300-410-000-310		51.87
4118-0506-02	FOOD AND SUPPLIES FOR CLASS				01-1100-0-6141-1000-4300-410-000-310		253.10
4118-0507	STAFF APPRECIATION WEEK				01-0000-0-0000-7200-4307-410-000-000		217.80
4118-0512-02	FOOD AND SUPPLIES FOR CLASS				01-1100-0-6141-1000-4300-410-000-310		294.04
4627-0423	OPEN AI SUBSCRIPTION				01-0000-0-0000-2700-5833-410-000-000		20.00
4627-0423-01	ADMINISTRATIVE ASSISTANTS DAY				01-0000-0-0000-7200-4307-410-000-000		20.10
4627-0423-02	ADMINISTRATIVE ASSISTANTS DAY				01-0000-0-0000-7200-4307-410-000-000		46.76
4627-0504	5/2-5/4 J ARMSTRONG ACSA REGION 1-4 RENO				01-0000-0-0000-2700-5200-410-000-000		410.80
5063-0422	COSTCO-SNACK BAR				13-5310-0-0000-3702-4700-410-000-333		198.92
5063-0422-01	COSTCO-SNACK BAR				13-5310-0-0000-3702-4700-410-000-333		189.51
5063-0422-02	COSTCO-SNACK BAR				13-5310-0-0000-3702-4700-410-000-333		443.84
5063-0423	COSTCO-SNACK BAR				13-5310-0-0000-3702-4700-410-000-333		123.92
5063-0508	COSTCO-SNACK BAR				13-5310-0-0000-3702-4700-410-000-333		327.41
5063-0508-01	COSTCO-SNACK BAR				13-5310-0-0000-3702-4700-410-000-333		44.08
5063-0508-02	COSTCO-SNACK BAR				13-5310-0-0000-3702-4700-410-000-333		220.23
5063-0508-03	COSTCO-SNACK BAR				13-5310-0-0000-3702-4700-410-000-333		69.08
5063-0520	COSTCO-SNACK BAR				13-5310-0-0000-3702-4700-410-000-333		152.72

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 905, Source = N, Pay To = N, Payment Method = N, Check Number(s) = 40286912, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)



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905 - Corning Union High School

Generated for DIANA DAVISSON (DDAVISSON905), Jun 9 2025

1:55PM


ReqPay04b

Check Register with Accounts

Register 001359 - 06/04/2025

Bank Account COUNTY - COUNTY

Payment Id	Comment	Check Amt	30,926.55	Status	Printed	U.S. BANK CORPORATE PAYMENT SYSTEM (000681/1) - continued	
Check # 40286912	01						
5107-0422	CORNING PROMISE GRANT FUNDS FOR WELLNESS SPACE				01-9020-0-0000-3120-4300-410-000-000		100.20
5107-0422-01	CORNING PROMISE GRANT FUNDS FOR WELLNESS SPACE				01-9020-0-0000-3120-4300-410-000-000		183.16
5107-0423	CORNING PROMISE GRANT FUNDS FOR WELLNESS SPACE				01-9020-0-0000-3120-4300-410-000-000		21.55
5107-0423-01	CORNING PROMISE GRANT FUNDS FOR WELLNESS SPACE				01-9020-0-0000-3120-4300-410-000-000		211.18
5107-0423-02	CORNING PROMISE GRANT FUNDS FOR WELLNESS SPACE				01-9020-0-0000-3120-4300-410-000-000		64.64
5107-0423-03	CORNING PROMISE GRANT FUNDS FOR WELLNESS SPACE				01-9020-0-0000-3120-4300-410-000-000		103.43
5107-0423-04	CORNING PROMISE GRANT FUNDS FOR WELLNESS SPACE				01-9020-0-0000-3120-4300-410-000-000		103.43
5107-0423-05	CORNING PROMISE GRANT FUNDS FOR WELLNESS SPACE				01-9020-0-0000-3120-4300-410-000-000		64.64
5107-0423-06	CORNING PROMISE GRANT FUNDS FOR WELLNESS SPACE				01-9020-0-0000-3120-4300-410-000-000		60.88
5107-0423-07	TOWING				01-0723-0-0000-3600-5800-410-000-000		875.00
5107-0423-08	CORNING PROMISE GRANT FUNDS FOR WELLNESS SPACE				01-9020-0-0000-3120-4300-410-000-000		96.96
5107-0424	ILAB INCENTIVES				01-6500-0-5760-1120-4300-410-000-405		115.70
5107-0424-01	CORNING PROMISE GRANT FUNDS FOR WELLNESS SPACE				01-9020-0-0000-3120-4300-410-000-000		318.92
5107-0424-02	CORNING PROMISE GRANT FUNDS FOR WELLNESS SPACE				01-9020-0-0000-3120-4300-410-000-000		187.47
5107-0424-03	CANYA PRO AND CHAT GBT SUBSCRIPTION				01-6387-4-6100-2700-5833-410-000-000		20.00
5107-0428	HOME DEPOT				01-1100-0-1200-1000-4300-410-000-000		82.49
5107-0430	CORNIN PROMISE GRANT FOR WELLNESS SPACE				01-6300-0-1200-1000-4300-410-000-000		555.31
5107-0503-01	GIFTS FOR WELLNESS PROGRAM				01-9020-0-0000-3120-4300-410-000-000		321.10
5107-0503-02	STAFF APPRECIATION WEEK				01-0000-0-0000-7200-4300-410-000-000		29.88
5107-0503-03	GIFT CARD / CARD FOR STUDENT B MEMBER				01-0000-0-0000-7200-4307-410-000-000		128.99
5107-0504	STAFF APPRECIATION WEEK				01-0000-0-0000-7100-4300-410-000-000		52.73
5107-0507	SENIOR EXIT MEALS				01-0000-0-0000-7200-4300-410-000-000		22.62
5107-0508-01	SENIOR EXIT MEALS				01-0000-0-0000-3118-4307-410-000-000		150.83
5107-0509	WELLSNET - FOOD INCENTIVES				01-6500-0-5760-1110-4300-410-000-406		20.98
5107-0509-01	WELLSNET - FOOD INCENTIVES				01-6500-0-5760-1110-4300-410-000-406		325.60
5107-0515	GLASS STUDIO SUPPLIES AND EQUIPMENT				01-6770-4-1200-1000-5904-410-000-000		18.00
Selection	Sorted by Check Number, Inv #, Include Address=No, (Org = 905, Source = N, Pay To = N, Payment Method = N, Check Number(s) = 40286912, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)						125.95

 ERP for California


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ReqPay04b

Check Register with Accounts

Register 001359 - 06/04/2025

Bank Account COUNTY - COUNTY

Payment Id	Comment	Check Amt	30,926.55	Status	Printed	U.S. BANK CORPORATE PAYMENT SYSTEM (000681/1) - continued	
Check # 40286912	01						
5107-0515-01	RETIREMENT B MTG CAKE/REFRESHMENTS				01-0000-0-0000-7150-4300-410-000-000	65.96	
5107-0515-02	RETIREMENT B MTG CAKE/REFRESHMENTS				01-0000-0-0000-7150-4300-410-000-000	22.00	
5107-0519	CNC MACHINE REPAIR				01-0650-0-3804-1000-5600-410-000-315	165.23	
5107-0521	ELPAC RAFFLE PRIZES				01-1100-0-4760-1000-4300-410-000-000	120.64	
5247-0424	4/24-4/27 A BAKKE CCEA CONF SAN DIEGO				01-0220-0-3200-2700-5200-411-000-000	297.51	
5247-0424-01	4/24-4/27 M CASE CCEA CONF SAN DIEGO				01-0220-0-3200-1000-5200-411-000-000	297.51	
5247-0424-02	4/24-4/27 J WILLIAMS CCEA CONF SAN DIEGO				01-0220-0-3200-1000-5200-411-000-000	297.51	
5247-0427	4/24-4/27 A BAKKE CCEA CONF SAN DIEGO				01-0220-0-3200-2700-5200-411-000-000	682.94	
5247-0427-01	4/24-4/27 M CASE CCEA CONF SAN DIEGO				01-0220-0-3200-1000-5200-411-000-000	682.94	
5247-0427-02	4/24-4/27 J WILLIAMS CCEA CONF SAN DIEGO				01-0220-0-3200-1000-5200-411-000-000	682.94	
5247-0501	CENTENNIAL PE EQUIPMENT				01-6300-0-3200-1000-4300-411-000-000	150.84	
5247-0501-03	CENTENNIAL PE EQUIPMENT				01-6300-0-3200-1000-4300-411-000-000	280.13	
5247-0501-04	CENTENNIAL PE EQUIPMENT				01-6300-0-3200-1000-4300-411-000-000	86.18	
5247-0501-05	CENTENNIAL PE EQUIPMENT				01-6300-0-3200-1000-4300-411-000-000	626.00	
5247-0501-07	CENTENNIAL PE EQUIPMENT				01-6300-0-3200-1000-4300-411-000-000	150.84	
5247-0502	CENTENNIAL PE EQUIPMENT				01-6300-0-3200-1000-4300-411-000-000	167.00	
5247-0502-01	CENTENNIAL PE EQUIPMENT				01-6300-0-3200-1000-4300-411-000-000	319.86	
5247-0502-02	CENTENNIAL PE EQUIPMENT				01-6300-0-3200-1000-4300-411-000-000	96.91	
5247-0502-03	CENTENNIAL PE EQUIPMENT				01-6300-0-3200-1000-4300-411-000-000	113.11	
5247-0502-04	CENTENNIAL PE EQUIPMENT				01-6300-0-3200-1000-4300-411-000-000	500.84	
5247-0502-05	CENTENNIAL PE EQUIPMENT				01-6300-0-3200-1000-4300-411-000-000	96.91	
5247-0502-06	CENTENNIAL PE EQUIPMENT				01-6300-0-3200-1000-4300-411-000-000	37.70	
5247-0502-07	CENTENNIAL PE EQUIPMENT				01-6300-0-3200-1000-4300-411-000-000	220.88	
5247-0502-08	CENTENNIAL PE EQUIPMENT				01-6300-0-3200-1000-4300-411-000-000	463.31	
5247-0503	CENTENNIAL PE EQUIPMENT				01-6300-0-3200-1000-4300-411-000-000	50.62	
5247-0503-01	CENTENNIAL PE EQUIPMENT				01-6300-0-3200-1000-4300-411-000-000	.01	
5247-0504	5/2-5/4 A BAKKE ACSA REG 7 CONF RENO				01-0220-0-3200-2700-5200-411-000-000	456.00	
5247-0505	SUBSCRIPTION FOR CHATGPT				01-0000-0-0000-2700-5833-410-000-000	20.00	
5247-0513	ADULT ED BANNER				11-6371-0-4110-2700-5800-411-000-000	478.41	
5247-0522	CENTENNIAL PE EQUIPMENT				01-6300-0-3200-1000-4300-411-000-000	.01-	
5247-0522-01	CENTENNIAL PE EQUIPMENT				01-6300-0-3200-1000-4300-411-000-000	412.47-	
5702-0422-02	ENTERPRISE SUPPLIES				01-6387-4-6101-1000-4300-410-000-654	24.49	
5702-0423-01	GREENHOUSE PLUGS				01-6387-4-6102-1000-4300-410-000-661	51.48	
5702-042625	ENTERPRISE SUPPLIES				01-6387-4-6101-1000-4300-410-000-654	114.64	
5702-042925	FFA FAIR BBQ FOOD				01-0650-0-6101-1000-4307-410-000-000	344.37	
5702-0430-03	GREENHOUSE PLUGS				01-6387-4-6102-1000-4300-410-000-661	161.63	
5702-043025	FFA FAIR ADVISOR PASSES				01-0650-0-6101-1000-5800-410-000-000	390.00	
5702-0503	FFA FAIR BBQ FOOD				01-0650-0-6101-1000-4307-410-000-000	88.35	
5702-050525	SUBSCRIPTION TO ED PUZZLE FOR YEAR				01-0650-0-6101-1000-5833-410-000-302	13.50	
Selection	Sorted by Check Number, Inv #, Include Address=No, (Org = 905, Source = N, Pay To = N, Payment Method = N, Check Number(s) = 40286912, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)						
<div> ERP for California</div>							
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Register 001359 - 06/04/2025

Bank Account COUNTY - COUNTY

Payment Id	Comment	Check Amt	Status	Printed	U.S. BANK CORPORATE PAYMENT SYSTEM (000681/1) - continued
5702-050625	ENTERPRISE SUPPLIES	30,926.55		01-6387-4-6102-1000-4300-410-000-661	362.10
5702-050825	FFA BANQUET FOOD			01-0650-0-6101-1000-4307-410-000-000	1,431.88
5702-0509	ENTERPRISE SUPPLIES			01-6387-4-6101-1000-4300-410-000-654	119.94
5702-0512	ENTERPRISE SUPPLIES			01-6387-4-6101-1000-4300-410-000-654	282.59
5702-0512-01	FFA BANQUET FOOD			01-0650-0-6101-1000-4307-410-000-000	221.54
5702-0512-02	FFA EVENT FOOD GOODS			01-0650-0-6101-1000-4300-410-000-000	147.07
5702-051325	FFA BANQUET FOOD			01-0650-0-6101-1000-4307-410-000-000	125.27
5702-0514-01	TRADER JOE'S			01-0650-0-6102-1000-4300-410-000-321	34.28
5702-0514-02	PUMPKIN ENTERPRISE SUPPLIES			01-6387-4-6101-1000-4300-410-000-660	213.80
5702-0514-03	TRADER JOE'S			01-0650-0-6102-1000-4300-410-000-321	32.43
5702-0515-04	ENTERPRISE SUPPLIES			01-6387-4-6101-1000-4300-410-000-654	191.97
5702-0515-05	ENTERPRISE SUPPLIES			01-6387-4-6102-1000-4300-410-000-661	235.43
5702-0520-02	FFA LEADER ICE CREAM PARTY			01-0650-0-3800-1000-4300-410-000-000	21.85
5702-0520-03	FFA LEADER ICE CREAM PARTY			01-0650-0-3800-1000-4300-410-000-000	237.71
5702-0521	AG BRANDING FOOD			01-0650-0-3800-1000-4300-410-000-000	320.44
5702-0521-01	AG BRANDING FOOD			01-0650-0-3800-1000-4300-410-000-000	113.60
5779-0430	STAFF APPRECIATION WEEK			01-0000-0-0000-7200-4307-410-000-000	162.63
5779-0505-03	SUBSCRIPTION FOR CHATGPT			01-0000-0-0000-2700-5833-410-000-000	20.00
5779-0513	ASSETS- DMV COURSES			01-4124-0-1135-1000-4300-410-000-200	1,500.00
5779-0519	STAFF APPRECIATION WEEK			01-0000-0-0000-7200-4307-410-000-000	95.25
6342-0422	SPEAKERS FOR CLASSROOMS			01-6300-0-1170-1000-4300-410-000-000	814.59
6342-0422-01	DELAC MEETING ON APRIL 22ND			01-6331-0-0000-2700-4300-410-000-000	480.00
6342-0422-02	DELAC MEETING ON MAY 20TH CATERING			01-6331-0-0000-2700-4300-410-000-000	1,080.00
6342-0422-03	CORNING PROMISE GRANT FURNITURE FOR WELLNESS SPACE			01-9020-0-0000-3120-4300-410-000-000	253.20
6342-0423	CNC MACHINE REPAIR			01-0650-0-3804-1000-5904-410-000-315	26.75
6342-0430-01	TRAINING VIDEOS			01-0723-0-0000-3600-4300-410-000-000	501.38
6342-0501	COSTCO MEMBERSHIP FEE			13-5310-0-0000-3700-5300-410-000-000	65.00
6342-0505	SENIOR EXIT MEALS			13-5320-0-0000-3700-5300-410-000-000	65.00
6342-0506-01	SENIOR EXIT MEALS			01-0000-0-0000-3118-4307-410-000-000	161.51
6342-0507	STRIVE-SPRING COOKING			01-0000-0-0000-3118-4307-410-000-000	170.84
6342-0509-03	SENIOR EXIT MEALS			01-3310-0-5760-1110-4300-410-000-402	190.93
6342-0513	AP SNACKS			01-0000-0-0000-3118-4307-410-000-000	64.64
6342-0520-01	FOOD FOR 2X2X2			01-6300-0-1160-1000-4300-410-000-000	204.66
				01-0000-0-0000-7150-4307-410-000-000	121.52
Number of Items	1	30,926.55	Totals for Register 001359		

2025 FUND-OBJ Expense Summary / Register 001359

Selection Sorted by Check Number, Inv #, Include Address=No, (Orig = 905, Source = N, Pay To = N, Payment Method = N, Check Number(s) = 40286912, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

905 - Corning Union High School

Generated for DIANA DAVISSON (DDAVISSON905), Jun 9 2025 1:55PM

Register 001359 - Fund/Obj Expense Summary

Bank Account COUNTY - COUNTY

2025 FUND-OBJ Expense Summary / Register 001359 (continued)

01-4300	16,778.90	
01-4307	4,414.18	
01-4400	657.98	
01-5200	4,980.94	
01-5600	165.23	
01-5800	1,265.00	
01-5833	133.50	
01-5904	152.70	
01-9110*		28,548.43-
Totals for Fund 01	28,548.43	28,548.43-
11-5800	478.41	
11-9110*		478.41-
Totals for Fund 11	478.41	478.41-
13-4700	1,769.71	
13-5300	130.00	
13-9110*		1,899.71-
Totals for Fund 13	1,899.71	1,899.71-
Totals for Register 001359	30,926.55	30,926.55-

* denotes System Generated entry

Net change to Cash 9110

30,926.55-Credit

Selection

Sorted by Check Number, Inv #, Include Address=No, (Org = 905, Source = N, Pay To = N, Payment Method = N, Check Number(s) = 40286912, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

905 - Corning Union High School

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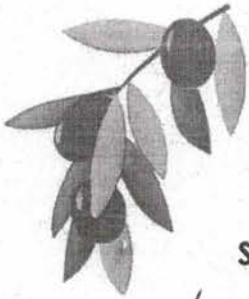
905 - Corning Union High School

Generated for DIANA DAVISSON (DDAVISSON905), Jun 9 2025 1:55PM

2025-26 School Year -			Outgoing	Updated: 5/15/25
Last Name	First	Grade	To	Code Outcome/ Date
Aguilar	Francisco	9th	Red Bluff High	1 Established 4/1/25
Bailey	Kaitlyn	12th	Red Bluff High	1 Established 4/10/25
Bailey	Madison	9th	Red Bluff High	1 Established 4/16/25
Burkett	Adryan	9th	Orland	1 Denied per Orland 5/8/25
Dreiss	Drake	9th	Hamilton Unified	1 Established 4/5/25
Galvan	Kassandra	12th	Red Bluff High	1 Established 3/13/25
Hansel	Brylee	9th	Los Molinos	1 Established 1/17/25
Lopez	Jose D.	9th	Chico Unified	1 Established 2/26/25
Merrick	Hayden	11th	Orland	1 Denied per Orland 5/8/25
Montes de Oca	Valeri Negrete	12th	Red Bluff High	1 Established 3/27/25
Moreno	Andrea	11th	Los Molinos	1 Renewal Established 3/11/25
Salazar	Giovanni	9th	Red Bluff High	1 Established 5/15/25
Salazar	Maylynn	12th	Red Bluff High	1 Established 5/15/25
Staton	Elizabeth	10th	Chico Unified	1 Established 1/24/25
Talley	Jackson	10th	Chico Unified	1 Established 1/27/25
Toney	Avin	9th	Orland	1 Established 4/48/25
Toney	Conley	9th	Orland	1 Established 4/48/25

2025-2026 School Year				Incoming		Updated: 5/30/2025
Last Name	First	Grade	From	Code	Reason / Date	
Atkin	Hunter	9th	Orland	1	Established 5/7/25	
Borer	Joseph	9th	Orland	1	Established 5/30/25	
Carter	Jayce	10th	Red Bluff	1	Pending RB Approval 5/30/25	
Fruend	Aubree	11th	Red Bluff	1	Pending RB Approval 5/30/25	
Linder	Caitlyn	11th	Red Bluff	1	Pending RB Approval 5/30/25	
Linder	Deacon	9th	Red Bluff	1	Pending RB Approval 5/30/25	
Martinez	Madeline	11th	Red Bluff	1	Pending approval	
Mendoza	Daniel	11th	Red Bluff	1	Renewal Established 3/14/25	

Board Meeting: 6/19/25					
Action	Type	Name	Position	Effective	Background
Close	Position		Wellness Center Coordinator	6/30/25	Promise Neighborhood Grant Ending 6/30/25
Close	Position		CTE Community Liaison	6/30/25	Grant Funding Ending
Change	Position	Cruz, Isel	Teacher/ Centennial	7/1/25	Changing positions to Centennial Teacher. Filling the Vacancy of E. Lefevers
Change	Position		Adult Ed Student Service Tech	7/1/25	Lack of Funding reducing days from 220 to 158
Change	Position	Bergen, Nicolas	Custodial/Maint/1	7/1/25	Changing positions from Para I to Custodial/ Maint. I per District Need / Association Agreement. Classified Salary Schedule Range 12, Step 6
Change	Position	Miller, Leilani	Community Schools Coordinator	7/1/25	Changing positions from Wellness Center Coordinator to Community Schools Coordinator
Change	Position	Smith, Ashley	Para II	5/21/25	District Need
New	Hire	Snodgrass, Megan	Ag Teacher	7/1/25	Filling Vacancy of M. Jones
New	Hire	Combs, Brian	CTE Fire Science Teacher		Filling new position 2.5 / 7ths
New	Hire	Mendoza, Sonya	Para I	7/1/25	Filling Vacancy of D.Dowdy Classified Salary Schedule Range 13, Step 5
Resignation	Voluntary	Lamson, Debbie	CTE Teacher CUHS	8/15/25	Retiring after 23 years in the District
Extra Duty/Stipend/Temporary/Coaching Authorizations					
6/30/25	Stipend Removal	Riddle, Cassie	Promise Neighborhood Data		Grant Ending 6/30/25
6/30/25	Stipend Removal	Imfeld, Sigfred	Cell Phone Stipend		Received for 2 years per. agreement , Job change 7/1/2023-6/30/2025
6/30/25	Stipend Removal	Imfeld, Sigfred	Shift Differential Stipend		Received for 2 years per. agreement , Job change 7/1/2023-6/30/2025



CORNING UNION HIGH SCHOOL DISTRICT

Miguel Barriga, District Superintendent

Board Members: Tony Turri, Cody Lamb, Jim Bingham, Todd Henderson, Larry Glover

Surplus Equipment/Obsolete Equipment and/or Furniture Form

Date 5/28/25

Site Al Bandroom

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

☒ For additional items, check here and attach list.

Supervisor Approval: _____

Signature

Date

Site Administrator: _____

Signature

Date

Superintendent Approval _____

Signature

Date

Board Meeting Date _____

6/19/25

Approved ☒

Denied ☐

Disposition:

Item	Value	Quantity	Reason	
Light fixture Altman 65Q	\$70 Ea	8	Not needed, no lightbulbs	
Light fixture Par 56	\$70 Ea	3	Not needed	
Quick Scan Lighting System	\$150	1	Not needed	
4 Channel DMX Dimmer Pack	\$60 Ea	4	Not needed	
Eliminator E135 Light Fixture	\$90 Ea	8	Not needed	
Eliminator Light Fixture	\$90 Ea	2	Not needed	
American DJ Show Designer	\$100	1	Not Needed	
Cassette Deck	\$40	1	Outdated/Poor condition	
2 Way comms	\$0	4	Broken	
Light Dimmer	\$5	1	Not needed	
Microphones	\$50 ea	2	Vintage, broken	
Wireless microphones	\$0	3	Outdated/ Broken	
800W power inverter	\$30	1	not needed	
Sony Tape Recorder	\$0	1	Outdated	
Miscellaneous lighting hardware	\$0		Not needed	
Miscellaneous AV cables	\$0		Not needed/outdated	
Carpet Rolls	\$0	3	Poor condition	
Various Drums	\$20 ea	3	Old, not needed	

Corning Union High School District - River Cities Counseling Inc.

2025-2027 Contractual Agreement

This Agreement is made effective at the signing of this document with services beginning as of July 1, 2025. This service contract will conclude June 30, 2027. This agreement is made between Corning Union High School District (CUHSD), and River Cities Counseling & Consulting Inc. (RCC) for on-site school-based mental health services including: individual, family, group counseling, crisis intervention, and consulting services, provided by RCC. These services shall be provided by two full-time equivalent (FTE) clinicians, working 7 hours per day for 130 days, not to exceed a total cost of \$273,000 per year for the duration of this agreement.

2. PAYMENT. CUHSD will pay River Cities Counseling Inc., \$145.00 per hr. for counseling services conducted by qualified Mental Health Clinicians (LMFT, LCSW, LPCC, ASW, PPS, MSW, AMFT...). The contractual period will be conducted during the 2025-2027 school years. Payment for services will occur on a monthly basis with the submission of an invoice for services from said contractor to the district.


3. RELATIONSHIP OF PARTIES. Both parties understand that River Cities Counseling Inc is an independent contractor with respect to CUHSD and not an employee of CUHSD. CUHSD will not provide fringe benefits, health insurance benefits, paid vacation, workman's compensation, or any other employee benefit for River Cities Counseling Inc staff. River Cities Counseling Inc shall procure and maintain for the duration of the contract its own professional liability insurance against malpractice. CUHSD is not responsible for any actions or legal conflicts as a result of services performed by River Cities Counseling Inc. CUHSD agrees to provide a confidential office on each campus, free of charge, to provide said services.

4. AMENDMENT. This agreement may be modified or amended if the amendment is made in writing and is signed by both parties.

5. SEVERABILITY. If any provision of this Agreement shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this Agreement is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced and so limited.

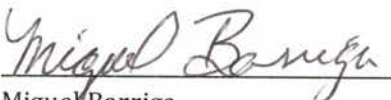
6. WAIVER OF CONTRACTUAL RIGHT. The failure of either party to enforce any provision of this Agreement shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this Agreement.

7. APPLICABLE LAW. The laws of the State of California shall govern this Agreement.



Gary Fortenberry, L.M.F.T.
River Cities Counseling Inc.

DATE: 5/15/25



Miguel Barriga
CUHSD Superintendent

DATE: 5-15-25

**CARELON BEHAVIORAL HEALTH, INC.
AND**

Corning Union High School District

DATA USE AGREEMENT

**AGREEMENT FOR DISCLOSURE AND USE OF CHILDREN AND YOUTH BEHAVIORAL HEALTH
INITIATIVE DATA AND DOCUMENTS CONTAINING INDIVIDUAL AND
PROVIDER-SPECIFIC INFORMATION**

In order to exchange data and documents related to the Children and Youth Behavioral Health Initiative (hereinafter "CYBHI") statewide, multi-payer fee schedule, and to ensure the integrity, security, and confidentiality of such data and documents, and to permit only appropriate disclosure and use as may be permitted by law, and Corning Union High School District

and/or its contractor on its behalf, SEIS Billing/San Joaquin County Office of Education

("Contractor")(hereinafter, individually and collectively as the context may require, referred to as "LEA") and Carelton Behavioral Health, Inc. (hereinafter "Carelton") enter into this Data Use Agreement (hereinafter "Agreement") to comply with the following specific sections. This Agreement shall be binding on any successors to the parties (Carelton and LEA).

1. The Department of Health Care Services (hereinafter "DHCS") requires that its business associate, Carelon, must enter into a data use agreement with all participating LEAs and IHEs. This Agreement is by and between Carelon and LEA.
2. This Agreement addresses the conditions under which the parties will disclose, obtain and use CYBHI data file(s) as set out in Attachment A. This Agreement supplements any agreements between the parties with respect to the use of information from data and documents and overrides any contrary instructions, directions, agreements, or other understandings in or pertaining to any other prior communication from DHCS or any of its components with respect to the data specified in this Agreement. The terms of this Agreement may be changed only by a written modification to this Agreement or by the parties entering into a new agreement. The parties agree further those instructions or interpretations concerning this Agreement, and the data and documents specified herein, shall not be valid unless issued in writing by the applicable point of contact specified in Section 3.

3. The parties mutually agree that the following named individuals will be designated as "point- of- contact" for the Agreement:

Leilani Miller, Wellness Coordinator	(530)824-8000
LEA Contact Name and Title	LEA Contact Phone Number
lmiller@corninghs.org	643 Blackburn Ave. Corning, CA 960
LEA Contact Email Address	LEA Contact Mailing Address
Katie Nilsson, Director II Billing Services	209-468-9292
Contractor Name and Title	Contractor Contact Phone Number
knilsson@sjcoe.net	PO Box 213030, Stockton, CA 95206
Contractor Contact Email Address	Contractor Contact Mailing Address
Molly Roha-Fuentes, Director, Network Management	CYBHITPA@Carelton.com
Carelton Contact Name and Title	Carelton Contact Information

4. The parties mutually agree that the following specified Attachments are part of this Agreement:

a. Attachment A: Data Files

5. The parties mutually agree, and in furnishing CYBHI data files hereunder each party relies upon such agreement, that such data file(s) will be used solely for the following purposes of exchanging data with each other as directed by DHCS in each party's respective agreements with DHCS. The parties have determined that the CYBHI data files listed in Attachment A is the minimum amount needed for these purposes.
6. Some of the data specified in this Agreement may constitute Protected Health Information (PHI), including protected health information in electronic media (ePHI), under federal law, and Personal Information (PI) under state law. The parties mutually agree that the creation, receipt, maintenance, transmittal and disclosure of CYBHI data containing PHI or PI shall be subject to the provisions of the Health Insurance Portability and Accountability Act of 1996, Public Law 104-191 (HIPAA), the Health Information Technology for Economic and Clinical Health Act, Public Law 111-005 (HITECH Act) and their implementing privacy and security regulations at 45 CFR Parts 160 and 164 (HIPAA regulations), the Final Omnibus Rule, the provisions of the California Information Practices Act, Civil Code section 1798 *et. seq.*, if applicable 42 CFR Part 2, and the provisions of other applicable federal and state law and to the extent applicable, Family Educational Rights and Privacy Act (FERPA). The parties specifically agree they will not use the Attachment A data for any purpose other than that stated in paragraph 5 of this Agreement. Both parties also specifically agree they will not use the other party's data, by itself or in combination with any other data from any source, whether publicly available or not, to individually identify any person to anyone other than for the purposes as provided in this Agreement.

7. The following definitions shall apply to this Agreement. The terms used in this Agreement, but not otherwise defined, shall have the same meanings as those terms have in the HIPAA regulations or other applicable law. Any reference to statutory or regulatory language shall be to such language as in effect or as amended:
- a. "Breach" shall have the meaning given to such term under HIPAA, the HITECH Act, the HIPAA regulations, the Final Omnibus Rule, and the California Information Practices Act.
 - b. "Individually Identifiable Health Information" means health information, including demographic information collected from an individual, that is created or received by a health care provider, health plan, employer or health care clearinghouse, and relates to the past, present or future physical or mental health or condition of an individual, the provision of health care to an individual, or the past, present, or future payment for the provision of health care to an individual, that identifies the individual or where there is a reasonable basis to believe the information can be used to identify the individual, as set forth under 45 CFR section 160.103.
 - c. "Personal Information" (PI) shall have the meaning given to such term in Civil Code section 1798.29.
 - d. "Protected Health Information" (PHI) means individually identifiable health information that is transmitted by electronic media, maintained in electronic media, or is transmitted or maintained in any other form or medium, as set forth under 45 CFR section 160.103.
 - e. "Required by law, as set forth under 45 CFR section 164.103," means a mandate contained in law that compels an entity to make a use or disclosure of PHI that is enforceable in a court of law. This includes, but is not limited to, court orders and court-ordered warrants, subpoenas or summons issued by a court, grand jury, a governmental or tribal inspector general, or an administrative body authorized to require the production of information, and a civil or an authorized investigative demand. It also includes Medicare conditions of participation with respect to health care providers participating in the program, and statutes or regulations that require the production of information, including statutes or regulations that require such information if payment is sought under a government program providing public benefits.
 - f. "Security Incident" means the attempted or successful unauthorized access, use, disclosure, modification, or destruction of PHI or PI, or confidential data that is essential to the ongoing operation of the User's organization and intended for internal use; or interference with system operations in an information system.
 - g. "Unsecured PHI" shall have the meaning given to such term under the HITECH Act, any guidance issued pursuant to such Act including, but not limited to, 42 USC section 17932(h), the HIPAA regulations and the Final Omnibus Rule.

8. Each party represents and warrants that, except as the other party shall authorize in writing, receiving party shall not disclose, release, reveal, show, sell, rent, lease, loan, or otherwise grant access to the data covered by this Agreement to any person, company or organization. Each party agrees that access to the data covered by this Agreement shall be limited to the minimum number of individuals necessary to achieve the purposes stated in this Agreement, or Attachment A, and to those individuals on a need-to-know basis only. Neither party shall use or further disclose the information other than is permitted by this Agreement or as otherwise required by law. Carelon shall not use the information to identify or contact any individuals other than is required for purposes of carrying out its obligations under the Agreement and/or its obligations to DHCS.
9. The parties agree to establish and maintain appropriate administrative, technical, and physical safeguards to protect the confidentiality of the CYBHI data and to prevent unauthorized use or access to it. The safeguards shall provide a level and scope of security that is not less than the level and scope of security established in HIPAA, the HITECH Act, and the Final Omnibus Rule as set forth in 45 CFR, parts 160, 162 and 164 of the HIPAA Privacy and Security Regulations. The parties also agree to ensure that any agents, including a subcontractor, to whom they provide CYBHI data, agree to the same requirements for privacy and security safeguards for confidential data that apply to the parties with respect to such information.
10. Both parties acknowledge that in addition to the requirements of this Agreement, they must also abide by the privacy and disclosure laws and regulations under 45 CFR Parts 160 and 164 of the HIPAA regulations, section 14100.2 of the California Welfare & Institutions Code, Civil Code section 1798.3 et. seq. and the Alcohol and Drug Abuse patient records confidentiality law, if applicable 42 CFR Part 2, as well as any other applicable state or federal law or regulation. 42 CFR section 2.1(b)(2)(B) allows for the disclosure of such records to qualified personnel for the purpose of conducting management or financial audits, or program evaluation. 42 CFR Section 2.53(d) provides that patient identifying information disclosed under this section may be disclosed only back to the program from which it was obtained and used only to carry out an audit or evaluation purpose or to investigate or prosecute criminal or other activities, as authorized by an appropriate court order. Each party also agrees to ensure that any agents, including a subcontractor, to whom they provide the other party's data, agrees to the same restrictions and conditions that apply to the receiving party with respect to such information.
11. Each party agrees to report to the other party any use or disclosure of the information not provided for by this Agreement of which it becomes aware, immediately upon discovery. Such reports shall include a description of the use or disclosure including what information was compromised, how it was compromised, when the use or disclosure occurred, how it was discovered, what steps receiving party has taken to mitigate harm, and what steps disclosing party has taken to prevent similar incidents in the future, plus any additional information requested by receiving party. Disclosing party shall provide such cooperation as receiving party may reasonably request in connection with investigating and responding to any CYBHI data disclosure issue.

12. Each party agrees to train and use reasonable measures to ensure compliance with the requirements of this Agreement by employees who assist in the performance of functions or activities under this Agreement and use or disclose CYBHI data, and to discipline such employees who intentionally violate any provisions of this Agreement, including by termination of employment. In complying with the provisions of this section, each party shall observe the following requirements.
 - a. Each party shall provide information privacy and security training, at least annually, at its own expense, to all its employees who assist in the performance of functions or activities under this Agreement and use or disclose CYBHI data; and
 - b. Each party shall require each employee who receives information privacy and security training to sign a certification, indicating the employee's name and the date on which the training was completed.
13. From time to time, the disclosing party may, upon prior written notice and at mutually convenient times, inspect the facilities, systems, books, and records of the receiving party to monitor compliance with this Agreement. Receiving party shall promptly remedy any violation of any provision of this Agreement and shall certify the same to the disclosing party in writing. When LEA is the receiving party, certification shall be made to Carelon's Privacy Officer. The fact that the disclosing party inspects, or fails to inspect, or has the right to inspect, receiving party's facilities, systems and procedures does not relieve receiving party of their responsibility to comply with this Agreement.
14. Each party acknowledges that penalties under 45 CFR, parts 160, 162 and 164 of the HIPAA regulations, and section 14100.2 of the California Welfare & Institutions Code, including possible fines and imprisonment, may apply with respect to any disclosure of information in the file(s) that is inconsistent with the terms of this Agreement. Each party further acknowledges that criminal penalties under the Confidentiality of Medical Information Act (Civ. Code § 56) may apply if it is determined that the receiving party, or any individual employed or affiliated therewith, knowingly and willfully obtained any data under false pretenses.
15. By signing this Agreement, the parties agree to abide by all provisions set out in this Agreement and for protection of the CYBHI data file(s) specified in this Agreement and in Attachment A, and acknowledge having received notice of potential criminal, administrative, or civil penalties for violation of the terms of the Agreement. Further, each party agrees that any material violations of the terms of this Agreement or any of the laws and regulations governing the use of CYBHI data may result in denial of access to CYBHI data.

16. This Agreement shall terminate at the time of the completion of the CYBHI or when terminated by one of the parties, and at that time all CYBHI data provided by the disclosing party must be destroyed by the receiving party and an affidavit of destruction sent to the disclosing party's representative named in Section 4, unless data has been destroyed prior to the termination date and an affidavit of destruction sent to disclosing party. All representations, warranties and certifications shall survive termination. Notwithstanding the above, CYBHI data may be retained by the receiving party in the following circumstances:

- a. As required by applicable local, state, federal, or international law, regulation, or policy that necessitates retention of certain CYBHI data for a specified period.
- b. In accordance with a litigation hold, in the event of actual or probable litigation.
- c. In observance of audit requirements that mandate CYBHI data availability for specified periods post-transaction.
- d. For archival purposes if deemed necessary for the continuance of the receiving party's business operations.
- e. As part of the receiving party's backup and disaster recovery procedures.
- f. To fulfill any obligations that are explicitly stated in this Agreement that require the retention of specific CYBHI data beyond the termination of the Agreement.
- g. To comply with any request by the disclosing party to the receiving party to retain specific CYBHI data for a particular period.

17. Termination for Cause. Upon a party's knowledge of a material breach or violation of this Agreement by the other party, the party may provide an opportunity for the other party to cure the breach or end the violation and may terminate this Agreement if the other party does not cure the breach or end the violation within the time specified by the non-breaching party. Non-breaching party may terminate this Agreement immediately if the other party breaches a material term and the non-breaching party determines, in its sole discretion, that cure is not possible or available under the circumstances. Upon termination of this Agreement, breaching party must destroy all PHI and PI in accordance with Section 16, above. The provisions of this Agreement governing the privacy and security of the PHI and PI shall remain in effect until all PHI and PI is destroyed or returned to the disclosing party.

18. This Agreement may be signed in counterpart and all parts taken together shall constitute one agreement. The Agreement is effective upon signature by both parties (Carelton and LEA).

19. Agreement Signatures.

- a. On behalf of LEA, the undersigned individual hereby attests that they are authorized to enter into this Agreement and agrees to all the terms specified herein.

Miguel Barriga
Signature of LEA/Company/Organization Authorized Representative
Miguel Barriga
Printed Name of Authorized Representative
Superintendent
Title of Authorized Representative
5/15/2025
Date
Corning Union High School District
LEA/Company/Organization Name
1518393248
LEA NPI Number
LEA Tax Identification Number
Corning Union High School District. 530-824-800
LEA/Company/Organization Phone Number and Email Address
643 Black Burn Ave
LEA/Company/Organization Address
Corning CA 96021
LEA/Company/Organization City/State/ZIP

- b. On behalf of Contractor, the undersigned individual hereby attests that they are authorized to enter into this Agreement and agrees to all the terms specified herein for the sole purpose of performing services under this Agreement on behalf of the LEA listed in 19.a.

Katie Nilsson
Signature of Contractor Authorized Representative
Katie Nilsson
Printed Name of Contractor Representative
Director II, Billing Services
Title of Contractor Representative
04/14/2025
Date

20. On behalf of Carelon the undersigned individual hereby attests that they are authorized to enter into this Agreement and agrees to all the terms specified herein.

Name of Carelon Representative

Carelon Representative Title

Carelon Representative Signature

Date

Data Use Agreement - Attachment A

CYBHI data files to be exchanged between the parties:

CYBHI Fee Schedule Data	Disclosing Party	Receiving Party	Transmit Method
Provider/Practitioner Roster (SPI) Data	LEA/IHE/Contractor	Carelon	Secure File Transfer Protocol (Carelon Provider Connect or other SFTP)
Member Batch Registration Data	LEA/IHE/Contractor	Carelon	Secure File Transfer Protocol (Carelon Provider Connect or other SFTP)
SPI Response Files	Carelon	LEA/IHE/Contractor	Secure File Transfer Protocol (Carelon Provider Connect or other SFTP)
Claims (837 via Availity)	LEA/IHE/Contractor	Carelon	Availity/Clearinghouse (may vary)
Claims Remediation Files (999/277CA)	Carelon	LEA/IHE/Contractor	Availity/Clearinghouse (may vary)
Claims Payments (835 Files)	Carelon	LEA/IHE/Contractor	Automated Clearing House (ACH) Vendor (may vary)



CALIFORNIA DEPARTMENT OF
HEALTH CARE SERVICES

Michelle Baass | Director

**CYBHI FEE SCHEDULE PARTICIPATION PROVIDER AGREEMENT – LOCAL
EDUCATIONAL AGENCIES**

**Application for Enrollment or Continued Enrollment in the Children and Youth
Behavioral Health Initiative (CYBHI) Fee Schedule Program**

Do not leave any questions, lines, etc. blank. Enter N/A if not applicable to your organization.

		Date 05/08/2025	
Legal name of applicant or provider (hereinafter jointly referred to as "Provider") Corning Union High School District		Business name (if different than legal name)	
Provider number (NPI) 1518393248		Business Telephone Number (530) 824-8000	
Business address (number, street) 643 Blackburn Avenue	City Corning	State CA	Zip code 96021
Mailing address (number, street) 643 Blackburn Avenue	City Corning	State CA	Zip code 96021
Pay-to address (number, street) 643 Blackburn Avenue	City Corning	State CA	Zip code 96021
Taxpayer Identification Number ¹ 68-0185248			

**EXECUTION OF THIS CYBHI PROVIDER PARTICIPATION AGREEMENT BETWEEN AN
APPLICANT OR PROVIDER (HEREINAFTER JOINTLY REFERRED TO AS "PROVIDER")
AND THE DEPARTMENT OF HEALTH CARE SERVICES (HEREINAFTER "DHCS") IS
MANDATORY FOR PARTICIPATION OR CONTINUED PARTICIPATION AS A PROVIDER
IN THE CYBHI FEE SCHEDULE PROGRAM, PURSUANT TO THE WELFARE AND
INSTITUTIONS CODE, SECTION 5961.4, AND THE MEDI-CAL PROGRAM, PURSUANT**

¹ The taxpayer identification number may be a Taxpayer Identification Number (TIN) or a social security number for sole proprietors.

TO 42 UNITED STATES CODE, SECTION 1396a(a)(27), TITLE 42, CODE OF FEDERAL REGULATIONS, SECTION 431.107, WELFARE AND INSTITUTIONS CODE, SECTION 14043.2, AND TITLE 22 OF THE CALIFORNIA CODE OF REGULATIONS, SECTION 51000.30(a)(2).

EXECUTION OF THIS CYBHI FEE SCHEDULE PROVIDER AGREEMENT HAS THE EFFECT OF ENROLLING THE PROVIDER IN THE MEDI-CAL PROGRAM. AS A CONDITION FOR PARTICIPATION OR CONTINUED PARTICIPATION AS A PROVIDER IN THE CYBHI FEE SCHEDULE PROGRAM AND THE MEDI-CAL PROGRAM, PROVIDER AGREES TO COMPLY WITH ALL APPLICABLE FEDERAL AND STATE LAWS AND REGULATIONS AND ALL OF THE FOLLOWING TERMS AND CONDITIONS, AND WITH ALL OF THE TERMS AND CONDITIONS INCLUDED ON ANY ATTACHMENT(S) HERETO, WHICH IS/ARE INCORPORATED HEREIN BY REFERENCE.

A. CYBHI FEE SCHEDULE PROGRAM LEGAL CONTEXT

1. Pursuant to Welfare and Institutions (W&I) Code section 5961.4, DHCS developed the statewide school-linked fee schedule (hereinafter CYBHI Fee Schedule) program and provider network to reimburse providers for the provision of outpatient mental health and substance use disorder services furnished to a student, 25 years of age or younger, at a schoolsite.²
2. Each Medi-Cal Managed Care Plan (hereinafter MCP) and the Medi-Cal Fee-for-Service Delivery System, pursuant to the W&I Code section 5961.4, health care service plan, pursuant to Health and Safety (H&S) Code section 1374.722, and disability insurer, pursuant to Insurance Code section 10144.53, shall reimburse providers of medically necessary outpatient mental health or substance use disorder treatment provided at a schoolsite to a student 25 years of age or younger who is an enrollee of the plan or delivery system.
3. Provider will be reimbursed at the published fee schedule rates³ for the provision of medically necessary outpatient mental health and substance use disorder services furnished to a student under the age of 25 at a schoolsite.

² Schoolsite means a facility or location used for public kindergarten, elementary, secondary, or postsecondary purposes. "School site" also includes a location not owned or operated by a public school, or public school district, if the school or school district provides or arranges for the provision of medically necessary treatment of a mental health or substance use disorder to its students at that location, including off-campus clinics, mobile counseling services, and similar locations. See H&S Code § 1374.722(b)(6).

³ CYBHI Fee Schedule, including applicable rates, is published on the DHCS website:
<https://www.dhcs.ca.gov/CYBHI/Pages/Fee-Schedule.aspx>

4. Pursuant to W&I Code section 5961.4(e), this Agreement does not relieve a local educational agency or institution of higher education from requirements to accommodate or provide services to students with disabilities pursuant to any applicable state or federal law, including, but not limited to, the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.), Part 30 (commencing with Section 56000) of Division 4 of Title 2 of the Education Code, Chapter 26.5 (commencing with Section 7570) of Division 7 of Title 1 of the Government Code, and Chapter 3 (commencing with Section 3000) of Division 1 of Title 5 of the California Code of Regulations.

B. MEDI-CAL AND GENERAL TERMS AND CONDITIONS

1. **Term and Termination.** This Agreement will be effective from the date applicant is enrolled as a provider by DHCS, or, from the date Provider is approved for continued enrollment. Provider may terminate this Agreement by providing DHCS with written notice of intent to terminate, which termination shall result in Provider's immediate disenrollment and exclusion (without formal hearing under the Administrative Procedures Act) from further participation in the Medi-Cal program unless and until such time as Provider is re-enrolled by DHCS in the Medi-Cal program. DHCS may immediately terminate this Agreement for cause if Provider is suspended/excluded for any of the reasons set forth in Paragraph 26(a) below, which termination will result in Provider's immediate disenrollment and exclusion (without formal hearing under the Administrative Procedures Act) from further participation in the Medi-Cal program and the CYBHI Fee Schedule program. During any period in which Provider is on provisional provider status or preferred provisional provider status, DHCS may terminate this agreement for any of the grounds stated in W&I Code section 14043.27(c).
2. **Compliance with Laws and Regulations.** Provider agrees to comply with all applicable federal and state laws and regulations, including applicable provisions of Chapters 7 and 8 of the Welfare and Institutions Code (commencing with Sections 14000 and 14200), any applicable rules or regulations promulgated by DHCS pursuant to these Chapters or pursuant to the W&I Code (commencing with Section 5961), the Medi-Cal Provider Manual;⁴ the CYBHI Fee Schedule Manual; and Education Code, Division 1, Part 6, Chapter 5, Articles 1, 2, 3 and 4 and Section 49400. Provider further agrees that if it violates any of the provisions of Chapters 7 and 8 of the Welfare and Institutions Code, or any other regulations

⁴ <https://mcweb.apps.prd.cammis.medi-cal.ca.gov/publications/manual>

promulgated by DHCS pursuant to these Chapters, it may be subject to any and all sanctions or other remedies available to DHCS. Provider further agrees to comply with all federal laws and regulations governing and regulating Medicaid providers.

3. **National Provider Identifier (NPI).** Provider agrees not to submit any claims to DHCS using an NPI unless that NPI is appropriately registered with the National Provider and Practitioner Enumeration System (NPPES) and is in compliance with all NPI requirements established by the Centers for Medicare and Medicaid Services (CMS) as of the date the claim is submitted. Provider agrees that submission of an NPI to DHCS as part of an application to use that NPI to obtain payment constitutes an implied representation that the NPI submitted is appropriately registered and in compliance with all CMS requirements at the time of submission. Provider also agrees that any subsequent defect in registration or compliance of the NPI constitutes an "addition or change in the information previously submitted" which must be reported to DHCS under the requirements of California Code of Regulations, title 22, section 51000.40.
4. **Forbidden Conduct.** Provider agrees that it shall not engage in conduct inimical to the public health, morals, welfare and safety of any eligible student member, or the fiscal integrity of the Medi-Cal program or the CYBHI Fee Schedule program.
5. **Nondiscrimination.** Provider agrees that it shall not exclude or deny aid, care, service or other benefits available under Medi-Cal or the CYBHI Fee Schedule program or in any other way discriminate against a person because of that person's race, color, ancestry, marital status, national origin, gender, age, economic status, physical or mental disability, political or religious affiliation or beliefs in accordance with California and federal laws. Provider further agrees that it shall provide aid, care, service, or other benefits available under Medi-Cal to Medi-Cal beneficiaries in the same manner, by the same methods, and at the same scope, level, and quality as provided to the general public.
6. **Licensing.** To the extent applicable, Provider agrees to possess at the time this Agreement becomes effective, and to maintain in good standing throughout the term of this Agreement, valid and unexpired license(s), certificate(s), or other approval(s) to provide health care services, which is appropriate to the services, goods, supplies, and merchandise being provided, if required by the state or locality in which Provider is located, or by the Federal Government. Provider further agrees that DHCS shall automatically suspend Provider as a provider in the Medi-Cal program pursuant to W&I section 14043.6, if Provider has license(s),

certificate(s), or other approval(s) to provide health care services, which are revoked or suspended by a federal, California, or another state's licensing, certification, or approval authority, has otherwise lost that/those license(s), certificate(s), or approval(s), or has surrendered that/those license(s), certificate(s), or approval(s) while a disciplinary hearing on that/those license(s), certificate(s), or approval(s) was pending. Such suspension shall be effective on the date that Provider's license, certificate, or approval was revoked, suspended, lost, or surrendered. Provider further agrees to notify DHCS within ten business days of learning that any restriction has been placed on, or of a suspension of Provider's license, certificate, or other approval to provide health care. Provider further agrees to provide DHCS complete information related to any restriction to, or revocation or loss of, Provider's license, certificate, or other approval to provide health care services.

- 7. Insurance.** Provider agrees to possess at the time this Agreement becomes effective, and to maintain in good standing throughout the term of this Agreement, liability insurance for the business address and, if a licensed practitioner, professional liability (malpractice) insurance coverage from an authorized insurer pursuant to Insurance Code section 700.
- 8. Record Keeping and Retention.** Provider agrees to make, keep and maintain in a systematic and orderly manner, and have readily retrievable, such records as are necessary to fully disclose the type and extent of all services, goods, supplies, and merchandise provided to CYBHI Fee Schedule program beneficiaries, including Medi-Cal members, including, but not limited to, the records described in section 51476 of Title 22, California Code of Regulations, and the records described in section 431.107 of Title 42 of the Code of Federal Regulations. Provider further agrees that such records shall be made at or near the time at which the services, goods, supplies, and merchandise are delivered or rendered, and that such records shall be retained by Provider in the form in which they are regularly kept for a period of ten years from the date the goods, supplies, or merchandise were furnished or the services rendered.
- 9. DHCS, AG and Secretary Access to Records; Copies of Records.** Provider agrees to make available, during regular business hours, all pertinent financial records, all records of the requisite insurance coverage, and all records concerning the provision of health care services to CYBHI Fee Schedule program beneficiaries, including Medi-Cal members, to any duly authorized representative of DHCS, the California Attorney General's Medi-Cal Fraud Unit ("AG"), and the Secretary of the United States CMS (Secretary). Provider further agrees to

provide, if requested by any of the above, copies of the records and documentation, and that failure to comply with any request to examine or receive copies of such records shall be grounds for immediate suspension of Provider from participation in the Medi-Cal program. Provider will be reimbursed for reasonable copy costs as determined by DHCS, AG or Secretary.

10. Confidentiality of Member Information. Provider agrees that all medical records of CYBHI Fee Schedule program beneficiaries, including Medi-Cal members, made or acquired by Provider shall be confidential and shall not be released without the written consent of the member or his/her personal representative, or as otherwise authorized by law.

11. Disclosure of Information to DHCS. Provider agrees to disclose all information as required in Federal Medicaid laws and regulations and any other information required by DHCS, and to respond to all requests from DHCS for information. Provider further agrees that the failure of Provider to disclose the required information, or the disclosure of false information shall, prior to any hearing, result in the denial of the application for enrollment or shall be grounds for termination of enrollment status or suspension from the Medi-Cal program, which shall include deactivation of all provider numbers used by Provider to obtain reimbursement from the Medi-Cal program or the CYBHI Fee Schedule program. Provider further agrees that all bills or claims for payment to DHCS, or its designee, by Provider shall not be due and owing to Provider for any period(s) for which information was not reported or was reported falsely to DHCS, or its designee. Provider further agrees to reimburse those CYBHI Fee Schedule program reimbursements received during any period for which information was not reported, or reported falsely, to DHCS.

12. Information Regarding Subcontractors and Suppliers. As applicable, Provider agrees to submit, within 35 days of the date on a request by the Secretary or DHCS, the Medicaid agency, full and complete information about the ownership of any subcontractor with whom the provider has had business transactions totaling more than \$25,000 during the 12-month period ending on the date of the request; and any significant business transactions between the provider and any wholly owned supplier, or between the provider and any subcontractor, during the 5-year period ending on the date of the request.

13. Background Check. Provider agrees that DHCS may conduct a background check on Provider for the purpose of verifying the accuracy of the information provided in the application and in order to prevent fraud or abuse. The background check may include, but not be limited to, the following: (1) on-site

inspection prior to enrollment; (2) review of medical and business records; and, (3) data searches.

14. Unannounced Visits by DHCS, AG and Secretary. Provider agrees that DHCS, AG and/or Secretary may make unannounced visits to Provider, at any of Provider's business locations, before, during or after enrollment, for the purpose of determining whether enrollment, continued enrollment, or certification is warranted, to investigate and prosecute fraud against the Medi-Cal program or the CYBHI Fee Schedule program, to investigate complaints of abuse and neglect of patients in health care facilities receiving payment under the Medi-Cal program or the CYBHI Fee Schedule program, and/or as necessary for the administration of the Medi-Cal program and/or the fulfillment of the AG's powers and duties under Government Code section 12528. Premises subject to inspection include billing agents, as defined in W&I Code section 14040.1. Failure to permit inspection by DHCS, AG or Secretary or any agent, investigator or auditor thereof, shall be grounds for immediate suspension of provider from participation in the Medi-Cal program and the CYBHI Fee Schedule program.

15. Provider Fraud and Abuse. Provider agrees that it shall not engage in or commit fraud or abuse. "Fraud" means an intentional deception or misrepresentation made by a person with the knowledge that the deception could result in some unauthorized benefit to himself or herself or some other person. It includes any act that constitutes fraud under applicable federal or state law. "Abuse" means either: (1) practices that are inconsistent with sound fiscal or business practices and result in unnecessary cost to the Medicare program, the Medi-Cal program, another state's Medicaid program, or other health care programs operated, or financed in whole or in part, by the Federal Government or any state or local agency in this state or any other state; (2) practices that are inconsistent with sound medical practices and result in reimbursement by the Medi-Cal program, the CYBHI Fee Schedule program or other health care programs operated, or financed in whole or in part, by the Federal Government or any state or local agency in this state or any other state, for services that are unnecessary or for substandard items or services that fail to meet professionally recognized standards for health care.

16. Investigations of Provider for Fraud or Abuse. Provider certifies that, at the time this Agreement was signed, it was not under investigation for fraud or abuse pursuant to Subpart A (commencing with Section 455.12) of Part 455 of Title 42 of the Code of Federal Regulations or under investigation for fraud or abuse by any other government entity. Provider further agrees to notify DHCS within ten

business days of learning that it is under investigation for fraud or abuse. Provider further agrees that it shall be subject to temporary suspension pursuant to W&I section 14043.36(a), which shall include temporary deactivation of all provider numbers used by Provider to obtain reimbursement from the Medi-Cal program or the CYBHI Fee Schedule program, if it is discovered by DHCS that Provider is under investigation for fraud or abuse. Provider further agrees to cooperate with and assist DHCS and any state or federal agency charged with the duty of identifying, investigating, sanctioning, or prosecuting suspected fraud and abuse.

17. Provider Fraud or Abuse Convictions and/or Civil Fraud or Abuse Liability.

Provider certifies that it and its owners, officers, directors, employees, and agents, has not: (1) been convicted of any felony or misdemeanor involving fraud or abuse in any government program, within the last ten years; or (2) been convicted of any felony or misdemeanor involving the abuse of any patient; or (3) been convicted of any felony or misdemeanor substantially related to the qualifications, functions, or duties of a provider; or (4) entered into a settlement in lieu of conviction for fraud or abuse, within the last ten years; or, (5) been found liable for fraud or abuse in any civil proceeding, within the last ten years. Provider further agrees that DHCS shall not enroll Provider if within the last ten years, Provider has been convicted of any felony or any misdemeanor involving fraud or abuse in any government program, has entered into a settlement in lieu of conviction for fraud or abuse, or has been found liable for fraud or abuse in any civil proceeding.

18. Changes to Provider Information. Provider agrees to keep its application for enrollment in the Medi-Cal program or the CYBHI Fee Schedule program current by informing DHCS, Provider Enrollment Division, in writing on a form or forms to be specified by DHCS, within 35 days of any changes to the information contained in its application for enrollment, its disclosure statement, this Agreement, and/or any attachments to these documents.

19. Prohibition of Rebate, Refund, or Discount. Provider agrees that it shall not offer, give, furnish, or deliver any rebate, refund, commission preference, patronage dividend, discount, or any other gratuitous consideration, in connection with the rendering of health care services to any Medi-Cal member or CYBHI Fee Schedule program beneficiary. Provider further agrees that it shall not solicit, request, accept, or receive, any rebate, refund, commission preference, patronage dividend, discount, or any other gratuitous consideration, in connection with the rendering of health care services to any Medi-Cal member.

Provider further agrees that it will not take any other action or receive any other benefit prohibited by state or federal law.

20. Member Billing. Provider agrees that it shall not submit claims to or demand or otherwise collect reimbursement from a CYBHI Fee Schedule program beneficiaries, including Medi-Cal members, or from other persons on behalf of the program beneficiary, for any service included in the CYBHI Fee Schedule program's scope of benefits.

21. Compliance with Billing and Claims Requirements. Provider agrees that it shall comply with all of the billing and claims requirements set forth in the Welfare and Institutions Code and its implementing regulations, and the Medi-Cal provider manual.

22. Payment from CYBHI Fee Schedule Program Shall Constitute Full Payment.

Provider agrees that payment received from a payer of responsibility in accordance with CYBHI Fee Schedule program shall constitute payment in full.

23. Deficit Reduction Act of 2005, Section 6032 Implementation. As a condition of payment for services, goods, supplies and merchandise provided to beneficiaries in the Medical Assistance Program ("Medi-Cal"), providers must comply with the False Claims Act employee training and policy requirements in 1902(a) of the Social Security Act (42 USC 1396a(a)(68)), set forth in that subsection and as the federal Secretary of Health and Human Services (HHS) may specify.

24. Termination of Provisional Provider or Preferred Provisional Provider Status.

Provider agrees that, while it is on provisional provider status or preferred provisional provider status, the provider will be subject to immediate termination of its provisional provider status or preferred provisional provider status and disenrollment from the Medi-Cal program or the CYBHI Fee Schedule program in the following circumstances:

- a. The provider, persons with an ownership or control interest in the provider, or persons who are directors, officers, or managing employees of the provider have been convicted of any felony, or convicted of any misdemeanor involving fraud or abuse in any government program, related to neglect or abuse of a patient in connection with the delivery of a health care item or service, or in connection with the interference with, or obstruction of, any investigation into health care related fraud or abuse, or have been found liable for fraud or abuse in any civil proceeding, or have entered into a settlement in lieu of conviction for fraud or abuse in any

government program within 10 years of the date of the application package.

- b. There is a material discrepancy in the information provided to DHCS, or with the requirements to be enrolled in the Medi-Cal program, that is discovered after provisional provider status or preferred provisional provider status has been granted and that cannot be corrected because the discrepancy occurred in the past.
- c. The provider has provided material information that was false or misleading at the time it was provided.
- d. The provider failed to have an established place of business at the business address for which the application package was submitted at the time of any onsite inspection, announced or unannounced visit, or any additional inspection or review conducted pursuant to this article or a statute or regulation governing the Medi-Cal program, unless the practice of the provider's profession or delivery of services, goods, supplies, or merchandise is such that services, goods supplies, or merchandise are rendered or delivered at locations other than the business address and this practice of delivery of services, goods, supplies, or merchandise has been disclosed in the application package approved by the department when the provisional provider status or preferred provisional provider status was granted.
- e. The provider fails to possess either of the following:
 - i. The appropriate licenses, permits, certificates, or other approvals needed to practice the profession or occupation, or provide the services, goods, supplies, or merchandise the provider identified in the application package approved by the department when the provisional provider status or preferred provisional provider status was granted and for the location for which the application was submitted.
 - ii. The business or zoning permits or other approval necessary to operate a business at the location identified in its application package approved by the department when the provisional provider status or preferred provisional provider status was granted.
- f. The provider commits any violation of a federal or state statute or regulation governing the Medi-Cal program, the CYBHI Fee Schedule program, or of a statute or regulation governing the provider's profession or occupation and the violation represents a threat of immediate jeopardy

or significant harm to any CYBHI Fee Schedule program beneficiaries, including Medi-Cal members, or to the public welfare.

- g. The provider submits claims for payment that subject a provider to suspension under W&I Code section 14043.61.
- h. The provider submits claims for payment for services, goods, supplies, or merchandise rendered at a location other than the location for which the provider number was issued, unless services are rendered at a location that meets the definition of a schoolsite in the H&S Code section 1374.722(b)(6).
- i. The provider has not paid its fine, or has a debt due and owing, including overpayments and penalty assessments, to any federal, state, or local government entity that relates to Medicare, Medicaid, Medi-Cal, or any other federal or state health care program, including the CYBHI Fee Schedule program, and has not made satisfactory arrangements to fulfill the obligation or otherwise been excused by legal process from fulfilling the obligation.

25. Provider Suspension; Appeal Rights; Reinstatement. Provider agrees that it is to be subject to the following suspension actions. Provider further agrees that the suspension by DHCS of Provider shall include deactivation of all of Provider's provider numbers and shall preclude Provider from submitting claims for payment, either personally or through claims submitted by any individual, clinic, group, corporation, or other association to the Medi-Cal program and the CYBHI Fee Schedule program for any services, supplies, goods, or merchandise that provider has provided directly or indirectly to a Medi-Cal member, except for services, supplies, goods, or merchandise provided prior to the suspension.

- a. Automatic Suspensions/Mandatory Exclusions. DHCS shall automatically suspend Provider under the following circumstances:
 - i. Upon notice from the Secretary of the United States Department of Health and Human Services that Provider has been excluded from participation in the Medicare or Medicaid programs. No administrative appeal of a suspension on this ground shall be available to Provider. (W&I Code section 14123(b), (c).)
 - ii. If Provider has license(s), certificate(s), or other approval(s) to provide health care services, revoked or suspended by a federal, California, or another state's licensing, certification, or approval authority, has otherwise lost that/those license(s), certificate(s), or approval(s), or has surrendered that/those license(s), certificate(s),

- or approval(s) while a disciplinary hearing on that license, certificate, or approval was pending. (W&I Code section 14043.6.)
- iii. If Provider is convicted of any felony or any misdemeanor involving fraud, abuse of the Medi-Cal program or any patient, or otherwise substantially related to the qualifications, functions, or duties of a provider of service. Suspension following conviction is not subject to the proceedings under W&I Code section 14123(c). However, the director may grant an informal hearing at the request of the provider to determine in the director's sole discretion if the circumstances surrounding the conviction justify rescinding or otherwise modifying the suspension.
- b. Permissive Suspensions/Permissive Exclusions. DHCS may suspend Provider under the following circumstances:
- i. Provider violates any of the provisions of Chapter 7 of the W&I Code (commencing with Section 14000 except for Sections 14043–14044), or Chapter 8 (commencing with Section 14200) or any rule or regulations promulgated by DHCS pursuant to those provisions. Administrative appeal pursuant to H&S Code, Section 100171. (W&I Code section 14123(a), (c).)
 - ii. Provider fails to comply with DHCS' request to examine or receive copies of the books and records pertaining to services rendered to CYBHI Fee Schedule program beneficiaries, including Medi-Cal members. Administrative appeal pursuant to H&S Code section 100171. (W&I Code section 14124.2.)

26. Legislative and Congressional Changes. Provider agrees that this Agreement is subject to any future additional requirements, restrictions, limitations, or conditions enacted by the California Legislature or the United States Congress which may affect the provisions, terms, conditions, or funding of this Agreement in any manner.

27. Provider Capacity. Provider agrees that Provider, and the officers, directors, employees, and agents of Provider, in the performance of this Agreement, shall act in an independent capacity and not as officers or employees or agents of the State of California.

28. Indemnification. Provider agrees to indemnify, defend, and save harmless the State of California, its officers, agents, and employees, from any and all claims and losses accruing or resulting to any and all persons, firms, or corporations furnishing or supplying services, materials, or supplies in connection with

Provider's performance of this Agreement, and from any and all claims and losses accruing or resulting to any CYBHI Fee Schedule program beneficiaries, including Medi-Cal members, or to any other person, firm, or corporation who may be injured or damaged by Provider in the performance of this Agreement.

- 29. Governing Law.** This Agreement shall be governed by and interpreted in accordance with the laws of the State of California.
- 30. Venue.** Venue for all actions, including federal actions, concerning this Agreement, lies in Sacramento County, California, or in any other county in which the California Department of Justice maintains an office.
- 31. Titles.** The titles of the provisions of this Agreement are for convenience and reference only and are not to be considered in interpreting this Agreement.
- 32. Severability.** If one or more of the provisions of this Agreement shall be invalid, illegal, void, or unenforceable, the validity, legality, and enforceability of the remaining provisions shall not in any way be affected or impaired. Either party having knowledge of such a provision shall promptly inform the other of the presumed non-applicability of such provision. Should the nonapplicable provision go to the heart of this Agreement, the Agreement shall be terminated in a manner commensurate with the interests of both parties.
- 33. Assignability.** Provider agrees that it has no property right in or to its status as a Provider in the Medi-Cal program or in or to the provider number(s) assigned to it, and that Provider may not assign its provider number for use as a Medi-Cal provider, or in the CYBHI Fee Schedule program, or any rights and obligations it has under this Agreement except to the extent purchasing owner is joining this provider agreement with successor liability with joint and several liability.
- 34. Waiver.** Any action or inaction by DHCS or any failure of DHCS on any occasion, to enforce any right or provision of this Agreement, shall not be interpreted to be a waiver by DHCS of its rights hereunder and shall not prevent DHCS from enforcing such provision or right on any future occasion. The rights and remedies of DHCS herein are cumulative and are in addition to any other rights or remedies that DHCS may have at law or in equity.
- 35. Complete Integration.** This Agreement, including any attachments or documents incorporated herein by express reference, is intended to be a complete integration and there are no prior or contemporaneous different or additional agreements pertaining to the subject matter of this Agreement.
- 36. Amendment.** No alteration or variation of the terms or provisions of this Agreement shall be valid unless made in writing and signed by the parties to this

Agreement, and no oral understanding or agreement not set forth in this Agreement, shall be binding on the parties to this Agreement.

37. Provider Attestation. Provider agrees that all information it submits on the application form for enrollment, this Agreement, and all attachments or changes to either, is true, accurate, and complete to the best of Provider's knowledge and belief. Provider further agrees to sign the application form for enrollment, this Agreement, and all attachments or changes to either, under penalty of perjury under the laws of the State of California.

C. CYBHI FEE SCHEDULE TERMS AND CONDITIONS

- 1. Compliance with the CYBHI Fee Schedule Program Manual.** As a condition of participation in the CYBHI Fee Schedule program, Provider will comply with provisions of the CYBHI Fee Schedule Program Manual promulgated by DHCS pursuant to W&I Code section 5961(g).
- 2. Third-Party Administrator (TPA).** DHCS contracted with a TPA entity to administer and oversee the CYBHI Fee Schedule Program.
 - a. Provider will timely execute necessary Memoranda of Understanding (MOUs) and Data-Use Agreements, as applicable, with the TPA entity to establish a contractual relationship with the TPA entity, as DHCS' delegate.
 - b. Provider will timely submit data, information, and documentation, as specified by the TPA entity, necessary to enable the TPA entity to administer the CYBHI Fee Schedule program.
 - c. Provider will timely respond to requests for additional information from the TPA entity and/or DHCS.
 - d. Provider will transmit service claims for reimbursement, student health insurance information, and designated provider and practitioner data to the TPA entity.
 - e. By submitting such data and information, including claims, Provider attests, to the best of their knowledge, to the accuracy, completeness, and truthfulness of data and information transmitted to the TPA entity.
 - f. To the extent that Provider has a contract for services with a MCP, health care service plan, or insurer, Provider will submit claims for services rendered pursuant to such a contract to the MCP, health care service plan or insurer directly.
 - i. If such a contract exists with one or more MCPs, health care service plans, or insurers, Provider will notify, in writing, the TPA

entity via contact information provided by the TPA entity and DHCS via email to DHCS.SBS@dhcs.ca.gov.

3. Designated Providers and Practitioners.

- a. Provider will ensure that all CYBHI Fee Schedule covered services are furnished by qualified practitioners acting within their scope of practice, in accordance with 22 CCR section 50000. et. seq.; Business and Professions (B&P) Code sections 500 through 4999.129 and Education (Ed.) Code section 44000.
- b. Provider will, on a monthly basis or another frequency specified by the TPA entity, in a format specified by the TPA entity, submit a designated provider and practitioner roster to the TPA entity. Designated providers and practitioners may include any or all of the following:
 - i. Provider's employees that are Pupil Personnel Services Credentialed practitioners, licensed mental health professionals, Community Health Workers, Wellness Coaches, or other qualified professionals eligible to furnish services under the CYBHI Fee Schedule program.
 - ii. Entities, including organizational providers or sole practitioners, contracted by Provider to furnish behavioral health services to students on Provider's behalf.
 - iii. Entities, including organizational providers or sole practitioners, that are not under contract but are affiliated with Provider, whereby Provider makes referrals, directly or indirectly, to the entity for medically necessary services covered under the CYBHI Fee Schedule program.
- c. Provider will submit a complete roster to the TPA entity no later than the 15th day of each month for the following month.
- d. Designated providers and practitioners must be identified by Provider on the monthly provider roster in order to be eligible for reimbursement under the CYBHI Fee Schedule program for claims with dates of service during that month.
- e. If Provider requests a modification to its monthly roster, Provider may make such request, in writing, to the TPA entity.
- f. Affiliated providers and practitioners, not employed or contracted by Provider to act on Provider's behalf, must be enrolled in the Medi-Cal program to be eligible for reimbursement under the CYBHI Fee Schedule program.

CYBHI Fee Schedule Program – Provider Participation Agreement – LEAs – July 2024

- g. All designated providers or practitioners must maintain good standing to participate in the Medi-Cal program.
- h. All designated provider organizations, either contracted or affiliated with Provider, must have a Type II NPI number, which must be included on any claims for reimbursement.
- i. All designated rendering practitioners must, if applicable, have a Type I NPI number, which shall be included on any claims for reimbursement.
- j. Provider will ensure that all Ordering, Referring and Prescribing (hereinafter "ORP") practitioners, to the extent there exists an enrollment pathway, are enrolled in the Medi-Cal program through DHCS' Provider Application and Validation for Enrollment (PAVE) provider enrollment system.

4. Eligible Members. The CYBHI Fee Schedule program covers medically necessary behavioral health services provided to students, under the age of 26, enrolled in a Medi-Cal MCP, Medi-Cal FFS, a health care service plan, or a disability insurer.

- a. Behavioral health services furnished to students not enrolled in one of the mandated plan or insurers, on the date that the service was furnished, are not eligible for reimbursement under the CYBHI Fee Schedule program.
- b. H&S Code section 1374.722 provides that services provided pursuant to its provisions shall not be subject to copayment, coinsurance, deductible, or any other form of cost sharing.
 - i. High deductible health plans (HDHPs) that qualify for Health Savings Accounts (HSAs) under section 223 of the Internal Revenue Code (IRC) may not provide benefits for non-preventive-care services until the applicable deductible(s) are met.
 - ii. Application of H&S Code section 1374.722 shall not disqualify or otherwise disrupt an HDHP from meeting the requirements of the IRC or its implementing rules as they relate to HSA eligibility.
 - iii. For enrollees of HDHPs otherwise qualifying under section 223 of the IRC, health care service plans shall not reimburse for services covered under H&S Code section 1374.722 unless (a) the applicable IRC deductible has been met, or (b) the service is for preventive care, as that term is used by the federal government for purposes of implementing IRC section 223 of

the . If the TPA determines that claims for a member enrolled in a HDHP are not eligible for reimbursement, Provider will be notified by the TPA entity and the claim will be rejected.

- c. Students enrolled in the Medi-Cal program, if required, must meet any applicable Share of Cost (SOC) requirements before Provider is eligible to receive reimbursement for services furnished to that student.⁵ If the TPA determines that a Medi-Cal member has not met SOC requirements, Provider will be notified by the TPA entity and the claim will be rejected.

5. Student Health Insurance Information. Provider will collect and transmit student health insurance information for eligible members to the TPA entity.

- a. Provider must establish policies and procedures for collecting, storing and transmitting student health insurance information to the TPA entity. Provider's policies and procedures may include, but are not limited to, strategies for establishing systems and strategies to systematically collect student health insurance information from an eligible member and/or their authorized representative, as applicable; and/or, establishing systems and strategies to collect student health insurance information at the point of service. Provider must submit its policies and procedures to the TPA entity for review. Modifications to the Provider's policy may be subsequently submitted to the TPA entity, as applicable.
- b. If Provider determines that a student has other health care coverage in addition to coverage provided by a CYBHI Fee Schedule mandated Medi-Cal MCP, health care service plan, or insurer, Provider must notify the TPA entity and comply with all state and federal requirements pertaining to third-party liability, this includes but is not limited to any policy directives issued by HHS and CMS and the standards found in 42 USC section 1396a (a) (25); 42 CFR section 433.139; W&I Code sections 14005, 14023.7, 14124.90; and 22 CCR sections 51005 and 50761, et seq.

⁵ https://mcweb.apps.prd.cammis.medi-cal.ca.gov/assets/32F2D4C6-B1D5-4A83-B325-92E2C579C243/share.pdf?access_token=6UyVkrRfByXTZEWlh8j8QaYyIPyP5ULO

6. Scope of Services and Reimbursement Rates.

- a. Provider is eligible for reimbursement for medically necessary outpatient mental health and substance use disorder services furnished to a student 25 years of age or younger at a schoolsite.
 - i. Medically necessary treatment of a mental health or substance use disorder means a service addressing the specific needs of an individual, for the purpose of preventing, diagnosing, or treating an illness, injury, condition or symptoms.⁶
 - ii. For Medi-Cal students under the age of 21, the definition of medically necessary is to correct or ameliorate health defects, physical and mental illnesses, and conditions discovered by screening services.⁷
 - 1) Services are covered when they prevent a condition from worsening and/or prevent the development of additional health problems.
 - 2) Services that maintain or improve a child's current health condition are covered because they "ameliorate" a condition.
 - iii. For Medi-Cal members 21 years of age or older, a Medi-Cal service is "medically necessary" or a "medical necessity" when it is reasonable and necessary to protect life, to prevent significant illness or significant disability, or to alleviate severe pain.⁸
 - iv. The determination of whether a service is medically necessary
 - 1) must take into account the particular needs of the child; and,
 - 2) is made on a case-by-case basis.
- b. Specific services and procedure codes eligible for reimbursement under the CYBHI Fee Schedule Program are detailed in the CYBHI Fee Schedule Scope of Services, Codes and Reimbursement Rates, as well as the CYBHI Fee Schedule Program Manual, published on the DHCS website.⁹
- c. Claims for services will be reimbursed at the fee-for-service rates determined by DHCS pursuant to W&I Code section 5961.4(a) and

⁶ California H&S Code section 1374.72(a)(3)(A); California Insurance Code section 10144.5(a)(3)(A).

⁷ <https://www.dhcs.ca.gov/services/Medi-Cal-For-Kids-and-Teens/Pages/Provider-Information.aspx>

⁸ Refer to California W&I Code section 14184.402

⁹ <https://www.dhcs.ca.gov/CYBHI/Pages/Fee-Schedule.aspx>

published in the CYBHI Fee Schedule Scope of Services, Codes and Reimbursement Rates document posted on DHCS' website.

- d. Provider will not seek reimbursement through the CYBHI Fee Schedule program for services furnished to a student, if the service is specified on an Individualized Educational Plan (IEP) or an Individualized Family Services Plan (IFSP), pursuant to any applicable state and federal law mandating Provider to accommodate or provide services to students with disabilities, including, but not limited to, the federal Individuals with Disabilities Education Act (20 U.S.C. section 1400 et seq.), Part 30 (commencing with Section 56000) of Division 4 of Title 2 of the Education Code, Chapter 26.5 (commencing with Section 7570) of Division 7 of Title 1 of the Government Code, and Chapter 3 (commencing with Section 3000) of Division 1 of Title 5 of the California Code of Regulations.
- e. CYBHI Fee Schedule Program services are not subject to prior authorization requirements.¹⁰

7. Participation in the Local Educational Agency Billing Option Program

(LEA BOP). If Provider opts to participate in both the CYBHI Fee Schedule program and the Local Educational Agency Billing Option Program (LEA BOP), Provider will ensure non-duplication of claims submitted for reimbursement.

- a. As a condition of participation in both programs, Provider will submit claims for reimbursement to DHCS under the LEA BOP for behavioral health services specified on an Individualized Educational Plan (IEP) or an Individualized Family Services Plan (IFSP), pursuant to any applicable state and federal law mandating Provider to accommodate or provide services to students with disabilities, including, but not limited to, the federal Individuals with Disabilities Education Act (20 U.S.C. section 1400 et seq.), Part 30 (commencing with Section 56000) of Division 4 of Title 2 of the Education Code, Chapter 26.5 (commencing with Section 7570) of Division 7 of Title 1 of the Government Code, and Chapter 3 (commencing with Section 3000) of Division 1 of Title 5 of the California Code of Regulations..
- b. In accordance with any instructions provided by DHCS, Provider will furnish information to DHCS via the LEA BOP Cost and Reimbursement Comparison Schedule (CRCS) about CYBHI Fee Schedule reimbursements made to Provider for services rendered by

¹⁰ Health and Safety Code § 1374.722(c)(1)

practitioners in both the LEA BOP Participant Pool 1 and the CYBHI Fee Schedule program.

- c. Provider agrees to maintain good standing and comply with all LEA BOP and CYBHI Fee Schedule program requirements.

8. Compliance with Billing and Claims Requirements.

- a. Provider agrees that it shall comply with all billing and claims requirements set forth in the W&I Code and its implementing regulations, the Medi-Cal Provider Manual, and the CYBHI Fee Schedule Program Manual.
- b. Provider further agrees to comply with billing and claiming guidance issued by DHCS and/or the TPA entity, including, but not limited to instructions for claims formatting, required data elements, claims submission timelines, and transmission requirements.

9. Denials, Audits, Overpayments and Provider Disputes.

- a. DHCS, the TPA entity and/or a payer of responsibility under the CYBHI Fee Schedule program¹¹ may deny payment of a claim if the claim is deemed ineligible for reimbursement due to any of the following:
 - i. The claim is incomplete, inaccurate, or invalid.
 - ii. A duplicate claim was submitted for payment to the TPA entity, a payer of responsibility pursuant to state law, and/or DHCS.
 - iii. The furnishing provider and/or rendering practitioner is not eligible for reimbursement under the CYBHI Fee Schedule program. See section 3 above.
 - iv. The service was not provided by a health care provider appropriately licensed or authorized to provide the service.
 - v. If DHCS, the TPA entity, or a payer of responsibility reasonably determines that services were provided to a student not enrolled in the health plan on the date of service.
 - vi. The service was never performed.
 - vii. The service was not appropriately documented in Provider's record-keeping system (e.g., electronic health record, student education records).
 - viii. Fraud, waste, or abuse.
- b. DHCS, the TPA entity and/or a payer of responsibility may conduct a post-payment claim review and issue a notice of overpayment if it is

¹¹ Payers of responsibility include the Medi-Cal managed care plans, health care service plans, and disability insurers.

determined, within a reasonable timeframe, that the claim was not eligible for payment due to one or more of the reasons specified in paragraph (a) above.

- c. Provider must return funds subject to recoupment pursuant to a notice of overpayment.
 - i. If the denial or recoupment is issued because it is determined that the student was not enrolled in the health plan on the date services were rendered and the student is subsequently covered by another payer of responsibility, the TPA entity will submit the claim for reimbursement to the new payer of responsibility if the determination is made within 180 days from the date of service.
- d. If Provider disputes the denial or notice of overpayment, it must timely notify the TPA entity in accordance with requirements set forth in the CYBHI Fee Schedule Program Manual.

10. Member Grievances and Appeals. Provider must comply with state and federal requirements regarding member grievances and appeals, as specified in the CYBHI Fee Schedule Program Manual.

- a. Provider agrees to provide member grievance and appeal data to the TPA entity and/or to the payer of responsibility.

11. Care Coordination. Provider must agree to coordinate care delivery with the student's health plan or insurer and/or the county behavioral health agency when any of the following conditions are met:

- a. The student is experiencing a mental health crisis or is a danger to themselves or others.
- b. Provider is made aware by the student or the student's legal representative that the student is actively engaged in behavioral health services with a network provider of the plan or insurer.
- c. Provider determines that the student requires a referral to a level of care that is not available or appropriate in the school-linked setting (e.g., inpatient or residential treatment).
- d. Provider determines that the student would benefit from evidence-based therapies that Provider does not have the capacity, training, or licensure necessary to furnish.
- e. The student requires continuation of services during a period when Provider is out-of-session (e.g., summer or winter holidays) or otherwise unable to provide timely access to medically necessary treatment.

- f. The student and/or the student's legal representative requests a referral.

12. Data-Sharing. Provider agrees to share relevant and applicable treatment records and, when necessary, provide professional to professional consultation to ensure a student's community-based provider has the necessary documentation, information, and data necessary to provide clinically appropriate treatment to a student who is also receiving psychoeducation, screening, treatment and/or care coordination services from Provider.

- a. Provider must obtain applicable consents from the student and/or the student's parent or guardian to share treatment records.

13. Privacy, Confidentiality and Consent.

- a. As a condition of participation, Provider must execute a Health Insurance Portability and Accountability Act (HIPAA) Business Associates Addendum (hereinafter BAA) as an attachment to this Agreement.
- b. Provider must adhere to all applicable federal and state laws and regulations pertaining to member confidentiality, integrity, and the availability of information that is received, created, processed, stored and transmitted by Provider pursuant to this Agreement. This includes, as applicable, but is not limited to the following:
 - i. The Health Insurance Portability and Accountability Act of 1996 (HIPAA);
 - ii. W&I Code sections 10850, 10850.1, 10850.2 and 14100.2;
 - iii. Information Practices Act of 1977 (Civil Code section 1798 et seq.);
 - iv. Confidentiality of Medical Information Act (California Civil Code section 56 et seq.);
 - v. California Consumer Privacy Act (CCPA);
 - vi. Family Educational Rights and Privacy Act (FERPA), as specified in 42 United States Code (USC) section 1320c-9; 20 USC section 1232g; 42 CFR section 431.300, et. seq.; 34 CFR sections 99.30, 99.31 and 300.154; W&I Code section 14100.2; 22 CCR section 51009; and Ed. Code sections 49060, and 49073 through 49079;
 - vii. Joint Guidance on the Application of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance

Portability and Accountability Act of 1996 (HIPAA) to Student Health Records;¹²

- viii. Confidentiality of Medical Information Act (CMIA);
 - ix. California Civil (Civ.) Code section 56.10;
 - x. DHCS Data De-identification Guidelines (DDG) v2.2 (<https://www.dhcs.ca.gov/dataandstats/Pages/PublicReportingGuidelines.aspx>); and,
 - xi. Other requirements of state and federal law, including related regulations and published guidelines, to the extent that these authorities contain requirements applicable to the Provider pursuant to this Agreement.
- c. Minor Consent.
- i. Notwithstanding any provision of law to the contrary, pursuant to H&S Code section 124260(b)(1) and the California Family (Fam.) Code 6924(b), a minor may consent to outpatient mental health treatment or counseling services if they are deemed by the attending professional person to be mature enough to participate intelligently in the treatment or counseling services and would present a danger of serious physical or mental harm to themselves or others without the treatment or counseling services.
 - ii. Notwithstanding any provision of law to the contrary, the mental health treatment or counseling of a minor shall include involvement of the minor's parent or guardian, unless the professional person who is treating or counseling the minor, after consulting with the minor, determines that the involvement would be inappropriate. The professional person who is treating or counseling the minor shall state in the client record whether and when the person attempted to contact the minor's parent or guardian, and whether the attempt to contact was successful or unsuccessful, or the reason why, in the professional person's opinion, it would be inappropriate to contact the minor's parent or guardian.¹³

¹²https://studentprivacy.ed.gov/sites/default/files/resource_document/file/2019%20HIPAA%20FERPA%20Joint%20Guidance%20508.pdf

¹³ H&S Code § 124260(c).

14. Documentation Standards and Reporting Requirements. Provider agrees to comply with all documentation standards and reporting requirements specified in the CYBHI Fee Schedule Program Manual.

15. Language Access Requirements. Provider agrees to comply with language access requirements pursuant to state and federal law.

- a. When a bilingual practitioner is unavailable to provide services in a CYBHI Fee Schedule program beneficiary's preferred language, when the preferred language is a language other than English, Provider will provide access to language interpretation and translation services in all Medi-Cal threshold languages for CYBHI Fee Schedule program beneficiaries, including Medi-Cal members, and/or their parent or caregiver.
- b. Provider represents and assures the State that all actions it takes pursuant to and in furtherance of the Agreement complies with the Americans with Disabilities Act (ADA) and all applicable regulations and guidelines issued pursuant to the ADA, which prohibits discrimination on the basis of disability.
- c. Provider will ensure that deliverables developed and produced pursuant to the Agreement comply with federal and state laws, regulations, or requirements regarding accessibility and effective communication, including the ADA (42 USC section 12101, et. seq.), which prohibits discrimination on the basis of disability, and section 508 of the Rehabilitation Act of 1973 as amended (29 USC section 794(d)). Specifically, electronic and printed documents intended as public communications must be produced to ensure the visual-impaired, hearing-impaired, and other special needs audiences are provided material information in the formats needed to provide the most assistance in making informed choices. These formats include but are not limited to braille, large font, and audio.

D. CONSORTIA BILLING

1. Lead LEA. If Provider is participating in a consortium for billing, as the lead LEA:

- a. Prior to acting as the lead LEA on behalf of participating LEAs, Provider must submit an attestation letter to DHCS from each participating member LEA stating that:
 - i. Provider, as the lead LEA, is acting as the participating member LEA's agent;

CYBHI Fee Schedule Program – Provider Participation Agreement – LEAs – July 2024

- ii. Provider is authorized, on behalf of the participating member LEA, to handle all matters concerning the CYBHI Fee Schedule Program with DHCS and/or the TPA entity;
 - iii. The participating member LEA has an executed CYBHI Fee Schedule Program PPA on file with DHCS;
 - iv. If the participating member LEA is a HIPAA covered entity, a HIPAA business associate agreement is in place between Provider, as the lead LEA, and the participating member LEA;
 - v. All personally identifiable data will be protected by FERPA and/or, if applicable, HIPAA; and,
 - vi. Provider's authority is valid until the letter is replaced or revoked in writing by the participating member LEA (or if the letter expires, it is timely replaced).
- b. Prior to acting as the lead LEA on behalf of participating member LEAs, Provider must complete and submit to DHCS and/or the TPA entity, as specified, an executed CYBHI Fee Schedule Program Provider Participation Agreement Addendum A: Consortia Billing Agreement.

2. Participating member LEA. If Provider is participating in a consortium for billing, as a participating member LEA:

- a. Provider must execute this PPA.
- b. Prior to requesting reimbursement from the Lead LEA, Provider must submit an attestation letter to the Lead LEA stating that:
 - i. Provider, as a participating member LEA, authorizes the Lead LEA to act as the participating member LEA's agent;
 - ii. Provider authorizes the Lead LEA to handle all matters concerning the CYBHI Fee Schedule program with DHCS and/or the TPA entity;
 - iii. If Provider is a HIPAA covered entity, Provider a HIPAA business associate agreement is in place between Provider and the Lead LEA;
 - iv. All personally identifiable data will be protected by FERPA and/or, if applicable, HIPAA; and,
 - v. The Lead LEA's authority is valid until the letter is replaced or revoked in writing by the participating member LEA (or if the letter expires, it is timely replaced).

3. Liability of Consortium or Other Designated Providers. Provider agrees that, if it is a provider group or consortium for billing, the group or

consortium for billing, and each member of the group or consortium for billing, are jointly and severally liable for any breach of this Agreement, and that action by DHCS against any of the providers in the provider group or consortium for billing may result in action against all of the members of the provider group or consortium for billing.

E. COMPLIANCE AND PROGRAM INTEGRITY MONITORING

1. In addition to the specific auditing and oversight activities specified in Section B of this Agreement, Provider will be subject to regular CYBHI Fee Schedule program monitoring and clinical quality oversight requirements specified in the CYBHI Fee Schedule Program Manual.
2. Provider agrees to participate in monitoring activities and timely compliance with requests for data and information necessary to carry out monitoring activities.

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F. DECLARATION


- 1. Provider agrees that compliance with the provisions of this agreement is a condition precedent to payment to Provider.**
- 2. The parties agree that this agreement is a legal and binding contract and is fully enforceable in a court of competent jurisdiction.**
- 3. The individual signing this agreement is duly authorized and warrants that they have read this agreement and understands it.**
- 4. I declare under penalty of perjury under the laws of the State of California that the foregoing information is true, accurate, and complete to the best of my knowledge and belief.**
- 5. I declare I am the Provider or I have the authority to legally bind the Provider, which is an entity and not an individual person and that I am eligible to sign this agreement under Title 22, CCR section 51000.30(a)(2)(B).**

Corning Union High School District

1. Printed legal name of Provider

Miguel Barriga

2. Printed name of person signing this declaration on behalf of Provider


3. Signature of the person signing this declaration (DocuSign or another electronic signature format)

Superintendent

4. Title of the person signing this declaration

Corning, CA

5. Executed at (City, State):

5/15/2025

6. Executed on (Date – month, day, year):

STATE OF CALIFORNIA – DEPARTMENT OF HEALTH CARE SERVICES

CYBHI Fee Schedule Program – Provider Participation Agreement – LEAs – July 2024

Signature of DHCS Authorized Representative:

Printed Name of DHCS Authorized Representative:

Printed Title of DHCS Authorized Representative:

Date:

Privacy Statement

(Civil Code Section 1798 et seq.)

All information requested on the Application, the disclosure statement, and the provider agreement is mandatory. This information is required by the California Department of Health Care Services and any other California State Departments that are delegated responsibility to administer the Medi-Cal program, by the authority of Welfare and Institutions Code sections 14043 – 14043.75, the California Code of Regulations, Title 22, sections 51000 – 51451 and the Code of Federal Regulations, Title 42, Part 455. The consequences of not supplying the mandatory information requested are denial of enrollment as a Medi-Cal provider or denial of continued enrollment as a provider and deactivation of all provider numbers used by the provider to obtain reimbursement from the Medi-Cal program. Some or all of this information may also be provided to the California State Controller's Office, the California Department of Justice, the California Department of Consumer Affairs, the California Department of Corporations, the California Franchise Tax Board or other California state or local agencies as appropriate, fiscal intermediaries, managed care plans, the Federal Bureau of Investigation, the Internal Revenue Service, Medicare Fiscal Intermediaries, Centers for Medicare and Medicaid Services, Office of the Inspector General, Medicaid, or as required or permitted by law. For more information or access to records containing your personal information maintained by this agency, contact the Office of Strategic Partnerships via email at DHCS.SBS@dhcs.ca.gov.

**Application for Funding
Agricultural Career Technical Education
Incentive Grant Program Year 2025–2026**

Project Duration: July 1, 2025, to June 30, 2026

School Site: Corning Union 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.

Miguel Bonilla
Signature of Authorized Agent

Superintendent
Authorized Agent Title

Alice Johnston
Signature of Agriculture Teacher
Responsible for Program

Jason Armstrong
Signature of Principal

Agriculture Teacher Summer Contact Cell Number: 530-410-2957

Local Educational Agency (LEA) Board Approval Date: _____

Printed Name of Agriculture Teachers for 2024–25:

Alice Johnston

Robert Safford

Sarah Richardson

Melissa Jones

David Tinker

Nolan Kee

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. (2025 - Required for teachers that were hired for 2024-25.)



2. Professional Development:

Provide printout from teacher journal in Agriculture Experience Tracker (AET) verifying professional development activities. Each teacher (50% of their teaching load in agriculture) must have participated in six approved professional development activities. (2025 - Required for all teachers employed during 2024-25 school year.)



3. Course Sequence:

Provide documents/evidence of at least one three-year course sequence. (2025 - Nothing required unless the sequence has changed since last year.)



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. (2025 - Only required for **New** courses that were taught in 2024-25 or if changes have been made to your department policies.)



5. Alternative Credits:

Submit description of at least one course meeting A-G, Dual Enrollment, Articulation, etc. (2025 - Nothing required unless there has been changes in 2024-25.)



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. (2025 - Nothing required unless there has been changes in 2024-25.)



7. Future Farmers of America Meetings:

Use meeting manager in AET or provide minutes for a minimum of six chapter meetings. (2025 - Required.)



8. Agriculture Advisory Committee:

Provide meeting minutes for two Agriculture Advisory Committee meetings. (2025 - Required)

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		<u>\$ 4,500</u>
Number of Agriculture Teachers teaching at least one approved agriculture course in 2024-25?	<u>6</u>	
Teacher based funding (Number of teachers x \$500)		<u>\$ 3,000</u>
Number of Students as identified on the 2024-25 FFA Membership roster?	<u>546</u>	
Student based funding (Number of students x \$10)		<u>\$ 5,460</u>
Class size funding A (number of teachers meeting level A in all classes – 31 in classroom/25 in shop classes)	<u>1</u>	
Class size A funding (Number of teachers meeting level A class size x \$1,000)		<u>\$ 1,000</u>
Class size funding B (number of teachers meeting level B in all classes – 28 in classroom/22 in shop classes)	<u>3</u>	
Class size B funding (Number of teachers meeting level B class size x \$2,000)		<u>\$ 6,000</u>
Total Part A Funding:		<u>\$ 19,960.00</u>

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 2024-25 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	<u>513</u>	
Level A Funding: (number of teachers x \$250) + \$2,250		<u>\$ 3,750.00</u>
Level B Funding: (number of teachers x \$500) + \$4,500		<u></u>
Total Classroom Section Funding		<u>\$ 3,750.00</u>

Leadership Section

Points Earned as Identified in the AET Report	<u>434</u>	
Level A Funding: (number of teachers x \$250) + \$2,250		<u></u>
Level B Funding: (number of teachers x \$500) + \$4,500		<u></u>
Total Leadership Section Funding		<u>\$ 0.00</u>

Experiential Learning SAE Section

Points Earned as Identified in the AET Report	<u>1,146</u>	
Level A Funding: (number of teachers x \$250) + \$2,250		<u>\$ 3,750.00</u>
Level B Funding: (number of teachers x \$500) + \$4,500		<u></u>
Total Experiential Learning SAE Section		<u>\$ 3,750.00</u>

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: 2
(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:

Total Points Section B: 148
(Section A + Section B Points)

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

Section B Funding: (\$7,500) _____

Total Part C Funding: \$ 5,000.00

Part A Base Level Funding: \$ 19,960.00

Part B Additional Funding: \$ 0.00 \$7500

Part C Program Funding: \$ 0.00 \$5000

Grand Total Funding: \$ 19,960.00 Actual Total \$32,460

MEMORANDUM OF UNDERSTANDING

PARTIES: This Memorandum of Understanding (M.O.U.) is entered into between the Corning High School and Victor Community Support Services, Inc. (VCSS), Red Bluff

PURPOSE: The purpose of this M.O.U. is to enable the Corning High School and Victor Community Support Services, Inc. Red Bluff to have VCSS provide Certified Wellness Coach services to students in the schools.

AUTHORITY: This M.O.U. is entered into by and between the parties in exercise of the authority set forth in Board Policy 3312.

TERM: This M.O.U. shall become effective upon the date of execution by both the parties and shall continue through June 30th 2026.

SCOPE OF SERVICES:

- A. The Corning High School shall:
- 1) Work collaboratively with VCSS to designate days, hours and school workspace for group work.
 - 2) Provide identification and referral for prevention, screening, group services of students.
 - 3) Provide physical space for groups and individual counseling sessions
 - 4) Provide data regarding suspensions and expulsions, school attendance rates, truancy, drug and alcohol use, drop-out/retention rates and demographics.
- B. The Victor Community Support Services, Inc. shall:
- 1) Strengthen student health and wellness by working to reduce risk factors, barriers and/or stressors, build protective factors and supports and provide appropriate group and individual support interventions.
 - 2) Deliver group or classroom programming focused on: wellness promotion, life skills and education.
 - 3) Support and/or facilitate behavioral health screenings.
 - 4) Connect individuals to internal and external behavioral health resources (e.g., local/regional/national organizations, school or broader organization resources, outpatient providers, residential programs, crisis response resources) as well as community and social services (e.g., food or housing programs) as needed.
 - 5) Provide brief check-ins and scheduled meetings that provide emotional support and/or follow manualized curriculum that enhance wellness; individual support may include: wellness education, goal setting/planning, life skills.

- 6) Adhere to a standardized protocol when responding to risk in the school or broader organization setting; identify potential risk and refer to the onsite behavioral health provider.
- 7) Meet district requirements for all staff members including Department of Justice clearance, Criminal records review, Live Scan and Tuberculosis testing.

INSURANCE:

During the term of this M.O.U., Corning High School shall provide to Victor Community Support Services, Inc., and Victor Community Support Services, Inc. shall provide to Corning High School, a current certificate of policy evidencing its comprehensive and general liability insurance coverage in a sum not less than \$2,000,000 aggregate and \$1,000,000 per occurrence. Corning High School shall also provide Victor Community Support Services, Inc., and Victor Community Support Services, Inc. shall also provide Corning High School, with a written endorsement naming the other party as an additional insured, and such endorsement shall also state "Such insurance as afforded by this policy shall be primary, and any insurance carried by Corning High School OR Victor Community Support Services, Inc. shall be excess and noncontributory." Any and all insurance coverage may be provided by a (JOINT POWERS AUTHORITY OR OTHER) Self-Insurance program. Coverage shall provide notice to the additional insured of any change in or limitation of coverage or cancellation of the policy no less than thirty (30) days prior to the effective date of the change, limitation or cancellation.

INDEMNIFICATION:

- A. Insofar as permitted by law, Corning High School shall assume the defense and hold harmless Victor Community Support Services, Inc. and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of the sole fault or negligence of Corning High School, its officers, agents or employees.
- B. Insofar as permitted by law, Victor Community Support Services, Inc. shall assume the defense and hold harmless Corning High School and/or any of its officers, agents or employees from any liability, damages, costs, or expenses of any kind whatsoever, including attorneys' fees, which may arise by reason of any harm to person(s) or property received or suffered by reason of the sole fault or negligence of Victor Community Support Services, Inc., its officers, agents or employees.
- C. It is the intent of the Corning High School and Victor Community Support Services, Inc. that where negligence or responsibility for any harm to person(s) or property is determined to have been shared, the principles of comparative negligence shall be followed and each party shall bear the proportionate cost of any liability, damages, costs, or expenses attributable to that party.
- D. Corning High School and Victor Community Support Services, Inc. agree to notify the other party of any claims, administrative actions, or civil actions determined to be within the scope of this Agreement within ten (10) calendar days of such determination.

Corning High School and Victor Community Support Services, Inc. further agree to cooperate in the defense of any such actions. Nothing in this Agreement shall establish a standard of care for or create any legal right for any person not a party to this Agreement.

TERMINATION/SUSPENSION:

This M.O.U. may be terminated without cause by either party upon thirty (30) days prior written notice to the other party. When required by law, this M.O.U. may be immediately suspended by either party upon notice to the other party; any such suspension shall not extend the term of this M.O.U.

NOTICES:

Any notice required to be given by the terms of this M.O.U. shall be deemed to have been given when the same is personally delivered or sent by first class mail, postage prepaid, addressed to the respective parties as follows:

To Corning High School:

Name/Title/Position:

Address:

Email:

To Victor Community Support Services, Inc.:

Amy Rudkin, LCSW, Director of Business Development

1360 E. Lassen Avenue

Chico, CA 95973

INTEGRATION:

This M.O.U. represents the entire and integrate agreement between Corning High School and Victor Community Support Services, Inc., and supersedes all prior negotiations, representations, or agreements, either written or oral. This M.O.U. may be amended only by written instrument signed by the duly authorized representatives of Corning High School and Victor Community Support Services, Inc..

REPRESENTATION OF AUTHORITY:

The undersigned hereby represent and warrant that they are authorized by the respective parties to execute this M.O.U.

IN WITNESS WHEREOF, Corning High School and Victor Community Support Services, Inc. have executed this M.O.U. as of the date first above written.

Corning High School	Victor Community Support Services, Inc.
<i>Miguel Barriga</i> Signature	<i>Amy Rudkin</i> Signature
<i>Miguel Barriga, Superintendent</i>	Amy Rudkin, LCSW, Director of Business Development
Printed Name and Title	Printed Name and Title
Date: <i>5/19/2025</i>	Date: <i>6/23/25</i>

Addendum

List location of School/s:

School Name	Full Address
Corning High School	343 Blackburn Ave, Corning CA, 96021



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 **MTSS Professional Development and Coaching** for the **2025-2026** school year.

The term of this agreement is **July 1, 2025** through **June 30, 2026**.

A. The DEPARTMENT agrees to:

1. Contract with Effective Youth Solutions to provide Tier 1 and/or Tier 2 MTSS professional development and coaching services to team(s) from the DISTRICT as outlined on the attached spreadsheet (reference "Tier 1" and "Tier 2" columns for 2025-26).
2. Subsidize the cost of EYS services utilizing MTSS funds held at the DEPARTMENT.
3. Invoice the DISTRICT one time in January 2026 for the DISTRICT share of the EYS cost, which will be no greater than \$23,799.

B. The DISTRICT agrees to:

1. Provide Tier 1 and Tier 2 teams from sites as outlined on the attached spreadsheet.
2. Pay the invoice for DISTRICT portion of the costs (not to exceed \$23,799) within 30 days of receipt.

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.

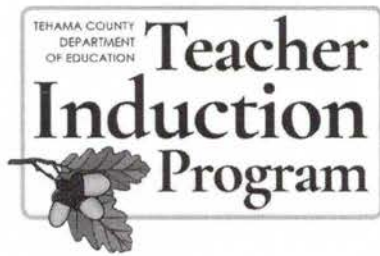
Should any action be brought to enforce any of the terms of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees.

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

Richard DuVarney
Richard DuVarney (May 22, 2025 14:34 PDT)
RICHARD DUVARNEY, Superintendent
Tehama County Department of Education
05/22/2025
Date

Miguel Barriga
Miguel Barriga (May 22, 2025 14:53 PDT)
Superintendent/Clerk/Authorized Agent
Corning High School District
05/22/2025
Date

	CU	Ce	
			District Totals



RESPONSIVE RELATIONAL RURAL

MEMORANDUM OF UNDERSTANDING

I. General

This Memorandum of Understanding (MOU) is between the **Tehama County Department of Education**, serving as the Local Education Agency ("LEA") for the **Tehama County Department of Education Teacher Induction Program** ("PROGRAM"), and **the county office of education, district, employing agency, or independent charter school** ("DISTRICT") signing below. Throughout the MOU, new teachers are referred to as "Candidates," and veteran teachers are referred to as "Mentors." The term of this MOU commences on **July 1, 2025**, and terminates on **June 30, 2027**. **This MOU provides services for the two-year induction period.**

II. Purpose

The purpose of the MOU is to establish a formal working relationship between the DISTRICT, LEA, and the PROGRAM. The PROGRAM will provide and coordinate services and support to guide Candidates in meeting California credential requirements through the state-accredited Teacher Induction Credential Programs: General Education Clear Credential Program and Education Specialist Clear Credential Program.

III. Eligibility

Eligible Candidates are those hired within the following credential and program categories and are employed and actively teaching as the teacher of record in a certificated position in California:

- **Clear Credential Program:** Candidates holding a preliminary California Multiple Subject, Single Subject, Education Specialist Credential, or Pk-3.

IV. PROGRAM Responsibilities

1. Establish a program model in alignment with California Teacher Induction Standards to ensure PROGRAM accreditation status through the California Commission on Teacher Credentialing (CCTC) Accreditation System.
2. Submit accreditation reports and fees as required by CCTC.
3. Employ a PROGRAM Administrator whose primary duty is to administer the PROGRAM and employ Support Staff.
4. Provide office support services for the PROGRAM, including, but not limited to, mail service, phone, fax, internet services, technology support, and meeting space for PROGRAM activities.
5. Provide sufficient and appropriate workspace for the PROGRAM Administrator and PROGRAM Support Staff.
6. Provide business and legal services required for PROGRAM implementation.
7. Provide a process for equitable distribution of support, formative assessment, and credential services to Candidates and Mentors in all participating DISTRICTS within the region.
8. Provide optional professional development for Candidates and Mentors.
9. Employ Coaches whose primary duty is to support Mentors and Candidates in meeting PROGRAM requirements.
10. Develop and provide ongoing training and support for Mentors.
11. Advise Candidates of an Early Completion Option for "experienced and exceptional" candidates. If accepted into the ECO program, the district enrollment will not continue for the second year.
12. Arrange for and monitor California State University, Chico, and Simpson University Optional Continuing Education Units for Candidates and Mentors.
13. Submit Clear Credential recommendations to the CCTC for Candidates who have completed the requirements of the PROGRAM.
14. Inform Candidates of the completion of requirements for the Clear General Education Credentials (Multiple, PK-3 and/or Single Subject) and/or Clear Education Specialist Credentials.
15. Inform the DISTRICT of the Candidate's and Mentor's progress toward completion of PROGRAM requirements.
16. Convene PROGRAM Regional Advisory Council meetings a minimum of two times per year, engage stakeholders in the decision-making process,

and support the continuous improvement of services provided to Mentors and Candidates.

17. Administer surveys to Site Administrators, Mentors, and Candidates as needed for PROGRAM evaluation.
18. Assume overall fiscal responsibility for the administration of the PROGRAM budget, including submission of year-end expenditure reports and any other documentation required by CCTC and/or the California Department of Education (CDE).
19. In the event of program closure, TCDE will offer a teach-out plan, which includes individual transition plans for each Candidate, as well as a plan for Candidates to access their student records.
20. May provide a refund to the DISTRICT if a Candidate discontinues PROGRAM participation (Refer to the Refund Schedule).

V. DISTRICT Responsibilities

1. Appoint a DISTRICT Coordinator whose assignment includes dedicated time to fulfill the DISTRICT Coordinator's roles and responsibilities.
2. Upon hire, identify and enroll all Candidates who are eligible for PROGRAM services, as described by state guidelines
3. Communicate to all site administrators the need to support program participants through program work and employer input in the Candidates' development of an Individual Learning Plan (ILP) within 60 days of hire, through collaborative goal-setting meetings at the start of each inquiry, and a mid-year check-in meeting.
4. Employers will provide Candidates and Mentors release time (at the expense of the DISTRICT) to support participation in formal and informal observations (a minimum of one per semester. Employers understand that the ILP is used to guide professional development and not for teacher evaluation or employment decisions.
5. Make every effort to assign Candidates to classrooms appropriate to their novice status, avoiding, whenever possible, combination classrooms, secondary assignments with multiple preps, teaching assignments at multiple sites, and multiple adjunct duties.
6. Provide newly-hired teachers with a DISTRICT Orientation.
7. Assign a qualified Mentor to each eligible Candidate within 30 days of the Candidate's enrollment in the PROGRAM.

8. Utilize defined selection criteria to identify high-quality, experienced teachers to serve as Mentors for Candidates. Mentors must demonstrate effective coaching, interpersonal, and communication skills, and:
 - a. Hold a Clear Credential that matches that of the Credential Candidate
 - b. Have 3 or more years of effective teaching experience
 - c. Display best practices in providing "just-in-time" (as needed) and longer-term analysis of teaching practice to help candidates develop enduring professional skills
 - d. Are committed to attending Mentor training, scheduled meetings, and meeting weekly with Candidates
 - e. Have the ability, willingness, and flexibility to meet the Candidate's needs for support.
 - f. Display willingness to work collaboratively with colleagues and regional TTIP staff
 - g. Embrace a positive attitude and disposition towards students and teaching
 - h. Develop a sustained and thoughtful collegial relationship with Candidates
 - i. Demonstrate leadership skills, curriculum expertise, and knowledge of district resources
 - j. Serve as a role model for the teaching profession
9. Assure the PROGRAM that the Mentor assigned to the Candidate does not have any supervisory role or responsibilities over the Candidate they are assigned to mentor.
10. Provide Mentors time to participate in the PROGRAM Mentor training on observation protocol, learning-focused conversations, "just-in-time" coaching, and one-to-one consultations with Candidate(s).
11. Communicate PROGRAM requirements and Expectations of Site Administrators to Site Administrators with Candidates enrolled in the PROGRAM.
12. Provide full access for Candidates to enroll in the Tehama Teacher Induction Program Google classrooms, **which may include whitelisting TCDE's domain, email addresses, etc.**
13. Notify PROGRAM staff within 10 business days of any changes in the employment status, leaves of absence, or changes in teaching assignment of the enrolled Candidate(s) and Mentor(s).

14. Notify PROGRAM staff of the need for a Mentor reassignment.
15. Notify PROGRAM staff of any Candidate who will discontinue PROGRAM participation for year 1 or year 2 of the program.
16. Participate in PROGRAM evaluation by providing feedback via surveys as requested.
17. Participate in the CCTC Accreditation Cycle (Site Review interviews, etc.) as needed.
18. Consider appointing one liaison to serve on the PROGRAM'S Regional Advisory Council. The liaison(s) should be a designee authorized by the DISTRICT to fulfill the roles and responsibilities assigned to him or her. The liaison supports the PROGRAM by providing ongoing updates, communication, and information to and from the DISTRICT.
19. Assume financial responsibility of all PROGRAM fees for each Candidate enrolled in the PROGRAM (Refer to the Fee Schedule).

VI. Non-Discrimination Clause

Any service provided by either party under this agreement shall be without discrimination based on the actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. TCDE and DISTRICT agree to make all personnel decisions without unlawful discrimination, including decisions regarding the admission, retention, or graduation of students, and decisions regarding the employment, retention, or promotion of employees.

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.

VII. Program Participation Options **MUST SELECT AN OPTION**

The DISTRICT will select one of the following options (check next to either Option A or Option B). Both options require full participation in the Tehama Teacher Induction Program (TTIP) by all participants. Billing will occur in February during each year of the two-year program.

OPTION A – PROGRAM will pay each Mentor a \$1,700 stipend per Candidate at the completion of one year of mentorship.

OPTION B – DISTRICT will pay/compensate each Mentor directly for one year of mentorship.

☐ Option A: PROGRAM pays Mentor (see fee schedule)

☐ Option B: DISTRICT pays Mentor (see fee schedule)

Richard DuVarney
Richard DuVarney (May 6, 2025 11:51 PDT)

RICHARD DUVARNEY, Superintendent
Tehama County Department of Education

05/06/2025
Date

Miguel Barriga
Miguel Barriga (May 29, 2025 21:47 PDT)

Superintendent/Clerk/Authorized Agent

Miguel Barriga
Print Name

Corning Union High School
District Name

May 29, 2025
Date

August- May Fee Schedule	<u>Option A</u> TTIP Pays Mentor <i>(includes \$1,700 mentor stipend)</i>	<u>Option B</u> District Pays Mentor
Clear Credential Program Includes enrollment of one Candidate in one or more of the following programs: Clear Multiple Subject Credential, Clear Single Subject Credential, and Clear Education Specialist Credential	<p>\$4,200 (before 9/3 of the current year)</p> <p>\$4,400 (after 9/4 of the current year)</p>	<p>\$2,500 (before 9/3 of the current year)</p> <p>\$2,700 (after 9/4 of the current year)</p>
Dual Credential Program Includes enrollment of one Candidate in two or more of the following programs: Clear Multiple Subject Credential, Clear Single Subject Credential, or Clear Education Specialist Credential	<p>\$4,450 per year</p>	<p>\$2,750 per year</p>
Early Completion Option Program The Candidate must be an experienced and exceptional teacher and must meet the program criteria to gain admission in the Early Completion Option (ECO) Program	<p>\$5,450 per year</p>	<p>\$3,750 per year</p>
EDUCATION SPECIALIST LEVEL II Holders of the Level I Education Specialist Instruction Credential may obtain the Clear Education Specialist Instruction Credential through completion of a Teacher Induction Program and completion of the Level II coursework.	<p>\$1,200 for course</p>	<p>No Mentor Needed</p>
Extended Year Credential Program If the Candidate goes beyond the two-year program due to lack of progress or missing requirements, an additional fee of \$1000 per year, per Candidate will be applied. Additional yearly fees may apply if a Mentor is assigned to support the Candidate beyond the two-year program. Additional fees will be based on the length of mentoring recommended to support program completion.	<p>\$1000 per year</p> <p>Mentor Stipend Fee (if needed): \$1,700 per year</p>	

2025-2026 Refund Schedule	
Date PROGRAM receives written notice from DISTRICT that a Candidate and Mentor will not be participating in the Program	Amount of Refund
August 1 – October 31	70% of Credential Program Fee
November 1 - December 31	50% of Credential Program Fee
January 1 - February 15	30% of Credential Program Fee
February 16 - June 30	No Refund

The Program Director will collaborate with districts as needed to support their specific situation.

Policies and Procedures

- Records Request Form
- Teach-Out Plan
- Leave of Absence Notification Form
- Protocol for Change of Mentor
- Grievance Policy and Form
- Uniform Complaint Procedures



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 Union High School District** herein referred to as DISTRICT, for the provision of the **CRECEMOS Rural Bilingual Teacher Residency Program**

The term of this agreement is **July 1, 2025** through **June 30, 2026**.

A. The DEPARTMENT agrees to:

1. Reimburse DISTRICT up to \$36,179 per teacher resident per year. This amount is inclusive of the stipend cost for residents, stipend cost for mentor teachers, and all benefit costs paid by the district for both stipends.
2. Provide overall leadership to ensure successful completion as outlined in the Teacher Residency Implementation grant narrative.
3. Ensure timely submission of collected data required by the Commission on Teacher Credentialing (CTC).
4. Participate in the selection of resident teachers who meet the credential needs of the district.
5. Reimburse the DISTRICT upon invoice for agreed-upon expenses within thirty days of receipt.

B. The DISTRICT agrees to:

1. Pay teacher residents a stipend of no less than \$28,000 per year, \$14,000 to be paid in August and \$14,000 to be paid in January.
2. Pay mentor teachers a stipend of no less than \$2,000 per year and no more than \$6,000 per year, half to be paid in August and half to be paid in January. Mentor stipend amount will be determined by stipulations listed in the mentor agreement.
3. Identify a point of contact at the site or district to ensure successful project implementation.
4. Assist in the collecting of data as required by the CTC.

5. Assist in selecting mentor teachers who model best teaching practices and can adequately support a resident teacher.
6. Commit to hiring resident teachers post residency to fill current vacancies when residents meet the credential needs of your district, provided that candidates have a successful application and interview process.
7. Invoice the DEPARTMENT each September and February for reimbursements of resident and mentor stipend costs (including benefits).

C. The responsibilities of Mentor Teachers and Resident Teachers will be as follows:

a. Mentor Teachers must provide the resident with multiple opportunities to:

- i. Work with small groups of students
- ii. Teach the whole class
- iii. Plan, teach, and assess lessons with Mentor's support and guidance
- iv. Co-teach lessons with mentor and/or other residents
- v. Lesson plan (short- and longer-term) with the Mentor
- vi. Observe lessons taught by the Mentor, and, where appropriate, other teachers on-site
- vii. Collaborate with the Mentor, and, where appropriate, other grade-level teachers or residents
- viii. Other mentor requirements include: Attend a minimum of 3 PD days per year
- ix. Attend quarterly mentor meetings
- x. Weekly planning meetings with resident
- xi. Participation in resident evaluation
- xii. Support resident in CalTPA completion

b. Resident Teachers

- i. Be on campus following their mentor teacher's contract hours:
 1. Three days per week from August to December,
 2. Four days per week from January to March,
 3. Five days per week from April to June
- ii. Serve as a substitute teacher for their mentor teacher as determined by the site administrator.
- iii. Co-teach with the mentor teacher, gradually taking on more leadership in the assignment, until assuming full classroom instruction by March.



Tehama County Department of Education

Richard DuVarney
Tehama County
Superintendent of
Schools

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- iv. Abide by the University's student teaching and coursework policies
- v. Sign the Resident Teacher Agreement and adhere to its expectations

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

Richard DuVarney (May 29, 2025 14:29 PDT)

RICHARD DUVARNEY, Superintendent
Tehama County Department of Education

05/29/2025

Date

Miguel Barriga

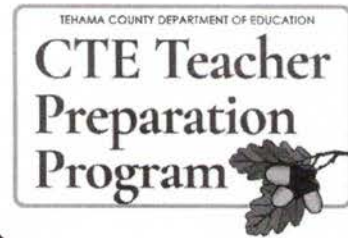
Miguel Barriga (May 29, 2025 21:49 PDT)

Superintendent/Clerk/Authorized Agent
Corning Union High School District

05/29/2025

Date

RESPONSIVE RELATIONAL RURAL



MEMORANDUM OF UNDERSTANDING

I. General

This Memorandum of Understanding (MOU) is between the **Tehama County Department of Education**, serving as the Local Education Agency ("LEA") for the **Tehama County Department of Education Career Technical Education (CTE) Teacher Preparation Program** ("PROGRAM"), and the **county office of education, district, employing agency, or independent charter school** ("DISTRICT") signing below. Throughout the MOU, new teachers are referred to as "Candidates" and veteran teachers are referred to as "Mentors." The term of this MOU commences on **July 1, 2025**, and terminates on **June 30, 2026**.

II. Purpose

The purpose of the MOU is to establish a formal working relationship between the DISTRICT, LEA, and the PROGRAM. The PROGRAM will provide and coordinate services and support to guide Candidates in meeting California credential requirements through the state-accredited Career Technical Education (CTE) Teacher Preparation Programs: CTE Preliminary to Clear Credential Program, and Adding a CTE Credential to an Existing Teaching Credential (CTE Second Clear Credential Program).

III. Eligibility

Eligible Candidates are those hired within the following credential and program categories:

- **Preliminary Designated Subjects (CTE) Credential Program:** Candidates who meet the industry experience and prerequisite CCTC requirements, and have secured employment with a teaching assignment that aligns with the sector listed on the preliminary credential, will be issued a preliminary CTE Credential. Along with teaching, they will complete four CTE courses (CTE 101-104) and be provided one hour of non-evaluative

mentorship per week and one non-evaluative observation per semester. Districts should plan to provide additional support and advisement to meet their needs. The district is responsible for providing formal evaluative feedback aligned with district policies. The district should be prepared to provide additional support at the site level as evidenced by candidate need.

- Additional CTC requirements for candidates to meet outside of the program include Health Education including cardiopulmonary resuscitation (adult, infant, and child), and a Government equivalency.
- **Second Clear CTE Credential Program:** For candidates holding a Clear Multiple Subject, Single Subject, or Education Specialist Credential who are adding a CTE credential to their existing clear credential. This program involves completing CTE 100 coursework without mentorship.

IV. LEA and PROGRAM Responsibilities

1. Establish a program model in alignment with Career Technical Education Program Standards to meet and maintain PROGRAM accreditation status through the California Commission on Teacher Credentialing (CCTC) Accreditation System.
2. Submit accreditation reports and fees as required by CCTC.
3. Employ a PROGRAM Administrator whose primary duty is to oversee the administration of the PROGRAM.
4. The PROGRAM will provide accurate and timely feedback to the CTE teachers, including information about their progress toward assignment and program competence. Inform the DISTRICT of the Candidate's and Mentor's progress toward completion of PROGRAM requirements, including CANDIDATE progress towards meeting additional CCTC CPR, Health Education, and Government requirements for a clear CTE credential.
5. Develop and Deliver synchronous and asynchronous coursework for preliminary CTE Credential Candidates aligned with CCTC Standards to meet their clear CTE Credentialing requirements.
6. Develop and provide ongoing training and support for Mentors.
7. Coordinate and monitor Continuing Education Units (CEUs) through Simpson University Continuing Education Units for both Mentors and Candidates.
8. Inform Candidates of the completion requirements for Clear CTE Credentials.

9. Submit Clear Credential recommendations to the CCTC for Candidates who successfully meet all PROGRAM and CCTC requirements.
10. Convene PROGRAM Regional Advisory Council meetings a minimum of two times per year to engage stakeholders in the decision-making process and to support the continuous improvement of services provided to Mentors and Candidates.
11. Administer Mid-Year and End-of-Year surveys to Relevant stakeholders for PROGRAM evaluation.
12. Assume overall fiscal responsibility for the administration of the PROGRAM budget, including submission of year-end expenditure reports and any other documentation required by CCTC and/or California Department of Education (CDE).
13. In the event of PROGRAM closure, TCDE will offer a teach-out plan, which includes individual transition plans for each Candidate, as well as a plan for Candidates to access their student records.
14. May provide a refund to the DISTRICT if a Candidate discontinues PROGRAM participation (Refer to the Refund Schedule).

V. DISTRICT Responsibilities

1. Appoint a DISTRICT Coordinator whose assignment includes dedicated time to fulfill the DISTRICT Coordinators roles and responsibilities.
2. Communicate PROGRAM requirements and expectations of Site Administrators to Site Administrators with Candidates enrolled in the CTE Credentialing PROGRAM.
 - CTE Credentialing provides an alternate pathway to teacher credentialing. CTE CANDIDATES complete four courses, while concurrently teaching and receiving one hour of non-evaluative mentorship per week, and one non-evaluative observation per semester. Upon completing the PROGRAM and additional CCTC required documents candidates will be recommended for a clear CTE credential through the CCTC and will not need to complete Teacher Induction.
3. Inform all Site Administrators about the novice status of CTE teachers to ensure they understand their role in supporting CTE CANDIDATES and the importance of a coordinated effort between the PROGRAM, PROGRAM MENTOR, and Employing Supervisor.
4. Candidates should be provided continuous advisement, feedback and support throughout the CTE Credential process by their employing

- supervisor. The employing supervisor should meet with candidates after each observation to provide evaluative feedback.
5. Provide Candidates and Mentors release time (at the expense of the DISTRICT) to support participants' non-evaluative observations. Candidates should complete a minimum of two observations per semester and the mentor should observe their candidates at least one time per semester.
 6. Provide candidates with release time from other DISTRICT responsibilities outside the school day (i.e Coaching, PLCs, etc.) to attend one orientation and three synchronous courses per semester.
 7. Assign a qualified Mentor to each eligible Candidate within 30 days of the Candidate's enrollment in the PROGRAM.
 - Candidates holding a Clear Multiple Subject, Single Subject, or Education Specialist Credential who are adding a CTE Credential will not have a mentor.
 8. Utilize defined selection criteria to identify high-quality, experienced teachers to serve as Mentors for Candidates. Mentors must demonstrate effective coaching, interpersonal, and communication skills and meet the following qualifications:
 - a. Hold a Clear Credential. Mentors may have either a clear Single Subject or clear CTE Credential for mentoring a CTE Candidate.
 - b. Have 3 or more years of effective teaching experience.
 - c. Use best practices to provide "just-in-time" (as needed) support and longer-term analysis of teaching practice to help candidates develop enduring professional skills.
 - d. Commit to attending Mentor training, scheduled PROGRAM meetings, and meeting weekly with Candidates for an average of one hour per week.
 - e. Have the ability, willingness, and flexibility to meet the Candidate's needs for support.
 - f. Display willingness to work collaboratively with colleagues and regional TCDE staff.
 - g. Embrace a positive attitude and disposition towards students and teaching.
 - h. Develop a sustained and thoughtful collegial relationship with Candidates.
 - i. Demonstrate leadership skills, curriculum expertise, and knowledge of DISTRICT resources.
 - j. Serve as a role model for the teaching profession.

9. Assure the PROGRAM that the Mentor assigned to the Candidate does not have any supervisory role or responsibilities over the Candidate they are assigned to Mentor.
10. Provide Mentors time to participate in the PROGRAM's Mentor training on observation protocols, learning-focused conversations, "just-in-time" coaching, and one-to-one consultations with Candidate.
11. Grant full access to Candidates to enroll in the CTE Teacher Preparation Program Google classrooms, **which may include whitelisting TCDE's domain, email addresses, etc.**
12. Notify PROGRAM staff within 10 business days of any changes in the employment status, leaves of absence, or changes in teaching assignment of the enrolled Candidate(s) and Mentor(s).
13. Notify PROGRAM staff when a Mentor reassignment is needed.
14. Inform PROGRAM staff of any Candidate who discontinues PROGRAM participation (Refer to the Refund Schedule).
15. Participate in PROGRAM evaluation by providing feedback via surveys as requested.
16. Participate in the CCTC Accreditation Cycle (Site Review interviews, etc.) as needed.
17. Consider appointing one liaison to serve on the PROGRAM's Regional Advisory Council. The liaison(s) should be a DISTRICT designee authorized to fulfill assigned roles and responsibilities, providing ongoing updates, communication, and information between the DISTRICT and the PROGRAM.
18. Assume financial responsibility for all PROGRAM Fees for each Candidate enrolled in the PROGRAM (Refer to the Fee Schedule).

VI. Non-Discrimination Clause

Any service provided by either party pursuant to this agreement shall be without discrimination based on the actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. TCDE and DISTRICT agree to make all personnel decisions without unlawful discrimination, including decisions regarding the admission, retention or

graduation of students, and decisions regarding the employment, retention or promotion of employees.

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:

VII. Program Participation Options ****MUST SELECT AN OPTION****

The DISTRICT will select one of the following options (check next to either Option A or Option B). Both options require full participation in the Tehama CTE Teacher Preparation Program by all participants. Billing will occur in January.

- Candidates holding a Clear Multiple Subject, Single Subject, or Education Specialist Credential adding a CTE Credential do not need a mentor.

OPTION A:	PROGRAM will pay each Mentor a \$1,700 stipend per Candidate at the completion of one year of mentorship
OPTION B:	DISTRICT will pay/compensate each Mentor directly for one year of mentorship
Option C:	No Mentor Required- Candidate is adding a preliminary CTE Credential to an existing clear credential

☐

Option A: PROGRAM pays Mentor (see fee schedule)

☒

Option B: DISTRICT pays Mentor (see fee schedule)

☐

Option C: No Mentor Required

Richard DuVarney

Richard DuVarney (May 6, 2025 11:51 PDT)

RICHARD DUVARNEY, Superintendent
Tehama County Department of Education

05/06/2025

Date

Miguel Barriga

Miguel Barriga (Jun 2, 2025 12:55 PDT)

Superintendent/Clerk/Authorized Agent

Miguel Barriga

Print Name

Corning Union High School

District Name

Jun 2, 2025

Date

2025-2026 Fee Schedule	Option A PROGRAM Pays Mentor <i>(includes \$1,700 mentor stipend)</i>	Option B DISTRICT Pays Mentor
Clear CTE Teaching Credential Program <ul style="list-style-type: none"> Includes enrollment of one Candidate in one year of the Clear CTE credential program (101 & 102 or 103 & 104) The Candidate must hold a Preliminary CTE Teaching Credential Includes recommendation to the CCTC for a clear credential at the completion of course sequence. 	\$4,200 <i>(before 9/3/2025)</i> \$4,400 <i>(after 9/4/2025)</i>	\$2,500 <i>(before 9/3/2025)</i> \$2,700 <i>(after 9/4/2025)</i>
CTE 100 - Existing Credential Holder Clearing a Preliminary CTE Credential <ul style="list-style-type: none"> The Candidate must hold a Clear General Education or Clear Education Specialist Credential - No Mentor Assigned Includes enrollment of one Candidate in a self-paced one year independent study CTE Program 	\$1,200 Course Fee Option C: No Mentor Required/ No Mentor Fee	
Advisement and Issuance of Preliminary CTE Teaching Credential (Candidates will be required to enroll in subsequent program coursework to clear their credential) <ul style="list-style-type: none"> Includes appraisal of requirements for the preliminary and clear credentials Includes support with the completion and submission of CTCC form 41-4. 	\$300 Application Fee	
Adding Industry Sector(s) <ul style="list-style-type: none"> The Candidate must hold a preliminary or clear CTE Teaching Credential Includes support with the completion and submission of CTCC form 41-4 Includes recommendation to the CCTC for the additional industry sectors to be added to the current preliminary or clear credential 	\$300 Application Fee	
Out of State Candidates There is no reciprocity for out of state CTE credentials. Contact our office for an evaluation of transcripts and experience. We can build an individual program to meet your unique needs that will meet CA Credentialing Requirements.	Fee Based on Candidate Personalized Credentialing Requirements	

2025-2026 Refund Schedule

Date PROGRAM receives written notice from DISTRICT that a Candidate and Mentor will not be participating in the Program	Amount of Refund
August 1 – October 31	70% of Credential Program Fee
November 1 - December 31	50% of Credential Program Fee
January 1 - February 15	30% of Credential Program Fee
February 16 - June 30	No Refund

Policies and Procedures

- Teach-Out Plan
- Leave of Absence Notification Form
- Records Request
- Protocol for Change of Mentor
- Grievance Policy and Form
- Uniform Complaint Procedures



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 Union High School District** herein referred to as DISTRICT, for the provision of **Friday Night Live (FNL) Chapters at Corning High School and Centennial High School**.

The term of this agreement is **July 1, 2025**, through **June 30, 2026**.

A. The DEPARTMENT agrees to:

1. Provide opportunities for the chapter advisor to be trained in California Friday Night Live Modalities. Trainings include:
 - Mission Statement
 - Standards of Practice
 - Youth Development Practice
 - Building capacity within chapters
2. Pay each chapter advisor to engage youth in Friday Night Live activities focused on Tobacco, Drug and Alcohol prevention. Stipends will be at \$1,500 per advisor per site. If one advisor facilitates both chapters, the stipend shall be no more than \$3,000.
3. Provide each chapter with a \$500 allowance for materials and supplies. The department will manage all ordering requisitions.

B. The DISTRICT agrees to:

1. Identify a chapter advisor per school site. One advisor may facilitate both chapters.
2. Ensure that FNL Chapter is being implemented.
3. Invoice Tehama County Department of Education up to \$1,500 stipend advisor plus statutory benefits no later than June 15, 2026.

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

Richard DuVarney (Jun 3, 2025 13:25 PDT)

RICHARD DUVARNEY, Superintendent
Tehama County Department of Education

06/03/2025

Date

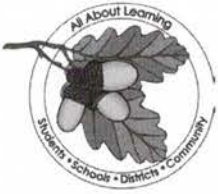
Miguel Barriga

Miguel Barriga (Jun 3, 2025 13:36 PDT)

Superintendent/Clerk/Authorized Agent

06/03/2025

Date



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 2025-2026

This Memorandum of Understanding is entered into by and between the Superintendent of the **Tehama County Department of Education** (Superintendent) and the **Corning High** (District).

The term of the agreement is **July 1, 2025** through **June 30, 2026**.

Whereas, District requires relevant information concerning its student population in order to aid **District** in securing entitlement to funds under applicable federal and state programs, and

Whereas, Superintendent agrees to act as **District's** authorized representative for the purpose of receiving confidential information; and

Whereas, Superintendent maintains computerized programs which may facilitate the use of such information by **District**,

Now, therefore, the parties hereto agree as follows:

1. **District** shall use the information provided by the **Superintendent** only for the purposes of securing entitlement funds under applicable federal and state programs.
2. **District** agrees that its use of information provided by the **Superintendent** shall be consistent with the confidentiality provisions contained in Welfare and Institutions Code, Section 10850 and Chapter 19-004 of the State Department of Social Services Policies and Procedures Manual.
3. **District** acknowledges that there are criminal penalties for improper release or use by **District** of the information and agrees to advise all **District** personnel and agents who have access to or use of such information of this fact.
4. **District** agrees that such information shall not be used to identify program applicants or recipients to school teachers, administrators, or any persons not required to have access to such information for the purpose of securing entitlement to federal and state funds.
5. **District** agrees to indemnify, defend and hold harmless **Superintendent**, the County of Tehama Social Services Agency, and their officers, agents and all persons, corporations, or entities which arise in whole or in part from the **District's** access to or use of such confidential information.
6. This memorandum of understanding shall be reviewed annually.

Richard DuVarney
Richard DuVarney (Jun 3, 2025 13:43 PDT)

Richard DuVarney, Superintendent
Tehama County Department of Education

06/03/2025

Date

af m yk
Clerk/Authorized Agent
Corning High District

Date



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

May 28, 2025

To: District Superintendents
From: Kat Zazueta, Human Resources
Subject: Direct Certification Forms—Free and Reduced Price Meals

Enclosed are materials and forms required in the **Direct Certification** process for the **2025-2026** school year:

1. A Memorandum of Understanding covering the need for maintaining the confidentiality of the welfare recipient listing. Please return signed copy to me, preferably via email.
2. Agreement to Implement Direct Certification. Please return signed copy to me, preferably via email.
3. Eligibility Notification Letter to hand out to all CalFresh and AFDC recipients. The letter informs the families that they are eligible for free meals and do not need to submit an application.
4. Media Release posted on the TCDE bulletin board.

Thank you for your attention to these matters. Once the executed Memorandum of Understanding and Agreement to Implement Direct Certification is received, you will be added to the distribution list to receive the Lunch Report. Tehama County Social Services provides the list three times per year in August, December, and April.

Please do not hesitate to contact me if you have any questions or concerns.

Sincerely,

Kat Zazueta
Human Resources
Enclosures

Serving Students, Schools, and the Community

Antelope | Corning Elementary | Corning High | Evergreen | Flourney | Gerber | Kirkwood
Lassen View | Los Molinos | Red Bluff Elementary | Red Bluff High | Reeds Creek | Richfield

School Year 2025–2026

Public Media Release for Free and Reduced-Price Meals

Tehama County Schools announce their policy to serve nutritious meals every school day under the National School Lunch Program, School Breakfast Program. Effective July 1, 2025 through June 30, 2026, children are eligible for free or reduced-price meals if the household income is less than or equal to the federal guidelines.

Free and Reduced-Price Scales										
Household size	Free Eligibility Scale for Breakfast, Lunch, and Milk					Reduced-Price Eligibility Scale for Breakfast and Lunch				
	Year	Month	Twice Per Month	Every Two Weeks	Week	Year	Month	Twice Per Month	Every Two Weeks	Week
1	\$20,345	\$1,696	\$848	\$783	\$392	\$28,953	\$2,413	\$1,207	\$1,114	\$557
2	\$27,495	\$2,292	\$1,146	\$1,058	\$529	\$39,128	\$3,261	\$1,631	\$1,505	\$753
3	\$34,645	\$2,888	\$1,444	\$1,333	\$667	\$49,303	\$4,109	\$2,055	\$1,897	\$949
4	\$41,795	\$3,483	\$1,742	\$1,608	\$804	\$59,478	\$4,957	\$2,479	\$2,288	\$1,144
5	\$48,945	\$4,079	\$2,040	\$1,883	\$942	\$69,653	\$5,805	\$2,903	\$2,679	\$1,340
6	\$56,095	\$4,675	\$2,338	\$2,158	\$1,079	\$79,828	\$6,653	\$3,327	\$3,071	\$1,536
7	\$63,245	\$5,271	\$2,636	\$2,433	\$1,217	\$90,003	\$7,501	\$3,751	\$3,462	\$1,731
8	\$70,395	\$5,867	\$2,934	\$2,708	\$1,354	\$100,178	\$8,349	\$4,175	\$3,853	\$1,927
For each additional family member, add:										
	\$7,150	\$596	\$298	\$275	\$138	\$10,175	\$848	\$424	\$392	\$196

Households do not need to turn in an application when the household receives a notification letter saying that all children automatically qualify for free meals when any household member receives benefits from CalFresh, CalWORKs, or FDPIR. Children who meet the definition of foster, homeless, migrant, or runaway, and children enrolled in their school's Head Start program are eligible for free meals. Contact school officials if any child in the household is not on the notification letter. The household must let school officials know if they do not want to receive free or reduced-price meals.

Applications will be given to each household, by the school district, with a letter about the free and reduced-price meal program. Households that want to apply for meal benefits, must fill out one application for all children in the household and give it to the nutrition office at your school site/district office. The school will let you know if your application is approved or denied for free or reduced-price meals.

Households may turn in an application at any time during the school year. If you are not eligible now, but your household income goes down, household size goes up, or a household member starts receiving CalFresh, CalWORKs, or FDPIR, you may turn in an application at that time. Information given on the application will be used to determine eligibility and may be verified at any time during the school year by school officials. The last four digits of the Social Security number from any adult household or checking that you do not have a Social Security number is required if you include income on the application.

Households that receive Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) benefits, may be eligible for free or reduced-price meals by filling out an application.

Foster children are eligible for free meals and may be included as a household member if the foster family chooses to also apply for the non-foster children on the same application. Including foster children as a household member may help the non-foster children qualify for free or reduced-price meals. If the non-foster children are not eligible, this does not keep foster children from receiving free meals.

Your child's eligibility status from last school year will continue into the new school year for up to 30 school days or until the school processes your new application, or your child is otherwise certified for free or reduced-price meals. After the 30 school days, your child will have to pay full price for meals, unless the household receives a notification letter for free or reduced-price meals. School officials do not have to send reminder or expired eligibility notices.

If you do not agree with the decision or results of verification, you may discuss it with school officials. You also have the right to a fair hearing, which may be requested by calling or writing the hearing official at your school site/district office.

Nondiscrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, religious creed, disability, age, political beliefs, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

NATIONAL SCHOOL LUNCH/BREAKFAST PROGRAM

ELIGIBILITY NOTIFICATION LETTER

Direct Certification of Eligibility for Free Meals
Based on CalFresh, CalWORKs, or FDPIR for the
2025-2026 School Year

Dear Parent/Guardian:

Any children in your household for whom you are currently receiving CalFresh, CalWORKs, or FDPIR benefits are automatically eligible for free school meals during the 2025-2026 school year. As long as your child's name appears on the eligibility list at your local school, you will not be required to fill out an Application for Free and Reduced Price Meals.

If your child's name does not appear on the eligibility list at your local school or you have children who are not eligible for CalFresh, CalWORKs, or FDPIR, but wish for that child to have meal benefits, you must complete an Application for Free and Reduced Price Meals and return it to your school.

If you do not want your child to receive free meals or have any questions, please contact your school or the district office for your school.

You must notify the school when you are no longer eligible to receive CalFresh, CalWORKs, or FDPIR.

This notice of eligibility affects any students who will be attending the following school districts:

Antelope	Kirkwood	Richfield
Corning Elementary	Lassen View	
Corning High	Los Molinos Unified	
Evergreen	Red Bluff Elementary	
Flournoy	Red Bluff High	
Gerber	Reeds Creek	

In the operation of child feeding programs, no child will be discriminated against because of race, sex, color, national origin, age, or handicap. If you believe you have been discriminated against, write immediately to the Secretary of Agriculture, Washington, D.C. 20250.

QUESTIONS? Call your local school district. **DO NOT** call your eligibility worker.

**Tehama/Glenn Teacher Residency Consortium District
& CSU Chico CRECEMOS Teacher Residency Program
*RESIDENT Commitment and Program Agreement***

This agreement ("Agreement") is entered into between Corning Union High School District (herein after referred to as "the District"), and Moises Lopez ("Resident"), for the purpose of clearly defining both the District's and the Resident's responsibilities in relation to their voluntary participation in the Chico State CRECEMOS Rural Bilingual Teacher Residency Program.

The parties agree to act in good faith in all aspects of this Agreement and agree to fulfill these promises:

1. The Resident commits to one academic year (August to June) in the assigned District with the assigned mentor. While at their assigned site, the Resident agrees to be present and actively engaged:
 - Three days per week from August to December, following their mentor teacher's contract hours.
 - Four days per week from January to March, following the mentor teacher's contract hours.
 - Five days per week from April to June, following the mentor teacher's contract hours.
2. While on-site, the Resident's duties include (but are not limited to) working with students, co-teaching with the mentor and other residents/student teachers, independently teaching under the mentor's supervision, collaborating with the mentor and other colleagues, planning/teaching/assessing, and meeting with the mentor and CSUC supervisor. The Resident is not a paraprofessional and will be assigned duties and experiences reasonable for a teacher in training.
3. The Teacher Residency calendar for the academic year follows the District's calendar for teachers (not CSU Chico's calendar for students). This means that, at certain times, the Resident will be participating in professional development and on-site clinical practice at their assigned site with their mentor when CSUC is in recess.
4. The Resident is permitted to work as a paid substitute teacher for the District under the following conditions:
 - (1) The Resident has an active substitute teaching permit registered with the District.
 - (2) The Resident may ONLY substitute for their mentor(s).

5. The Resident commits to attending additional professional development and training opportunities provided by the District and the Residency provided that these opportunities do not interfere with CSU Chico credential program coursework or other programmatic requirements. These opportunities include, but are not limited to:

- a) School-site professional development and faculty/staff meetings
- b) District-wide professional development
- c) Residency Professional Development or trainings facilitated by CSU Chico Faculty/Teacher Residency Leadership Team

6. The District agrees to pay the Resident an annual stipend of \$28,000 in two installments of \$14,000, paid in August 2025 and January 2026. This annual stipend is funded by the California Teacher Credentialing Residency Implementation Grant. In order to receive this stipend, the Resident must obtain a substitute teaching permit through the Tehama County Department of Education, or the Glenn County Office of education, respectively, and then register as a substitute teacher through their assigned District.

- a) The Resident understands that they are solely responsible for withholding taxes and any tax consequences associated with money received pursuant to this Agreement.

7. Upon accepting the residency stipend, the Resident commits to working in a Consortium District for at least four years, beginning with the school year following the Resident's successful obtainment of the appropriate preliminary teaching credential (and added bilingual authorization).

The Consortium Districts are committed to hiring the Resident provided that

- There is a job opening appropriate to the Resident's credential area
- The Resident completes the hiring district's required employment process, including (but not limited to) an application and successful interview.

The Resident agrees to be placed in one of the following teaching assignments listed below, as appropriate to their credential:

- Multiple subject bilingual authorization
- Multiple Subjects and/or PK-3 ECE with or without added authorizations
- Single Subject in a STEM Area with Bilingual Authorization
- Single Subject Non-STEM with Bilingual Authorization
- Single Subjects with or without added authorizations

If there is not an appropriate job opening, or the resident is not offered an employment opportunity in the Consortium, then the Resident is required to teach for at least four years in a California public school post-residency. Residents must annually report to CSU Chico where

they are employed, and their current contact information, until they have completed their service requirement or eight years after completion of residency, whichever occurs first.

8. A Resident who fails to earn a preliminary credential, or who fails to complete their post-residency 4-year commitment to teach in the Consortium, will be required to reimburse the Consortium and/or CTC the amount of funding invested in their residency training. The amount to be reimbursed shall be adjusted proportionately to reflect the service provided if the Resident taught at least one year, but less than four years. The Resident shall have eight school years to complete the four-school-year teaching commitment.

In accord with Education Code section 44416, if Resident is unable to complete a school year of teaching, that school year shall still be counted by the District toward the required four complete school years if any of the following occur:

- a) The Resident has completed at least one-half of the school year;
- b) The District deems Resident to have fulfilled his or her contractual requirements for the school year for the purposes of salary increases, probationary or permanent status, and retirement;
- c) Resident was not able to complete the year due to the financial circumstances of the LEA including a decision to not reelect the employee for the next succeeding school year;
- d) Resident has a condition covered under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2061 et seq.) or similar state law, e.g. the California Family Medical Leave Act which led to an authorized leave under such laws; or
- e) Resident was called or ordered to active duty status for more than 30 days as a member of a reserve component of the Armed Forces of the United States.

9. It is expressly understood by the Resident and the District that Residents are students of the University in a clinical practice program and such students are not considered employees of either District or University for any purpose, including, but not limited to, compensation for services, welfare, and pension benefits, or workers' compensation insurance. This does not apply in the case when a Resident teacher is serving as a substitute teacher.

This Agreement is the full and final agreement between the parties. The terms and conditions of this Agreement may be modified only by written agreement signed by the parties.

RESIDENT

Print name: Moises Lopez

Assigned school/ district: Corning High School

Signature:  Moises Lopez (Jun 5, 2025 13:25 PDT) Date: 06/05/2025

DISTRICT REPRESENTATIVE

Print name/ Title: Miguel Barriga/Superintendent

Signature:  Miguel Barriga (Jun 5, 2025 12:50 PDT) Date: 06/05/2025

**Tehama/Glenn Teacher Residency Consortium District
& CSU Chico CRECEMOS Teacher Residency Program
MENTOR Commitment and Program Agreement**

This agreement ("Agreement") is entered into between Corning Union High School District (herein after referred to as "the District"), and Martina Fiorot-Peek ("Mentor"), for the purpose of clearly defining both the District's and the Mentor's responsibilities in relation to their voluntary participation in the Chico State CRECEMOS Rural Bilingual Teacher Residency Program. Mentor named in this agreement has been recognized by the site principal as an effective teacher, including literacy instruction in the content areas, who has potential for, or demonstrated competence as an experienced mentor teacher.

In accord with Education Code section 44415.5, "experienced mentor teacher" for a Teacher Residency Grant Program is defined as an educator who meets all of the following requirements:

- a) Has at least three years of teaching experience and holds a clear credential in the subject in which the mentor teacher will be mentoring.
- b) Has a record of successful teaching as demonstrated, at a minimum, by satisfactory annual performance evaluations for the preceding three years.
- c) Receives specific training for the mentor teacher role and engages in ongoing professional learning and networking with other mentors.
- d) Receives compensation, appropriate release time, or both, to serve as a mentor in a teacher residency program.

The parties agree to act in good faith in all aspects of this Agreement and agree to fulfill these promises:

1. The Mentor commits to hosting the Resident for one academic year (Aug. 2025 to June 2026).
 - a) The Resident will be on site 3 days per week from August to December
 - b) The Resident will be on site 4 days per week from January to March
 - c) The resident will be on site 5 days per week from April to June

2. Mentor Stipend (***Only one box is to be filled***)

	Multiple-subject Mentor: The District agrees to pay the Mentor an annual stipend of \$4,000 , paid in two \$2,000 installments .
X	Single-subject Mentor: District agrees to pay the Mentor an annual stipend of \$2,000 , paid in two \$1,000 installments . The mentor listed in this agreement serves as EITHER the ELD mentor OR the content area mentor. <i>Single-subject mentors spend half the amount of time with residents as Multiple-subject mentors, because MOST single-</i>

	<i>subject Residents have two Mentors, one for ELD, and one for their content area. (Exceptions below)</i>
	Single-subject Mentor: District agrees to pay the Mentor an annual stipend of \$4,000 , paid in two \$2,000 installments . The mentor listed in this agreement serves as <i>BOTH the ELD mentor AND the content area mentor.</i>
	Single-subject Mentor: District agrees to pay the Mentor an annual stipend of \$6,000 , paid in two \$3,000 installments . The mentor listed in this agreement serves as <i>BOTH the ELD mentor for TWO Residents AND the content area mentor to ONE Resident.</i>

This stipend is funded by the California Teacher Credentialing Residency Implementation Grant and the District will invoice the Tehama County Department of Education for reimbursement.

3. In order to receive this stipend, the Mentor must agree to the participation requirements listed below:

a) Provide the Resident with multiple opportunities to:

- Work with small groups of students
- Teach the whole class
- Plan, teach, and assess lessons with Mentor's support and guidance
- Co-teach lessons with the Mentor and/or other residents
- Lesson plan (short- and longer-term) with the Mentor
- Observe lessons taught by the Mentor, and, where appropriate, other teachers on-site
- Collaborate with the Mentor, and, where appropriate, other grade-level teachers or residents
- Receive feedback related to teaching practice and skills

Please remember that the Resident is a candidate in a teacher education program, not a paraprofessional, and therefore needs to be provided with experiences reasonable for a teacher in training.

b) Attend quarterly Mentor Meetings hosted by the CSU Chico Teacher Residency Program Director

c) Actively participate in the mid-term and final evaluation meetings for the Resident, facilitated by the CSUC Site Supervisor

d) Host a weekly planning meeting with the Resident, scheduled to work with both the Mentor's and Resident's personal calendars

e) Facilitate frequent “check-ins” to provide the Resident with both positive and constructive feedback related to teaching practice. These check-ins do not necessarily need to be formal (e.g. could be a conversation over lunch).

f) Support the Resident in successful CalTPA Completion, including:

- Supporting the Resident in the selection of “focal students” and discussing students’ assets and needs
- Providing feedback and suggestions related to the Resident’s CalTPA lesson plans
- Providing ample time for the Resident to film their CalTPA lessons, and re-film if necessary

g) Promptly communicate any concerns regarding the Resident to the CSUC Site Supervisor

4. The Mentor will participate in a minimum of three professional development days per year, facilitated by CSU Chico and other Residency Consortium Partners and demonstrate willingness to work with School of Education faculty via orientation sessions, three-way conferences, and ongoing communication.

This Agreement is the full and final agreement between the parties. The terms and conditions of this Agreement may be modified only by written agreement signed by the parties.

Mentor

Print name: Martina Fiorot-Peek

Assigned Resident: Moises Lopez

Mentor Signature: Martina Fiorot-Peek Date: 06/05/2025
Martina Fiorot-Peek (Jun 5, 2025 14:37 PDT)

DISTRICT REPRESENTATIVE

Print name/ Title: Miguel Barriga/Superintendent

Signature: Miguel Barriga Date: 06/05/2025
Miguel Barriga (Jun 5, 2025 12:49 PDT)

RESOLUTION OF THE BOARD OF DIRECTORS
Corning Union High School District
A California Public Benefit Corporation
Board Resolution # 478

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: 6/19/25


Board Member Cody Lamb


Board Member Tony Turri


Board Member James Bingham


Board Member Larry Glover


Board Member Reid Lamsan

Corning Union High School District
2025.26 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Expenditures through: June 30, 2026

Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	2,415,269.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		2,415,269.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
	Function Codes	
Certificated Instructional Salaries	1000-1999	1,850,719.00
Certificated Instructional Benefits		564,550.00
Instructional Supervision and Administration	2100-2150	Not Allowed
AU of a Multidistrict SELPA	2200	Not Allowed
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	Not Allowed
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	Not Allowed
General Administration	7000-7999	Not Allowed
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		2,415,269.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

Committee on Assignments

Sherril Peterson- English LAO 44263

Ana Thuemler-Leadership

Thomas Mendonsa-Yearbook

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 15, 2025	June 19, 2025

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 EL 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 Principal updated the SPSA with input from a variety of school community teams. The Principal started with the document that was generated last year and updated the necessary sections so that they reflected current information and practice. Principal 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 2025 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 and 24/25 school years. 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 coaching during the 25/26 school year with training for Tier II teams moving into their second year.

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 "low". 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	2.07%	1.84%	1.67%	21	19	16
African American	0.39%	0.87%	0.73%	4	9	7
Asian	1.38%	1.65%	1.67%	14	17	16
Filipino	0.39%	0.29%	0.21%	4	3	2
Hispanic/Latino	64.00%	66.15%	67.15%	649	682	642
Pacific Islander	0.10%	0.39%	0.31%	1	4	3
White	28.70%	25.9%	25.10%	291	267	240
Two or More Races	1.58%	1.45%	1.57%	16	15	15
Not Reported	1.38%	1.45%	1.57%	14	15	15
Total Enrollment				1,014	1031	956

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 9	276	285	252
Grade 10	246	269	270
Grade 11	267	226	236
Grade 12	225	251	198
Total Enrollment	1,014	1,031	956

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	247	277	244	24.4%	26.9%	25.5%
Fluent English Proficient (FEP)	301	303	298	29.7%	29.4%	31.2%
Reclassified Fluent English Proficient (RFEP)	35			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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	260	207	220	252	200	216	252	200	216	96.9	96.6	98.2
All Grades	260	207	220	252	200	216	252	200	216	96.9	96.6	98.2

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2513.	2542.	2544.	7.14	11.00	12.04	23.81	27.50	26.85	25.00	28.50	29.63	44.05	33.00	31.48
All Grades	N/A	N/A	N/A	7.14	11.00	12.04	23.81	27.50	26.85	25.00	28.50	29.63	44.05	33.00	31.48

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	11.90	15.50	16.20	51.19	60.00	56.48	36.90	24.50	27.31
All Grades	11.90	15.50	16.20	51.19	60.00	56.48	36.90	24.50	27.31

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	8.73	10.50	11.57	42.46	51.50	51.85	48.81	38.00	36.57
All Grades	8.73	10.50	11.57	42.46	51.50	51.85	48.81	38.00	36.57

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	5.95	7.50	9.72	71.83	78.00	71.76	22.22	14.50	18.52
All Grades	5.95	7.50	9.72	71.83	78.00	71.76	22.22	14.50	18.52

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	12.70	11.50	11.11	58.33	72.00	68.52	28.97	16.50	20.37
All Grades	12.70	11.50	11.11	58.33	72.00	68.52	28.97	16.50	20.37

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. 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	260	207	219	251	201	214	251	201	214	96.5	97.1	97.7
All Grades	260	207	219	251	201	214	251	201	214	96.5	97.1	97.7

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2486.	2487.	2499.	1.20	3.48	3.27	13.55	7.96	8.88	13.94	18.41	26.64	71.31	70.15	61.21
All Grades	N/A	N/A	N/A	1.20	3.48	3.27	13.55	7.96	8.88	13.94	18.41	26.64	71.31	70.15	61.21

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	5.18	4.48	4.21	32.27	28.86	34.11	62.55	66.67	61.68
All Grades	5.18	4.48	4.21	32.27	28.86	34.11	62.55	66.67	61.68

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2.79	4.48	6.07	61.35	58.71	58.88	35.86	36.82	35.05
All Grades	2.79	4.48	6.07	61.35	58.71	58.88	35.86	36.82	35.05

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 11	2.79	3.98	4.67	62.95	53.23	62.62	34.26	42.79	32.71
All Grades	2.79	3.98	4.67	62.95	53.23	62.62	34.26	42.79	32.71

Conclusions based on this data:

1. The overall achievement of our junior class on the Math CAASPP continues to improve, but it is small growth. Overall, student percentages below the standard have decreased in the 23/24 test cycle in all areas of the test.

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://elpac.org) 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	1554.4	1518.3	1515.2	1564.6	1515.6	1509.3	1543.7	1520.6	1520.5	78	78	64
10	1570.1	1532.7	1536.4	1582.8	1535.5	1530.2	1557.0	1529.4	1542.1	61	61	59
11	1556.0	1514.0	1523.3	1561.5	1501.2	1505.2	1549.9	1526.3	1540.8	52	40	52
12	1562.2	1536.3	1529.4	1571.4	1537.6	1513.5	1552.6	1534.3	1544.7	22	39	31
All Grades										213	218	206

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	17.95	3.85	4.69	39.74	28.21	28.13	29.49	38.46	40.63	12.82	29.49	26.56	78	78	64
10	31.67	11.86	15.25	36.67	33.90	37.29	16.67	32.20	27.12	15.00	22.03	20.34	60	59	59
11	11.54	2.63	9.62	34.62	23.68	30.77	44.23	39.47	28.85	9.62	34.21	30.77	52	38	52
12	18.18	7.89	3.23	36.36	26.32	32.26	36.36	44.74	38.71	9.09	21.05	25.81	22	38	31
All Grades	20.28	6.57	8.74	37.26	28.64	32.04	30.19	38.03	33.50	12.26	26.76	25.73	212	213	206

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	33.33	14.10	12.50	39.74	43.59	51.56	19.23	15.38	18.75	7.69	26.92	17.19	78	78	64
10	51.67	16.95	18.64	30.00	47.46	49.15	5.00	23.73	15.25	13.33	11.86	16.95	60	59	59
11	26.92	10.53	19.23	57.69	39.47	40.38	9.62	23.68	17.31	5.77	26.32	23.08	52	38	52
12	40.91	13.16	12.90	27.27	55.26	38.71	31.82	15.79	29.03	0.00	15.79	19.35	22	38	31
All Grades	37.74	14.08	16.02	40.09	46.01	46.12	14.15	19.25	18.93	8.02	20.66	18.93	212	213	206

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.56	0.00	1.56	26.92	7.69	14.06	38.46	51.28	37.50	32.05	41.03	46.88	78	78	64
10	8.33	5.08	1.69	28.33	20.34	30.51	41.67	30.51	35.59	21.67	44.07	32.20	60	59	59
11	1.92	0.00	7.69	19.23	10.53	15.38	48.08	42.11	36.54	30.77	47.37	40.38	52	38	52
12	4.55	2.63	0.00	18.18	13.16	12.90	45.45	44.74	45.16	31.82	39.47	41.94	22	38	31
All Grades	4.25	1.88	2.91	24.53	12.68	18.93	42.45	42.72	37.86	28.77	42.72	40.29	212	213	206

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	3.85	6.41	3.13	78.21	69.23	73.44	17.95	24.36	23.44	78	78	64
10	10.00	8.47	5.08	75.00	71.19	72.88	15.00	20.34	22.03	60	59	59
11	1.92	0.00	5.77	76.92	60.53	51.92	21.15	39.47	42.31	52	38	52
12	0.00	7.89	3.23	72.73	63.16	77.42	27.27	28.95	19.35	22	38	31
All Grades	4.72	6.10	4.37	76.42	67.14	68.45	18.87	26.76	27.18	212	213	206

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	78.21	55.13	50.79	14.10	17.95	31.75	7.69	26.92	17.46	78	78	63
10	82.76	76.27	64.41	8.62	13.56	20.34	8.62	10.17	15.25	58	59	59
11	88.46	39.47	46.15	9.62	39.47	28.85	1.92	21.05	25.00	52	38	52
12	81.82	65.79	38.71	18.18	26.32	32.26	0.00	7.89	29.03	22	38	31
All Grades	82.38	60.09	51.71	11.90	22.07	27.80	5.71	17.84	20.49	210	213	205

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	7.69	2.56	4.69	43.59	39.74	34.38	48.72	57.69	60.94	78	78	64
10	13.33	11.86	13.56	50.00	37.29	42.37	36.67	50.85	44.07	60	59	59
11	5.77	2.63	7.69	48.08	34.21	44.23	46.15	63.16	48.08	52	38	52
12	9.09	10.53	0.00	45.45	28.95	54.84	45.45	60.53	45.16	22	38	31
All Grades	8.96	6.57	7.28	46.70	36.15	42.23	44.34	57.28	50.49	212	213	206

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
9	2.56	1.28	0.00	78.21	67.95	67.19	19.23	30.77	32.81	78	78	64
10	0.00	3.39	0.00	81.67	71.19	76.27	18.33	25.42	23.73	60	59	59
11	7.69	0.00	7.69	67.31	55.26	63.46	25.00	44.74	28.85	52	38	52
12	4.55	2.63	3.23	77.27	65.79	70.97	18.18	31.58	25.81	22	38	31
All Grades	3.30	1.88	2.43	76.42	66.20	69.42	20.28	31.92	28.16	212	213	206

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" .
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. .

School and Student Performance Data

Student Population

The 2024 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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This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
956	82.5%	25.5%	1.2%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	244	25.5%
Foster Youth	11	1.2%
Homeless	30	3.1%
Socioeconomically Disadvantaged	789	82.5%
Students with Disabilities	144	15.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	0.7%
American Indian	16	1.7%
Asian	16	1.7%
Filipino	2	0.2%
Hispanic	642	67.2%
Two or More Races	15	1.6%
Pacific Islander	3	0.3%
White	240	25.1%

Conclusions based on this data:

- 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 67%; white is 25%.

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







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2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Graduation Rate  Blue	Suspension Rate  Yellow
Mathematics  Orange		
English Learner Progress  Yellow		
College/Career  Red		

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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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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow	 Red	 Red
34.7 points below standard	99.1 points below standard	127.2 points below standard
Increased 3.8 points	Declined 13.3 points	Declined 21.7 points
208 Students	74 Students	40 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Yellow
Less than 11 Students	Less than 11 Students	38.1 points below standard
1 Student	5 Students	Increased 7.4 points
		163 Students

Students with Disabilities  No Performance Color 149.0 points below standard Increased 3.7 points 24 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  No Performance Color Less than 11 Students 4 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Red 49.8 points below standard Declined 10.7 points 135 Students
Two or More Races  No Performance Color Less than 11 Students 7 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 7.2 points below standard Increased 26.9 points 53 Students

Conclusions based on this data:

1. 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.
2. All three categories for English Learners' comparisons increased significantly in English Language Arts.
3. SWDs are two performance levels below "all students" in ELA.

School and Student Performance Data

Academic Performance Mathematics

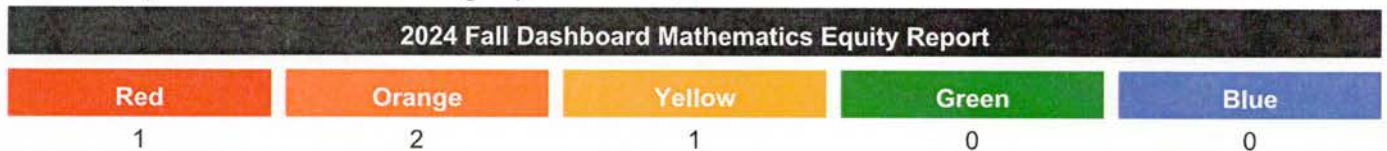
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 127.6 points below standard Increased 9.1 points 207 Students	English Learners  Orange 197.6 points below standard Increased 4.0 points 75 Students	Long-Term English Learners  Red 225.7 points below standard Maintained 1.6 points 40 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 6 Students	Socioeconomically Disadvantaged  Orange 129.5 points below standard Increased 9.9 points 162 Students

Students with Disabilities  No Performance Color 245.5 points below standard Declined 25.0 points 24 Students	African American  No Performance Color Less than 11 Students 1 Student	American Indian  No Performance Color Less than 11 Students 3 Students
Asian  No Performance Color Less than 11 Students 4 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Red 143.9 points below standard Maintained 0.5 points 134 Students
Two or More Races  No Performance Color Less than 11 Students 7 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 97.9 points below standard Increased 28.1 points 53 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



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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
 Yellow 36.6% making progress. Number Students: 191 Students	 Yellow 40.5% making progress. Number Students: 153 Students

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.

2024 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
22.5%	40.8%	0%	36.6%

Conclusions based on this data:

1. Our English Learner progress is in the red level at 26.9 points above standard at performance level 1.
2. 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 2024 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.

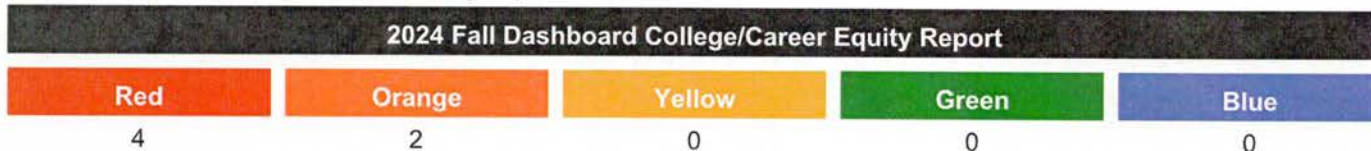
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.












This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Red 26 Prepared Declined 30 192 Students	 Red 6.7 Prepared Declined 34.9 60 Students	 Red 8.3 Prepared Declined 34.3 48 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Less than 11 Students 0 3 Students	 No Performance Color 0 Prepared Declined 18.8 13 Students	 Red 26.4 Prepared Declined 29.4 178 Students

Students with Disabilities  Red 6.1 Prepared Declined 25.4 33 Students	African American  No Performance Color Less than 11 Students 0 1 Student	American Indian  No Performance Color Less than 11 Students 0 5 Students
Asian  No Performance Color Less than 11 Students 0 4 Students	Filipino  No Performance Color 0 Students	Hispanic  Orange 23.8 Prepared Declined 33.8 130 Students
Two or More Races  No Performance Color Less than 11 Students 0 5 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 30.2 Prepared Declined 29.8 43 Students

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 2024 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.

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."

Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data to comment on.

School and Student Performance Data

Academic Engagement Graduation Rate

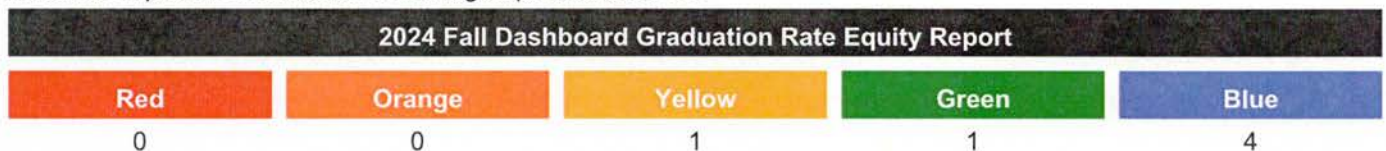
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students  Blue 97.4% graduated Declined 1.3% 192 Students	English Learners  Blue 100% graduated Maintained 0% 60 Students	Long-Term English Learners  Blue 100% graduated Maintained 0% 48 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Homeless  No Performance Color 92.3% graduated Declined 7.7% 13 Students	Socioeconomically Disadvantaged  Blue 97.8% graduated Maintained 0.7% 178 Students

Students with Disabilities  Green 93.9% graduated Increased 2.5% 33 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	Filipino  No Performance Color 0 Students	Hispanic  Blue 99.2% graduated Maintained 0.1% 130 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 90.7% graduated Declined 6% 43 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

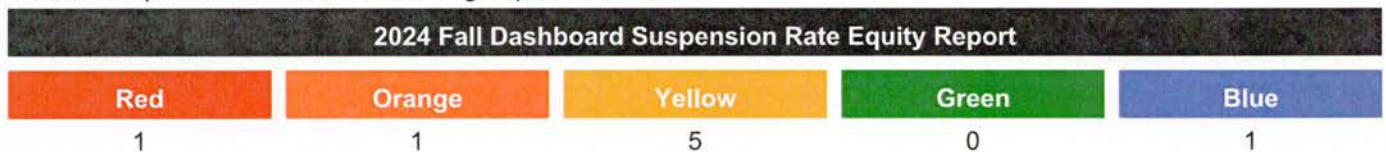
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow 8% suspended at least one day Declined 0.8% 1030 Students	 Yellow 7.9% suspended at least one day Declined 2.7% 265 Students	 Yellow 7.9% suspended at least one day Declined 2.7% 202 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 13.3% suspended at least one day Increased 0.8% 15 Students	 Orange 11.4% suspended at least one day Declined 3.3% 35 Students	 Yellow 7.9% suspended at least one day Declined 1.5% 849 Students

Students with Disabilities  Yellow 8.9% suspended at least one day Declined 5.6% 158 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	American Indian  No Performance Color 6.3% suspended at least one day Declined 13.8% 16 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 18 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Yellow 7.3% suspended at least one day Declined 1.2% 681 Students
Two or More Races  Blue 0% suspended at least one day Declined 5.7% 34 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	White  Red 10.8% suspended at least one day Increased 1.6% 268 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 yellow 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 yellow category for the 23-24 ELA CAASPP with the intent of moving to the green.	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 2,000 Extended Learning Opportunity 4000-4999: Books And Supplies 2,537 Title IV Part A: Student Support and Academic Enrichment 4000-4999: Books And Supplies</p>

Annual Review

SPSA Year Reviewed: 2024-25

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

Increase the percentage of students making progress toward English Language proficiency as measured by the ELPI on the California dashboard.

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.

Current data indicates that 36.6 % of EL students are making expected progress on the ELPAC. Local assessments show inconsistent growth across domains, and the reclassification rate remains below target. There is a need to strengthen integrated and designated ELD instruction, utilize the ELLevation platform more effectively, and provide targeted support based on data

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
ELPI Growth on ELPAC	36.6% making progress	Improve EL progress percentage by 5-10%.
Local ELD Assessment Growth	Varies by level	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).
Reclassification Rate	The reclassification rate for CUHS in 2021-22 was 15.7% & in 22-23 was 21.37% and in 23-24 was 15.5% which reveals mixed annual results overall among EL students.	The reclassification percentage will increase 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	1. Use clearly defined ELD rubrics for the improvement of academic speaking, reading,	All ELD & Non-Reclassified EL students	58,945 LCFF

<p>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> <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>1000-1999: Certificated Personnel Salaries</p> <p>23,691 LCFF</p> <p>3000-3999: Employee Benefits</p> <p>12,073 Title I</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>4,852 Title I</p> <p>3000-3999: Employee Benefits</p> <p>86,239 Other</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>31,839 Other</p> <p>3000-3999: Employee Benefits</p> <p>55,400 Title I</p> <p>2000-2999: Classified Personnel Salaries</p> <p>42,080 Title I</p> <p>3000-3999: Employee Benefits</p> <p>5,010 Title III</p> <p>2000-2999: Classified Personnel Salaries</p> <p>4,317 Title III</p> <p>3000-3999: Employee Benefits</p>
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	11. Continue to intentionally monitor and intervene for those 40+ students at CUHS who are both ELs & SWDs.		
2.2			25,400 Lottery: Instructional Materials 5800: Professional/Consulting Services And Operating Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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.

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 2023-24 is 15.8%.	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 8.0% 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 "low".	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	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	This strategy/activity targets first those students who are	125,756 General Fund

<p>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>8. Incorporate MTSS teams to look at data points within our SIS to target specific students and groups of students for intervention.</p> <p>9. CTE Pathways coordinator will work on alignment of pathways and proper CalPads coding to ensure that we are capturing career ready students with accurately reported data.</p>	<p>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>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>
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Annual Review

SPSA Year Reviewed: 2024-25

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

Students in grade 11 including the equity groups will demonstrate growth on the Mathematics CAASPP by reducing the DFS 10-20 points. 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 12.04%. We are currently 127.6 points below standard compared to the state average of 47.6 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 consistently aligned to the Math California Academic Standards and the 8 Standards for Mathematical Practice.	All students and the specific identified equity groups of White, Hispanic, socio-economically disadvantaged, English Learners and Special Education IEP students. This also identifies 11th grade students in	508,870 LCFF 1000-1999: Certificated Personnel Salaries Math teachers 183,421 LCFF 3000-3999: Employee Benefits

	<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>particular for the Math CAASPP results.</p>	<p>65,430 Lottery: Instructional Materials 4000-4999: Books And Supplies</p> <p>15,391 Extended Learning Opportunity 6000-6999: Capital Outlay Touch boards</p>
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Annual Review

SPSA Year Reviewed: 2024-25

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
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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
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Annual Review

SPSA Year Reviewed: 2024-25

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	\$487164
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

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
- Shaun Fredrickson, Christy Correa Classroom Teachers
- Diana Davisson, Other School Staff
- Ana Thuemler, Patricia Esparza Parent or Community Members
- Braden Henry, Andrea Curiel, Ella Fredrickson Secondary Students

Name of Members	Role
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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.

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.

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.

ANNUAL BUDGET REPORT:

July 1, 2025 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, 2025

Public Hearing:

Place: CORNING HIGH SCHOOL LIBRARY

Date: JUNE 18, 2025

Time: 5:45

Adoption Date: JUNE 19, 2025

Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name:

Cody Lamb

Title:

Board Clerk

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	

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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	
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 (2024-25) annual payment?		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
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
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
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	

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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

English Learner Master Plan Corning Union High School District 2025-26

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.

All information for each EL student is housed in an online program called ELlevation. The purpose of this platform is to assist the teacher, parent, school and district administrators with program placement and development, student monitoring, and reclassification. The following information make up primary components contained in the information platform:

- 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. 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, CABE, 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
- CAFE 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.

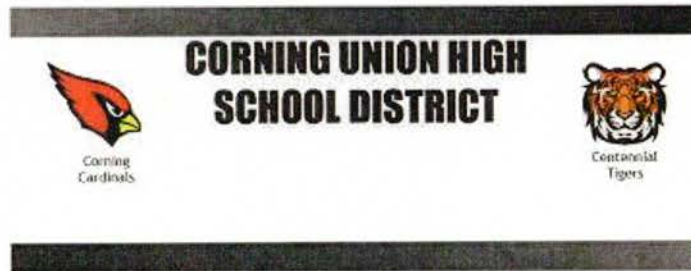
2. Reclassification: Students will be considered for reclassification when they are achieving at or above the state and local recommended guidelines for reclassification. CUHS has established a set of reclassification criteria to meet the goals of our EL Program and overall instructional expectations. 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 (2/4 required to pass). 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.

2025-30 California Community Schools Partnership

Program:
Implementation Grant Cohort 4
Corning Union High School District



Attachment III:
Community School Implementation Plans

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CALIFORNIA COMMUNITY SCHOOLS PARTNERSHIP PROGRAM: IMPLEMENTATION PLAN TEMPLATE

Instructions

This California Community Schools Partnership Program (CCSPP) Implementation Plan Template has been created by the State Transformational Assistance Center for Community Schools (S-TAC), in partnership with the California Department of Education (CDE). This template was designed to support implementation applicants with the requirement of submitting an implementation plan (**per site**) as part of their Request For Application and to support CCSPP grantees with community school implementation more generally. It should be considered a dynamic document that is periodically updated to reflect the progress and needs of your community school(s), legislative updates, and course corrections informed by your continuous improvement and school community engagement processes. **The Local Education Agency (LEA) is referenced throughout the template to encourage collaboration between the LEA and sites on the implementation of the CCSPP.**

The Implementation Plan should be guided by the [California Community Schools Framework](#) (CA CS Framework), and the [Capacity-Building Strategies: A Developmental Rubric](#). To build on existing objectives for community schools, alignment with overarching LEA goals and objectives as stated on Local Control and Accountability Plans (LCAPs) and School Plans for Student Achievement (SPSAs) is strongly recommended.

LEAs and school sites must work collaboratively with community partners, including families/caregivers, staff, students, district leaders, inter-agency representatives, etc., to develop and review the CCSPP Implementation Plan. The Lead LEA, working with school sites, is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed biannually (twice a year), at least. Note that the Implementation Plan Template asks you to focus on the critical processes that each school and LEA must develop in order to execute the vision of community schools in order to achieve desired outcomes. The Annual Progress Report (APR) will ask grantees to reflect upon and report on those outcomes.

The Implementation Plan will be submitted to CDE as part of the Cohort 3 Implementation Grant by those who are applying. This Implementation Plan Template will be updated as the CCSPP accountability system is developed.

CA CS Framework Overview

A community school is any school serving pre-Kindergarten through high school students through a “whole-child” approach, with an integrated focus on academics, health and social services, youth and community development, and community engagement. It is an equity-driven and assets-building school transformation program.

Adopted in 2022, the CA CS Framework identifies 4 Pillars of Community Schools, Key Conditions for Learning, Cornerstone Commitments, and Proven Practices as follows:

Pillars of Community Schools: Integrated Student Supports; Family and Community Engagement; Collaborative Leadership and Practices for Educators and Administrators and; Extended Learning Time and Opportunities

Key Conditions for Learning in a Community School: Supportive environmental conditions that foster strong relationships and community; Productive instructional strategies that support motivation, competence, and self-directed learning; Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress, efficacy, and productive behavior, and; System of supports that enable healthy development, respond to student needs, and address learning barriers.

Cornerstone Commitments of Community Schools: A commitment to assets-driven and strength-based practice; A commitment to racially just and restorative school climates; A commitment to powerful, culturally proficient and relevant instruction; and a commitment to shared decision making and participatory practices.

Proven Practices of Community Schools: Community Asset Mapping and Gap Analysis; A Community School Coordinator; Site-Based and LEA-Based Advisory Councils, and Integrating and Aligning with Other Relevant Programs.

The California Community Schools Framework is synthesized through the [Overarching Values](#) and operationalized through the *Capacity-Building Strategies: A Developmental Rubric*.

More information about these key concepts or community school components can be found at <https://www.cde.ca.gov/be/ag/ag/yr22/documents/jan22item02a1.docx> and at <https://www.acoe.org/Page/2461>, including [the CA CS Framework](#).

Capacity-Building Strategies Overview

The S-TAC has launched the *Capacity-Building Strategies: A Developmental Rubric* to serve as a road map for both LEAs and school sites and is meant to enhance the adoption, implementation and sustainability of community schools. The Capacity-Building Strategies include a focus on:

1. Shared Commitment, Understanding and Priorities
2. Centering Community-based Learning
3. Collaborative Leadership
4. Sustaining Staff and Resources
5. Strategic Community Partnerships

The *Developmental Rubric* can be accessed [here](#), and is best used as a side-by-side companion document as grantees are completing this implementation plan.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

Corning High School, Jason Armstrong, 643 Blackburn Ave. Corning, CA 96021. 530-824-7400

Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

Describe the developmental plans for ensuring these values are reflected in your community schools work:

The Corning Union High School District (CUHSD) Community Schools (CS) initiative is a comprehensive approach networking both district schools - Corning High School and Centennial High School. The schools are located adjacent to each other in the town of Corning, CA.

Value 1 - Racially-just, relationship-centered space

The CUHSD CS program has been working to eliminate racial hierarchies and ensuring that individuals coming from diverse backgrounds have the resources they need to thrive and are heard. When engaging in the Visionary process of understanding the reason for becoming a community school, CUHSD staff inquired with both English and Spanish families. CUHSD contracted with a research evaluation team to collect data; recruitment of families from marginalized backgrounds were sought and included. Additionally, the CS Advisory Framework includes receiving advice from the English Learner Advisory Committees. To support this effort of ensuring that CUHSD is embracing racially-just practices, CUHSD hired a *Bilingual* Parent Liaison to ensure Spanish-speaking families are receiving the support they need. Other practices that show CUHSD's embracement of Value 1 is the training of district staff on restorative justice practices in Fall 2024. CUHSD has

plans to re-evaluate the curriculum to ensure it is not perpetuating the long-standing history of discrimination and exclusion and will work collaboratively with cultural experts to become the architects of change, this includes the Paskenta Band of Nomlaki Indian Tribe, who are original occupants to the region (AB 1821). CUHSD is ensuring Value 1 is embedded into the school district's CS Advisory Committee. The school district also continues to evaluate the school space to ensure it is welcoming and respectful and offers services that meet the needs of students. In addition, last year, CUHSD offered CharacterStrong PD to educators, which encouraged them to integrate relational strategies into their daily practice. Two services that takes the step towards reimagining school as places of well-being is offering no cost therapy services to any students and hiring a Wellness Coach to work closely with students in most need. CUHSD has plans to re-evaluate the curriculum to ensure it is not perpetuating the long-standing history of discrimination and exclusion and will work collaboratively with cultural experts to become the architects of change, this includes the Paskenta Band of Nomlaki Indian Tribe, who are original occupants to the region (AB 1821).

Value 2 - Shared power

CUHSD and families have worked together as equal partners in determining how best to serve students; this is done through a number of practices. The Local Control Accountability Plan (LCAP) has a shared-governance model, with parents involved in the development. The CS K-12 Advisory Committee also engages diverse stakeholders and seeks input from English Learner Advisory Committee (DELAC and ELAC). The committees will play an important role in equity-centered feedback to identify barriers and will assist in co-designing solutions. Another practice within CUHSD that shows the commitment to shared power is the development of a Student Leadership Team that advises on school activities and programs to improve student outcomes. Additionally, CUHSD CS will continue to re-ground the community in a shared vision by onboarding diverse newcomers (students, family, staff, and community partners) at the beginning of each new school year. To understand the local needs, CUHSD utilizes a survey tool (Kelvin Education) to collect data from students and families. Kelvin is designed to offer fully customizable surveys and deliver real-time insights. CUHSD has used this tool to ensure parents have an active role in shaping the school's policies and practices.

CUHSD ensures that the CS design is explicitly equity driven with the four cornerstone commitments integrated and grounded in the overarching values. One design element that shows CUHSD's commitment to shared power is addressing the context-specific challenge of resource scarcity (of leaders) by creating a single CS Advisory Team that supports the two districts, CUHSD and Corning Union Elementary School District (CUESD), thereby engaging in *shared ownership*. Additionally, CUHSD's two CS schools, Centennial Continuation and Corning High School share solutions. The proximity of the two schools, across the street from each other, makes this action achievable.

In the beginning of the 2025-26 school year, CUHSD CS will set up a schoolwide meeting to share disaggregated data with each school's site council. The CS Coordinator will work with a data specialist to drill down to the subgroup level and will proceed with a discussion about the disparities and use the data to structure processes and frameworks that contribute to equity. The classified and certificated staff will have the opportunity to be informed about the baseline and provide input on strategy development.

Value 3 - Classroom-community connections

CUHSD is working on a holistic connection to learning by engaging the community to the school (classroom). CUHSD has started a redesign of their Career Technical Education programs by engaging experts in the strategic plan process. In the 2025-26 SY, CUHSD plans to leverage the cultural capital of the community and tailor program content (e.g. material and curriculum) and delivery methods that reflect the community. An

additional way that students are linked to the community is through work experience placement at community job sites (Early Head Start, Les Schwab, Auto Repair, Health Clinic), coordinated by the Career Pathway Coordinator. Additionally, for the past two years, CUHSD has adopted the Kelvin system and collected responses from parents on school policies, this has allowed the community to become connected to the school. These practices are contributing to a sense of belonging in the community. The district also hired a Wellness Coach who has bridged the resource gap for students at Centennial Continuation school. The resource linking and service coordination is allowing students to spend more time in school and is a way to address needs without the student leaving school.

Value 4 - A focus on continuous improvement:

CUHSD is committed to engaging in a cycle of continuous improvement working together with diverse interest holders. The process will include learning to understand data and sharing learning and reflections on the data. To begin this process, the CS Coordinator will compile data from different sources like assessments, attendance records, school climate survey data, needs assessment and will facilitate data-driven discussion with interest holders, identifying solutions and needs, and implement and/or revise strategies based on the data insights. To keep the public informed, CUHSD will produce a report consisting of the community needs assessment data and share the report with the public.

Other areas of continuous improvement activities that CUHSD has focused on and is seeking to build include:

- **Increased Investment in Teacher Professional Development:** CUHSD has invested significantly in expanding professional development opportunities for teachers. This includes offering regular workshops, conferences, and in-service training that focus on practices such as differentiated instruction, restorative justice, and social-emotional learning (SEL). Between 2023 – 2025, classified and certificated staff participated in Restorative Justice PD, CharacterStrong (focused on school culture/climate and relational strategies), and MTSS. The specialized training in restorative justice practices has equipped educators with tools to manage classroom dynamics effectively and support students with behavioral and emotional needs. Additionally, all teachers participated in district-wide professional learning communities (PLCs), which encourages collaboration and shared learning across grade levels and subject areas. The CS Coordinator will continue to assess the needs of the educators, certificated and classified, to determine the professional development needs and ensure the professionals are provided with the support they need.
- **Expansion of Collaborative Planning Time:** The district has prioritized the creation of collaborative planning time for teachers to work together across departments, grade levels, and subject areas. This time allows educators to share resources, discuss challenges, and co-plan lesson units, ensuring that students receive a cohesive and rigorous curriculum. This collaborative approach has strengthened instructional practices and helped foster a sense of community and teamwork among educators, which has been instrumental in reducing teacher burnout.
- **Implementation and Expansion of MTSS (Multi-Tiered System of Support):** CUHSD has made significant strides in implementing and expanding its Multi-Tiered System of Support (MTSS) framework. Partially supported by the Tehama County Department of Education, this tiered approach helps to address the academic, behavioral, and social-emotional needs of all students by providing varying levels of support based on student need. The CS Coordinator, working with the MTSS team, will continue to evaluate services and gaps.
- **English as a Second Language (ESL) and Citizenship Classes:** To support CUHSD's multilingual community, CUHSD is providing ESL courses designed to improve language proficiency and enhance employability. In the upcoming years, additional classes will be offered to assist individuals in navigating the naturalization process and becoming active, engaged members of society.

CUHSD will continue to review the development rubric to advance its efforts by addressing specific areas of growth and personalizing strategies to the district's context.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

As part of the planning process, data was collected from multiple sources to identify the needs and assets. The output from the variety of data sources provided insights into the strengths/assets and needs/challenges, these are summarized below.

These are the **strengths/assets** based on the initial review: a diverse culture that enriches the entire community; positive relationships between students and school staff; some parent engagement activities offered; community partners are willing to collaborate; diverse career pathway options; strong familial ties across the community; community recreation program; and no-cost school-based mental health services for all CUHSD students.

These are the **needs/challenges** based on the initial review: low academic achievement in English Language Arts (ELA) and Mathematics; high chronic absenteeism rate; lack of connection between Spanish-speaking population and staff due to language barrier; high poverty rates; high levels of anxiety and depression; lower health outcomes; and limited services due to rural location (transportation challenges).

The “dig-in” process, within the larger process, includes the following:

1. Establish Clear Objectives and Goals: This began by defining the purpose and objectives of the asset and need identification process. Setting transparent goals has helped to create a shared understanding and encourages active participation.
2. Form a Diverse Planning Committee: The CUHSD CS K-12 Advisory Board includes representatives from different segments of the school community, such as students, parents, classified and certificated staff, administrators, and community members. Additional input also provided from the English Learner Advisory Committee. The diverse group provide varied perspectives and insights, ensuring a more comprehensive assessment of the school's assets and needs.
3. Conduct Surveys and Interviews: CUHSD CS has supported and engaged in collecting data from existing and new surveys and interviews from a wide range of stakeholders. Data has been disaggregated and analyzed to gain insights on needs and gaps.
4. Host Community Forums and Workshops: CUHSD CS has joined larger community collaborative including “Expect More Tehama” to facilitate community forums and workshops that included open discussions and brainstorming sessions. These events provided an opportunity for stakeholders to share their experiences, ideas, and concerns.
5. Utilize Technology and Social Media: CUHSD CS has leveraged technology and social media platforms to reach a broader audience and engage the community. Utilizing technology allows for flexible participation and can help overcome barriers related to time and location.

6. **Conduct Asset Mapping:** Part of the digging in process will involve ongoing asset mapping to involve identifying and visually representing the resources, strengths, and capacities within the school community. This process will include mapping organizations and people (such as skills and talents of community members) who can be involved in achieving the objectives. Engaging stakeholders in asset mapping activities allows for a broader and diversified perspectives of different organizations/people who can support the work and a more comprehensive inventory of resources.
7. **Facilitate Collaborative Decision-Making:** The CS cornerstone is the involvement of stakeholders in the decision-making process by facilitating collaborative discussions and consensus-building activities. The CUHSD CS will use tools, such as brainstorming sessions, prioritization exercises, and SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to guide discussions and ensure that all voices are heard.
8. **Provide Training and Support:** CUHSD CS will continue to provide training and support to stakeholders to enhance their participation in the asset and need identification process. This will include workshops on data collection methods, facilitation skills, and collaborative decision-making.
9. **Communicate Progress and Outcomes:** CUHSD CS will continue to provide ongoing communication with the school community throughout the process. Share updates on progress, preliminary findings, and final outcomes. Transparency in communication helps build trust and keeps stakeholders informed and engaged.
10. **Celebrate Successes and Recognize Contribution:** CUHSD CS will continue to acknowledge and celebrate the contributions of stakeholders to the asset and need identification process. Recognize individual and group efforts through public acknowledgments, certificates, or events. Celebrating successes helps reinforce community involvement and encourages continued engagement.

There will be additional “dig-in” phases in summer/fall 2025 which will involve the entire community, the Advisory Committees, and the school-based Site Councils.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Authentic Family/Community Engagement	<ul style="list-style-type: none"> • Increase parental confidence in supporting their child's education. • Increase engagement of student's families in parent engagement activities (indicator will be established by program). • Increase EL parents' engagement in school-related activities (indicator will be established by program).
Expand school-based service supports	<ul style="list-style-type: none"> • Increase access by expanding the number of formal and informal partnerships offered in CUHSD by two partners each year. • Increase the number of individuals – students and the community – accessing services (indicator will be established by program). • Increase understanding of school services.
Expand Mental Health Screenings and Services	<ul style="list-style-type: none"> • Increase student engagement in screenings and wellbeing services. • Improve school climate (student morale, greater sense of belonging, etc.). Each year, 10% more students will indicate improvement (on specific questions) • Improve student attendance by 1% for each year, by grade. • Improve CUHSD staff morale.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Learning the CBL Methods	<ul style="list-style-type: none"> • The CS staff will learn about CBL, the theoretical and practical elements of CBL, to better assist in the integration of CBL, including and not limited to defining Objectives and Outcomes, ensuring that the districts learning activities are aligned to standards, developing assessment criteria, designing learning activities to cater to the different learning styles, design activities that connect classroom learning to real-world scenarios and assist in the implementation of reflective practices. The CS Coordinator will work with the leadership team to seek out staff who will assist with CBL implementation and evaluation- related activities. • The CS team will coordinate learning opportunities and encourage educational staff to participate in professional development programs focused on innovative teaching strategies, using data driven insights, and reflective practices, and learning more about the practical elements of CBL in the classroom.
Develop relationships with community members & partners	<ul style="list-style-type: none"> • Conducting Comprehensive Surveys: To achieve a thorough understanding of students' backgrounds, conduct surveys that gather information on students' cultural, socio-economic, and familial contexts. • Organizing Family Engagement Activities: Create regular opportunities for family-school engagement. Coordinate activities to foster communication and build trust between educators and families. These events also provide a platform for families to share their perspectives and contribute to the educational process. • Professional Development Workshops: District educators will participate in workshops and training sessions focused on cultural competency and community-based learning. These workshops provide valuable insights into the theoretical foundations and practical applications of these concepts, equipping educators with the tools they need to effectively implement them in their classrooms. • Collaborating with Community Organizations: Strengthen partnerships with local community organizations; this is a vital step. These collaborations provide students with real-world learning experiences, while also highlighting the relevance of their academic studies. Community-based projects, internships, and service-learning opportunities will be introduced and expanded as they have already proven to be excellent ways to integrate community involvement into the curriculum. • Reflective Practices: Core to CS is encouraging educators to engage in reflective practices is crucial. Peer discussions and feedback sessions allow educators to continually assess and refine their approaches to understanding students and families, as well as to community-based learning.

<p>Bridge the community with the school</p>	<ul style="list-style-type: none"> ● Establishing Community Partnerships: Build upon existing strategic partnerships with local businesses, non-profit organizations, and community groups. These partnerships will provide resources, mentorship programs, and real-world learning opportunities for students. By engaging with the community, CUHSD will ensure that education extends beyond the classroom and prepares students for future success. This will include local businesses participation in career days and job shadowing programs. They will offer students insights into various industries and career paths, helping them make informed decisions about their futures. Additionally, non-profit organizations will be invited to deliver workshops and seminars on topics such as financial literacy, mental health, and civic engagement. Their expertise will enrich the curriculum and provide students with valuable life skills. ● Enhancing Parent-Teacher Communication: Work with CUHSD leadership team to implement advanced communication platforms to facilitate regular and transparent communication between parents and teachers. These platforms will enable parents to track their child's academic progress, receive updates on school events, and participate in virtual parent-teacher conferences. ● Community Service Volunteer Programs: Organize volunteer programs where students can assist in community centers, homeless shelters, and environmental clean-up efforts. Students will take ownership of planning and evaluation of service. These programs will provide hands-on experience and teach students the importance of giving back to their community and critically reflect on their experiences within the community. ● Cultural Integration in Schools: Intentional pedagogical strategies will be used to integrate community knowledge into academic coursework. These include: <ul style="list-style-type: none"> ○ Instructional Connection: CUHSD Career Pathway Coordinator will work with the community (family or community organization) to plan and co-design a CTE curriculum incorporating community voice. ○ Instructional Connection: A history teacher will collaborate with a tribal community member to integrate indigenous knowledge into an existing curriculum. ○ Instructional Connection: A Spanish-speaking community member will share their funds of knowledge (worldviews and cultural practices) in a Spanish World Language class. ● Promoting Lifelong Learning: Advocate for lifelong learning by offering educational programs for community members of all ages, these will include adult education classes and other training programs. CUHSD will offer expanded adult education classes which will cover topics such as language skills, GED preparation, and career advancement. These classes will empower community members to continue their education and achieve their goals.
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Continuous Improvement	<ul style="list-style-type: none"> • Foster a Culture of Continuous Learning: Promote with the district leaders a culture where continuous learning and professional development are prioritized. Encourage educational staff to engage in ongoing training, attend workshops, and participate in collaborative learning communities. Provide access to resources to support their growth and development. • Implement Evidence-Based Practices: Incorporate evidence-based practices and interventions proven to be effective in enhancing outcomes. Stay informed about the latest research and best practices in the relevant field, and integrate these into processes, methods, and support services. Regularly evaluate the impact of these practices and adjust as needed. • Engage Stakeholders and the Community: Create opportunities for meaningful engagement through regular communication, workshops, volunteer opportunities, and events. Foster partnerships with local organizations, businesses, and institutions to provide additional resources and support. • Monitor and Evaluate Progress: Establish a system for monitoring and evaluating improvement efforts, use data to assess the effectiveness of implemented strategies. Regularly review and analyze the data. • Foster a Collaborative Environment: Encourage collaboration by creating opportunities for sharing ideas, discussing challenges, and developing solutions collectively. This collaborative approach promotes innovation, shared responsibility, and a stronger sense of community within the organization. • Provide Adequate Resources: Ensure that the organization or program has the necessary resources to support continuous improvement. Explore grant opportunities to supplement resources. • Celebrate and Recognize Achievements: Acknowledge and celebrate the achievements and milestones reached through continuous improvement efforts.
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Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

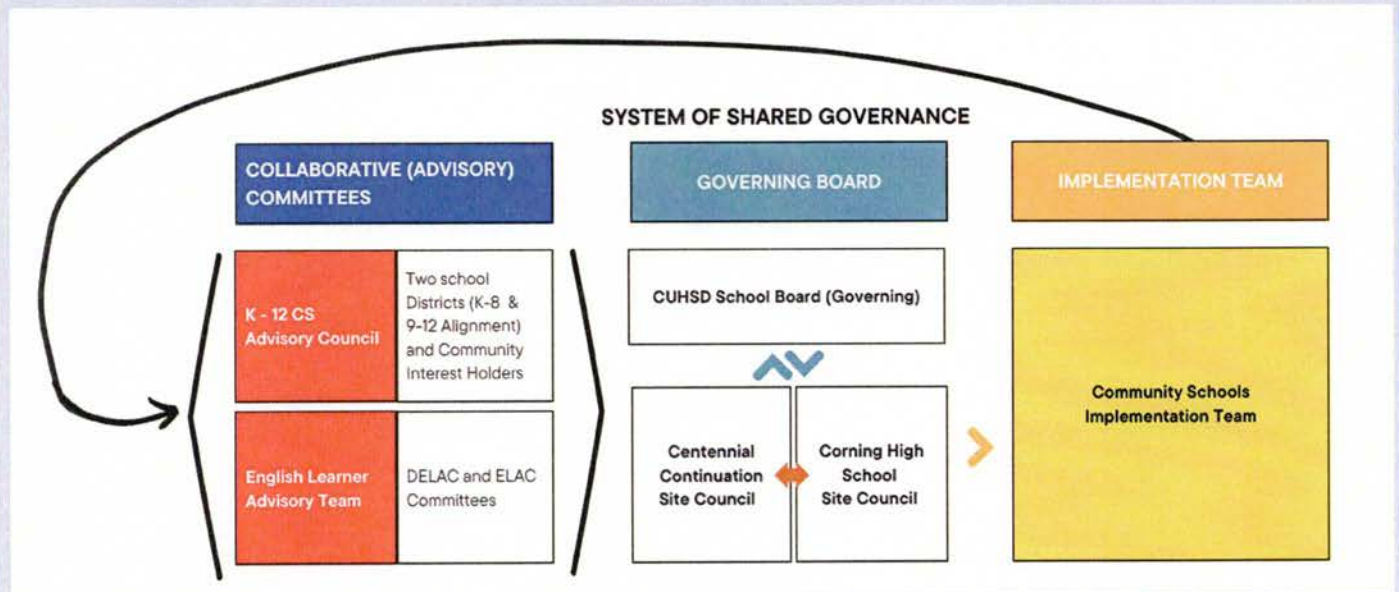
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Build trust with all interest holders through role clarity and continuous communication (Indicators will be established by activity, indicated for specific activities.)	<ul style="list-style-type: none"> • Role Clarity: Communicate roles and responsibilities, establish team norms and discuss expectations. Facilitate or coordinate training and professional development opportunities to the teams. • Communication: Map out a communication plan that identifies information flow, cadence, and form of communication. Map will show bi-directional communication. • Communication: Communicate in the language of the community (English and Spanish) at 100% of meetings and translate materials distributed to the community in dominant community languages.
Encourage adoption of a whole child and community vision (clear purpose)	<ul style="list-style-type: none"> • Ensure 100% of committee members and educators at CUHSD understand the purpose. • Unite diverse stakeholders in support of the whole child model. • Shift the mindset around school transformational change through training and professional development experiences. Provide updates to the school community two times yearly.
Strengthen the capacity of the CS Coordinator	<ul style="list-style-type: none"> • CS Coordinator to receive training and professional development opportunities to build skills and knowledge aligned to the role, this includes facilitation skills, understanding resistance to change, active listening, fostering a culture of collaboration, CBL methods, and other skills focused on creating a foundation for positive collaborative-driven change. Year 1: the CS Coordinator will participate in two PD sessions.
Create transparency in decision-making	<ul style="list-style-type: none"> • Create or adopt an effective decision-making strategy plan, that includes the following: define the problem, involve interest holders, encourage open communication, develop options and reach consensus, and communicate throughout the process. • Create reports to share with the public.
Create a culture of continuous improvement (CI) that includes feedback loops	<ul style="list-style-type: none"> • Adopt a continuous improvement framework and implement actions. • Establish performance indicators and goals for all programs. • Analyze data bi-annually. • Implement process identified in the system of shared governance – flow channel flow for regular feedback. • Train individuals in CI principles and methodologies.
Capacity bridging of educators	<ul style="list-style-type: none"> • Support capacity-building of educators on shared leadership and building collaborative school structures. This will consist of teachers, principals, teachers, and other school staff.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart or other graphic):



The CS System of Shared Governance is a collaborative decision-making model in which various interest holders are involved in the governance process. Under shared governance, authority and accountability are distributed among different groups creating a more democratic and inclusive environment. The three-phase process consists of multiple committees, ensuring diverse perspectives and collective responsibility. The cyclical (visually represented with the arrow) process shows there is a constant feedback loop which ensures that the system is continuously optimizing and there is transparency and open communication across the groups. One element of this that is critically important is there are two site council (Centennial Continuation and Corning High School Site Council) who make local decisions that impact their student population.

The shared governance aims to harness the collective expertise and insight of all participants, fostering a culture of collaboration and continuous improvement. This visual System of Shared Governance (depicted above) challenges traditional hierarchical models by promoting equity and shared responsibility in organizational decision-making.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Hire Key Staff/Personnel	Recruit an LEA-level Community School Coordinator and a Bilingual (Spanish) Parent Liaison with specific qualifications to meet the needs of the CS school transformation initiative. LEA will hire a CS Coordinator no later than June 2025. Bilingual Parent Liaison hired in early 2025.
Use data-driven approaches	Use a data-driven approach to identify the target population and a multi-tiered approach to ensure all students receive appropriate support/services. Engage in a review of the data to evaluate and measure impact, with the goal of making data-driven improvements.
Tailor services and messaging for the greatest engagement	Work with diverse interest holders to identify and tailor services to meet the needs of the school and community focusing on gaps. Target messaging to reach a broad and specific audience (e.g. Spanish translated material), including individuals in the school community and outside the school community.
Expand community partnerships (system focus)	Collaborate with diverse sectors and map out shared resources, and joint activities to amplify impact for both entities. Enter into formal and informal partnerships.
Foster advocacy and education	Educate families in English and Spanish about the resources and the importance of engaging in services and education to build human capital for personal, family, and community gain. Provide professional development opportunities to educators applicable to the CS model (e.g. restorative practices, integrating cultural practices, creating "belonging" environments, etc.)
Develop a sustainability plan (system-level approach with site-level impact)	Develop sustainability with a diverse group of stakeholders, including partnering organizations who will commit to offering services to engender long-term sustainability beyond the grant life.
Seek out alternative funding sources	Seek out alternative funding sources including enrolling in the Local Educational Agency Medi-Cal Billing Option Program (LEA BOP Billing) and the Children and Youth Behavioral Health Initiative (CYBHI) to sustain mental health services, partner with the county health services agency on the Early and Periodic Screening, Diagnosis and Treatment program, and identify alternate funding sources with the district leadership team to engender long-term sustainability of resources and staff.

Key Staff/Personnel

Hire a LEA-level Community School Coordinator and sustain long-term	Recruit and hire a highly qualified LEA-level Community School Coordinator to support processes, programs, partnerships, and strategy implementation within the school district in collaboration with school leadership and the community, while offering direct service - facilitating parent engagement classes, coordinating the Family Village, meeting 1-to-1 with students and families, facilitating student leadership and NAMI, and other direct service activities. The Coordinator will achieve the purposes and ensure the equity goals of the Community Schools program are asset-driven and strength-based, giving attention is given to collaborative practices, creating a culturally relevant and inclusive climate, building systems to support continuous improvement and coordinate CBL implementation, and advancing practices that lead to sustainability.
Hire a Bilingual Parent Liaison and sustain long-term	Recruit a bilingual Parent Liaison to encourage parent engagement in the school community, support students and their families, and improve communication between the school and home. The required qualification of the Parent Liaison is speaking Spanish fluently, with a preference given to an individual who is able to translate information.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

CUHSD is committed to sustaining the resources and staff, beyond the implementation of the grant life, through strategic actions, which involves diversifying funding streams, joining forces with partners, and evaluating current district allocations.

Diversify Funding Sources: CUHSD is seeking diversified funding sources to support the continuation of the staff and resources. Three reimbursement sources have been identified as potential sources for ongoing funding streams to support the mental health/wellness program. These include LEA Medi-Cal Billing Options Program (LEA BOP), Children and Youth Behavioral Health Initiative (CYBHI), and School-Based Medi-Cal Administrative Activities (MAA). CUHSD will explore other avenues for financial assistance. Here are steps that district will take related to the reimbursement programs:

- Designate an employee to oversee the administration of each of the reimbursement programs.
- Set up meetings with regional representatives to learn more about the onboarding process and reimbursement for eligible costs of current services offered on the schools.
- Restructure LEA to support the reimbursement after consulting with other districts to learn best practices.
- Schedule a meeting with current school-based therapy contractors and discuss eligibility and billing process.
- Establish partnerships with appropriate entities/staff that will be providing services (i.e. behavioral health organizations, nurses, etc.)
- Train the designated Coordinator to document and report services for maximum reimbursement.
- Other activities associated with this activity will be outlined after learning more about the requirements.

Collaborative Partnerships: CUHSD will continue to collaborate with partners to share resources, identify joint activities that will benefit the students (solution implemented based on data), and work together to expand reach and impact for the benefit of both organizations (CUHSD and partner organization). The partners will work together to seek out opportunities to apply for grant funds with partners.

District Restructuring and Re-evaluation of Resources: The district leadership team will re-evaluate district resources and identify ways to save in existing programs and will use identified funds to work towards supporting key CS roles. This will include evaluating current strategies and identify ways to restructure to transform schools to better serve children and families.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Increase engagement with families of CUHSD students</p> <p>(Indicators will be established by activity, indicated for specific activities.)</p>	<ul style="list-style-type: none"> • CUHSD CS will hire a dedicated staff, a bilingual Parent Liaison, to improve outcomes for students, families, and the community by building communication bridges, removing barriers that may impede the school-community relationship from working effectively. • The Parent Liaison will host regular meetings and events (e.g., family nights, workshops, focus groups) where data will be gathered from families and community members regarding their needs and ideas for school-community improvement. These meetings will be designed to include families from diverse backgrounds, including English learners and historically/presently marginalized groups. • Continuous Improvement and Accountability: The designated Parent Liaison, in collaboration, with school staff will collect data on parent and community engagement, including attendance at meetings, participation in events, and feedback from families. This data will be used to evaluate the effectiveness of community involvement and identify areas for improvement. Families will be given opportunities to share input for improvement in areas that impact a student's education. • The parent liaison will participate in the K – 12 CS Advisory Board.
<p>Strengthen culturally responsive programming by engaging with the English Learner Advisory Committees</p>	<ul style="list-style-type: none"> • Invite the English Learner Advisory Committees (ELAC and DELAC) representatives (parent group) to be a part of the K-12 CS Advisory Board to share needs/challenges and assets/opportunities • Work collaboratively with the English Learner Advisory Committees (ELAC and DELAC) to define the available assets that will meet the specific needs of the targeted EL population, including culturally relevant curricula to support holistic development, partnership opportunities, etc. A dedicated staff member at CHS will facilitate the implementation of strategies (i.e. teacher-community connections, parent engagement activities, etc.) and ensure alignment of solutions to needs. • Identify with the collaborative committees a criterion for measuring program effectiveness. • Continuous Improvement and Accountability: Report back to the members of ELAC and DELAC and discuss continuous improvement strategies following data collection and during planned meetings.

Strengthen the partnership with the regional County Department of Education	<ul style="list-style-type: none"> • A representative from the County Office of Education will be part of the K – 12 CS Advisory Board. • CHS will meet regularly with TCDE to learn about resources and programs, beyond those currently offered (i.e., teacher PD, “Men of honor”, “Friday Night Live”, etc.), and enter into an agreement on program delivery in the CUHSD, to identify the highest priorities based on evidence. • Develop a robust process for mutual transparency for programs supported by COE – ensuring both parties openly and honestly share program updates, funding parameters, capabilities, etc. – and ways to make improvements. • Collaborate on the criteria for evaluating the effectiveness of the partnerships, measuring the performance of both entities. • The CUHSD CS Coordinator will work collaboratively with the COE Regional Service Coordinator to convene local and regional service agencies.
Strengthen the partnership with organizations	<ul style="list-style-type: none"> • Meet one-to-one with partner organizations to learn more about their programs and to strengthen the relationship. • The local CS Coordinator will share updates in existing collaboratives (i.e., Expect More Tehama) where regional partners convene. These collaboratives allow the CS Coordinator to gain insight from the leaders on system changes and identify ways to make improvements based on the changing landscape. • Invite leaders to attend the CS K-12 Advisory Committee. Leverage the expertise of organizational leads in the design and enhancement of CUHSD CS programs.
Strengthen partnership with the General Public	<ul style="list-style-type: none"> • Actively engaging the community by inviting them to the CS K – 12 Advisory meetings to give input of program selection, development, and improvements. Spanish translator will be available. • Send out information about programs and invite input from participants to enhance the programs. • The information shared with the public will be translated to Spanish. • Use the Kelvin Education system to generate surveys to obtain community input on critical activities. • CUHSD CS will highlight positive impacts through storytelling on the CUHSD CS website to create a connection with the community. • Collaborate with other local groups/committees to expand reach. • CUHSD CS will build visibility of programs and foster connection by participating in community events, such as Tuesday Night Market, and use this as an opportunity to ask for feedback on decisions.

Describe the partnerships you have established or plan to establish, and how your school’s partnerships will be responsive to the vision and priorities of students, staff, families and community members:

The vision that all students will be successful is a shared vision of students, families, community members, educational staff (classified and certificated) and partner organizations. This shared vision will be achieved through the prioritization and services that meets the whole child, their families, community members/partners, and the education community. CUHSD has worked to achieve the vision by establishing and strengthening partnerships over the last several years, more recently, seeking out and participating in key county collaborative meetings, including Empower Tehama, Healthy Youth Tehama, and Mental Health School Teams. In the 2023-2024 school year, Empower Tehama provided on-campus services, including counseling

and advocacy for students and families and ensuring accessibility to essential mental health and domestic violence support. River Cities Counseling continues to partner with CUHSD to offer no-cost therapy services (funded by the Paskenta Band of Nomlaki Indians through a state grant that is ending June 2025). Additionally, CUHSD introduced a Friday Night Live advisor to the campus; this program has greatly enriched student engagement and promotes wellness initiatives. Corning High School's Career and Technical Education (CTE) procured funding to enhance their CTE pathways and has been collaborating with local colleges, post-secondary institutions, community members, and businesses to enhance learning opportunities, preparing students for future careers and connecting them to real-world experiences. Most CTE are exclusive to CHS students; next year, CUHSD is exploring ways to expand the CTE to Centennial students. Centennial Continuation is able to participate in any of the enrichment workshops (see Appendix).

Responsiveness to Student Priorities

CUHSD CS partnerships are directly informed by the needs and priorities expressed by students through surveys, focus groups, and ongoing engagement. These partnerships focus on: providing accessible mental health services and peer support to address emotional well-being; offering hands-on training and certifications that prepare students for life after graduation; engaging students in programs that build leadership, resilience, and a sense of belonging, and; strengthening family-school partnerships to create a supportive environment that fosters academic and personal growth. CUHSD plans to continue to strengthen partnerships to address the priorities of students, staff, and families, and will achieve this through the following partnerships (below are some established, others will be new partnerships):

Tehama County Department of Education (TCDE) is supportive of the vision of students' success and is taking actions to meet the social-emotional and mental health and wellness of students through the following activities and programs:

- TCDE is supporting alcohol and drug prevention and building leadership skills of students through the Friday Night Live program offered onsite at CUHSD.
- TCDE is promoting health and wellness in the school districts by hosting monthly collaborative calls for school staff to share ideas, impacts, challenges and to suggest improvements.
- CUHSD is partnering with TCDE to offer on-site a leadership development and character-building program to young men ("Men of Honor") enrolled in the school district.
- TCDE is equipping students with skills to foster positive and respectful relationships through the Healthy Relationships curriculum offered at CUHSD by a certified educator employed by TCDE.
- CUHSD has partnered with TCDE to promote emotional regulation and resilience by providing peer support and recovery resources, offered by a coordinator from the Youth Mindfulness Substance Abuse Recovery program.
- TCDE funds professional development of teachers, depending on the annual needs.

River Cities Counseling Partnership (currently funded through June 2025)

- On-Site Counseling: Licensed therapists from River Cities Counseling provide no-cost, on-site individual and group counseling services for students at the HOPE Center. These sessions address anxiety, depression, trauma, and other mental health challenges.
- Access and Availability: Students can self-refer, or referrals can come from teachers, counselors, or families. Services are offered during school hours, with flexible scheduling to accommodate academic needs.
- Crisis Intervention: A dedicated crisis response team is available to provide immediate support in emergencies, working collaboratively with school staff to ensure safety and continuity of care.
- Culturally Responsive Care: Bilingual counselors and interpreters ensure services are accessible to students and families from diverse linguistic and cultural backgrounds.

Tehama County For Kids (New Partnership) is supportive of the vision of build parent efficacy and engaging parents as true partners in support and education for students. CUHSD is partnering with Tehama County for Kids to offer a parent support program as a strategy for improving the home-school relationship and to encourage parents to serve as true partners in their child's education. The curriculum is designed to encourage parents to set their own goals and thereby tap into their own knowledge to forge a meaningful path to support their teenagers' development, improve communication, and foster a positive home environment.

Job Training Center (JTC) shares CUHSD's vision of student success in their support of extended learning opportunities. JTC is supporting students through a transition program that focuses on connecting graduated students with local job opportunities that is aligned to their career interest. CUHSD is partnering with JTC to offer real-world learning opportunities through hands-on learning opportunities with certification earning options and is providing project-based learning in high-demand career fields, including construction and woodshop.

Community-Based Collaboration Teams: CUHSD taps into the expertise and knowledge of family and community members by teaming up with them to serve as true partners on collaboration teams:

- **Healthy Youth Tehama:** The Healthy Youth Tehama County meetings bring together a diverse coalition of educators, community leaders, healthcare professionals, parents, and youth advocates committed to promoting the well-being of children and teens across Tehama County
- **School-Based Mental Health Team:** The School-Based Mental Health Team is a multidisciplinary group of professionals dedicated to supporting the mental health and well-being of students within the school environment.
- **MTSS (Multi-Tiered System of Support):** MTSS (Multi-Tiered System of Support) is a comprehensive framework designed to meet the academic, behavioral, social, and emotional needs of all students. By providing varying levels of support based on student needs, MTSS ensures that every learner has the resources and interventions required to succeed in school.
- **Family Community Partnership:** Family and Community Partnership is a collaborative approach that actively involves families, community organizations, and schools in creating a supportive environment for student success. This partnership fosters mutual respect, shared decision-making, and continuous communication to ensure that every student has the resources and relationships necessary to thrive academically, socially, and emotionally.
- **Community Schools K-12 Advisory Board (in collaboration with Corning Elementary District):** CUHSD is partnering with the local elementary school district, Corning Union Elementary School District, to facilitate the CS K-12 Advisory Board. This joint effort is a strategic approach to deepen the investment of building "community" life by leveraging the rural asset - close-knit social ties, while broadening the representation, bringing more voices and perspectives to the table. Sharing space by convening a single Community School K-12 Advisory Team across districts respects leaders' greatest resource of time.

Partnership with the English Advisory Committees. DELAC and ELAC and CUHSD are aligned in their vision of student success by ensuring the voices of EL families are represented in decisions. The district will continue to lean on parents to provide culturally responsive resources and co-create opportunities for meaningful engagement in their child's education. The goal will be to tailor services to meet EL students' needs.

First 5 Tehama is supporting student success by collaborating with school staff to ensure pregnant and parenting students remain engaged in their education while receiving the support needed for themselves (perinatal) and the health development of their child. Through this partnership, the students are connected to early childhood resources and family supportive services. The information shared by the experts, on campus grounds, is tailored to meet the needs of teenage parents, thereby meeting their academic, social-emotional, physical, and mental health needs. First 5 Tehama also provides early education for the birth-to-five population.

City of Corning (Recreation Program) is supporting student success by extending recreation opportunities (offered in town), and in partnership with CUHSD provides volunteer opportunities to teenagers in the recreation program and offering recreation/enrichment activities that meet the physical well-being needs of students during non-school hours. The City of Corning Recreation Program offers a shared decision-making model by offering families, students, and other interest holders across the community to give input on program offerings.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Strengthen family engagement</p> <p>(Indicators will be established by activity, indicated for specific activities.)</p>	<ul style="list-style-type: none"> Utilize a variety of methods to ensure everyone feels heard and informed, adapting communication to people from different backgrounds (e.g. literacy levels, translation of material) Meaningful Participation Opportunities: Provide opportunities for parents to engage in decision-making, host meaningful and tailored family-friendly events. Hire a bilingual parent liaison to reach out to parents to share community resources. Encourage reciprocal communication: Actively seek feedback from parents to tailor support that meets their family needs, while also sharing information.
<p>Increase opportunities to meet the mental health needs of students</p>	<ul style="list-style-type: none"> Provide teachers with learning opportunities on trauma-sensitive practices. Support student well-being through multiple partnerships. Secure funding and pursue the reimbursement programs to continue offering no-cost therapy services on-site. Ongoing search for funding. Partner with TCDE to offer programs that meet the mental health and well-being needs of students.

<p>Increase the number of integrated student support services offered on-site</p>	<ul style="list-style-type: none"> • Conduct a needs assessment to identify gaps. • Provide professional development to staff on integrated approaches and request for their input on design to increase success. • Secure a single “wellness” space where services can be offered. Begin this process in Spring 2025, with the completion by August 2025. Complete application to the Paskenta Foundation by March 2025 for small grant to fund furniture purchase. • Create and maintain a centralized referral system. Creation of system to be completed by June 2025). • Promote available support services to students and families in the school announcement system and the website, and keep staff informed of services at staff meetings. • Continue to grow and utilize MTSS in student services approach and interventions
<p>Strengthen community engagement</p>	<ul style="list-style-type: none"> • Create opportunities for active participation through events and initiatives, such as Tuesday Night Market. Identify with the CS K-12 Advisory Committee locations to share information. • Parenting Workshops: Topics like digital literacy, mental health awareness, and supporting homework, abstinence, gang prevention, youth substance abuse. (These workshops will be identified based on data and indicators of success will be established for each.) • Career Readiness for Families: Offer resume writing, job search skills, and career pathways for both parents and students. • Health and Wellness Fairs: Integrate support services that offer free health screenings, mental health resources, and wellness workshops for students and families. Informal agreement established with Tehama County Health Services Agency in January 2025. • Youth-Led Events: Empower students to plan and lead family events, such as talent showcases or panel discussions, while encouraging family participation as audience members or co-organizers.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.

CCSPP: IMPLEMENTATION PLAN

School Site Contact Information

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Strategies, Priorities and Goals

Describe the main process goals and action steps for the school site's community schools initiative. Add lines as needed. Use the phase-specific activities outlined in the Developmental Rubric as a guide.

Strategy 1: Shared Commitment, Understanding, and Priorities

When interest-holders unite in a shared understanding of and commitment to the community school strategy, it drives democratic collaboration and transparency. Deep listening and authentic relationship-building (via a robust Needs and Assets Assessment process) are critical to identifying collective priorities and for monitoring progress towards meeting shared goals.

Part A: Shared Commitment, Understanding and Priorities Built Around the Overarching Values

After engaging interest-holders to answer the question, "why a community school for my school?", share your response to that question in the box below. In your response, be sure to indicate how your site's understanding of community schools reflects its commitment to the CA CS Framework through the Overarching Values (Overarching Values can be accessed [here](#)):

1. Racially-just, relationship-centered spaces
2. Shared power
3. Classroom-community connections
4. A focus on continuous improvement and possibility thinking

Describe the developmental plans for ensuring these values are reflected in your community schools work:

The Corning Union High School District (CUHSD) Community Schools (CS) initiative is a comprehensive approach networking both district schools - Corning High School and Centennial High School. The schools are located adjacent to each other in the town of Corning, CA.

Value 1 - Racially-just, relationship-centered space

The CUHSD CS program has been working to eliminate racial hierarchies and ensuring that individuals coming from diverse backgrounds have the resources they need to thrive and are heard. When engaging in the Visionary process of understanding the reason for becoming a community school, CUHSD staff inquired with both English and Spanish families. CUHSD contracted with a research evaluation team to collect data; recruitment of families from marginalized backgrounds were sought and included. Additionally, the CS Advisory Framework includes receiving advice from the English Learner Advisory Committees. To support this effort of ensuring that CUHSD is embracing racially-just practices, CUHSD hired a *Bilingual* Parent Liaison to ensure Spanish-speaking families are receiving the support they need. Other practices that show CUHSD's embracement of Value 1 is the training of district staff on restorative justice practices in Fall 2024. CUHSD has

plans to re-evaluate the curriculum to ensure it is not perpetuating the long-standing history of discrimination and exclusion and will work collaboratively with cultural experts to become the architects of change, this includes the Paskenta Band of Nomlaki Indian Tribe, who are original occupants to the region (AB 1821). CUHSD is ensuring Value 1 is embedded into the school district's CS Advisory Committee. The school district also continues to evaluate the school space to ensure it is welcoming and respectful and offers services that meet the needs of students. In addition, last year, CUHSD offered CharacterStrong PD to educators, which encouraged them to integrate relational strategies into their daily practice. Two services that takes the step towards reimagining school as places of well-being is offering no cost therapy services to any students and hiring a Wellness Coach to work closely with students in most need. CUHSD has plans to re-evaluate the curriculum to ensure it is not perpetuating the long-standing history of discrimination and exclusion and will work collaboratively with cultural experts to become the architects of change, this includes the Paskenta Band of Nomlaki Indian Tribe, who are original occupants to the region (AB 1821).

Value 2 - Shared power

CUHSD and families have worked together as equal partners in determining how best to serve students; this is done through a number of practices. The Local Control Accountability Plan (LCAP) has a shared-governance model, with parents involved in the development. The CS K-12 Advisory Committee also engages diverse stakeholders and seeks input from English Learner Advisory Committee (DELAC and ELAC). The committees will play an important role in equity-centered feedback to identify barriers and will assist in co-designing solutions. Another practice within CUHSD that shows the commitment to shared power is the development of a Student Leadership Team that advises on school activities and programs to improve student outcomes. Additionally, CUHSD CS will continue to re-ground the community in a shared vision by onboarding diverse newcomers (students, family, staff, and community partners) at the beginning of each new school year. To understand the local needs, CUHSD utilizes a survey tool (Kelvin Education) to collect data from students and families. Kelvin is designed to offer fully customizable surveys and deliver real-time insights. CUHSD has used this tool to ensure parents have an active role in shaping the school's policies and practices.

CUHSD ensures that the CS design is explicitly equity driven with the four cornerstone commitments integrated and grounded in the overarching values. One design element that shows CUHSD's commitment to shared power is addressing the context-specific challenge of resource scarcity (of leaders) by creating a single CS Advisory Team that supports the two districts, CUHSD and Corning Union Elementary School District (CUESD), thereby engaging in *shared ownership*. Additionally, CUHSD's two CS schools, Centennial Continuation and Corning High School share solutions. The proximity of the two schools, across the street from each other, makes this action achievable.

In the beginning of the 2025-26 school year, CUHSD CS will set up a schoolwide meeting to share disaggregated data with each school's site council. The CS Coordinator will work with a data specialist to drill down to the subgroup level and will proceed with a discussion about the disparities and use the data to structure processes and frameworks that contribute to equity. The classified and certificated staff will have the opportunity to be informed about the baseline and provide input on strategy development.

Value 3 - Classroom-community connections

CUHSD is working on a holistic connection to learning by engaging the community to the school (classroom). CUHSD has started a redesign of their Career Technical Education programs by engaging experts in the strategic plan process. In the 2025-26 SY, CUHSD plans to leverage the cultural capital of the community and tailor program content (e.g. material and curriculum) and delivery methods that reflect the community. An

additional way that students are linked to the community is through work experience placement at community job sites (Early Head Start, Les Schwab, Auto Repair, Health Clinic), coordinated by the Career Pathway Coordinator. Additionally, for the past two years, CUHSD has adopted the Kelvin system and collected responses from parents on school policies, this has allowed the community to become connected to the school. These practices are contributing to a sense of belonging in the community. The district also hired a Wellness Coach who has bridged the resource gap for students at Centennial Continuation school. The resource linking and service coordination is allowing students to spend more time in school and is a way to address needs without the student leaving school.

Value 4 - A focus on continuous improvement:

CUHSD is committed to engaging in a cycle of continuous improvement working together with diverse interest holders. The process will include learning to understand data and sharing learning and reflections on the data. To begin this process, the CS Coordinator will compile data from different sources like assessments, attendance records, school climate survey data, needs assessment and will facilitate data-driven discussion with interest holders, identifying solutions and needs, and implement and/or revise strategies based on the data insights. To keep the public informed, CUHSD will produce a report consisting of the community needs assessment data and share the report with the public.

Other areas of continuous improvement activities that CUHSD has focused on and is seeking to build include:

- **Increased Investment in Teacher Professional Development:** CUHSD has invested significantly in expanding professional development opportunities for teachers. This includes offering regular workshops, conferences, and in-service training that focus on practices such as differentiated instruction, restorative justice, and social-emotional learning (SEL). Between 2023 – 2025, classified and certificated staff participated in Restorative Justice PD, CharacterStrong (focused on school culture/climate and relational strategies), and MTSS. The specialized training in restorative justice practices has equipped educators with tools to manage classroom dynamics effectively and support students with behavioral and emotional needs. Additionally, all teachers participated in district-wide professional learning communities (PLCs), which encourages collaboration and shared learning across grade levels and subject areas. The CS Coordinator will continue to assess the needs of the educators, certificated and classified, to determine the professional development needs and ensure the professionals are provided with the support they need.
- **Expansion of Collaborative Planning Time:** The district has prioritized the creation of collaborative planning time for teachers to work together across departments, grade levels, and subject areas. This time allows educators to share resources, discuss challenges, and co-plan lesson units, ensuring that students receive a cohesive and rigorous curriculum. This collaborative approach has strengthened instructional practices and helped foster a sense of community and teamwork among educators, which has been instrumental in reducing teacher burnout.
- **Implementation and Expansion of MTSS (Multi-Tiered System of Support):** CUHSD has made significant strides in implementing and expanding its Multi-Tiered System of Support (MTSS) framework. Partially supported by the Tehama County Department of Education, this tiered approach helps to address the academic, behavioral, and social-emotional needs of all students by providing varying levels of support based on student need. The CS Coordinator, working with the MTSS team, will continue to evaluate services and gaps.
- **English as a Second Language (ESL) and Citizenship Classes:** To support CUHSD's multilingual community, CUHSD is providing ESL courses designed to improve language proficiency and enhance employability. In the upcoming years, additional classes will be offered to assist individuals in navigating the naturalization process and becoming active, engaged members of society.

CUHSD will continue to review the development rubric to advance its efforts by addressing specific areas of growth and personalizing strategies to the district's context.

Part B: As part of the planning process, you have gone through an initial process of understanding needs and assets. As you initiate the implementation grant process and obtain site-level resources, please reflect on how you will go deeper in this needs and asset assessment process to engage the entire community in identifying their top community school priorities and vision. Please reflect on how you will engage different groups (administrators, certificated staff, classified staff, students, family members, community members and community partners) and identify the processes (e.g., surveys, one-on-one interviews, focus groups, visioning exercises, meetings/forums, etc.) you will use to engage them. Describe how you will engage historically marginalized student and family groups.

As part of the planning process, data was collected from multiple sources to identify the needs and assets. The output from the variety of data sources provided insights into the strengths/assets and needs/challenges, these are summarized below.

These are the **strengths/assets** based on the initial review: a diverse culture that enriches the entire community; positive relationships between students and school staff; some parent engagement activities offered; community partners are willing to collaborate; diverse career pathway options; strong familial ties across the community; community recreation program; and no-cost school-based mental health services for all CUHSD students.

These are the **needs/challenges** based on the initial review: low academic achievement in English Language Arts (ELA) and Mathematics; high chronic absenteeism rate; lack of connection between Spanish-speaking population and staff due to language barrier; high poverty rates; high levels of anxiety and depression; lower health outcomes; and limited services due to rural location (transportation challenges).

The “dig-in” process, within the larger process, includes the following:

1. Establish Clear Objectives and Goals: This began by defining the purpose and objectives of the asset and need identification process. Setting transparent goals has helped to create a shared understanding and encourages active participation.
2. Form a Diverse Planning Committee: The CUHSD CS K-12 Advisory Board includes representatives from different segments of the school community, such as students, parents, classified and certificated staff, administrators, and community members. Additional input also provided from the English Learner Advisory Committee. The diverse group provide varied perspectives and insights, ensuring a more comprehensive assessment of the school's assets and needs.
3. Conduct Surveys and Interviews: CUHSD CS has supported and engaged in collecting data from existing and new surveys and interviews from a wide range of stakeholders. Data has been disaggregated and analyzed to gain insights on needs and gaps.
4. Host Community Forums and Workshops: CUHSD CS has joined larger community collaborative including “Expect More Tehama” to facilitate community forums and workshops that included open discussions and brainstorming sessions. These events provided an opportunity for stakeholders to share their experiences, ideas, and concerns.
5. Utilize Technology and Social Media: CUHSD CS has leveraged technology and social media platforms to reach a broader audience and engage the community. Utilizing technology allows for flexible participation and can help overcome barriers related to time and location.

6. Conduct Asset Mapping: Part of the digging in process will involve ongoing asset mapping to involve identifying and visually representing the resources, strengths, and capacities within the school community. This process will include mapping organizations and people (such as skills and talents of community members) who can be involved in achieving the objectives. Engaging stakeholders in asset mapping activities allows for a broader and diversified perspectives of different organizations/people who can support the work and a more comprehensive inventory of resources.

7. Facilitate Collaborative Decision-Making: The CS cornerstone is the involvement of stakeholders in the decision-making process by facilitating collaborative discussions and consensus-building activities. The CUHSD CS will use tools, such as brainstorming sessions, prioritization exercises, and SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis to guide discussions and ensure that all voices are heard.

8. Provide Training and Support: CUHSD CS will continue to provide training and support to stakeholders to enhance their participation in the asset and need identification process. This will include workshops on data collection methods, facilitation skills, and collaborative decision-making.

9. Communicate Progress and Outcomes: CUHSD CS will continue to provide ongoing communication with the school community throughout the process. Share updates on progress, preliminary findings, and final outcomes. Transparency in communication helps build trust and keeps stakeholders informed and engaged.

10. Celebrate Successes and Recognize Contribution: CUHSD CS will continue to acknowledge and celebrate the contributions of stakeholders to the asset and need identification process. Recognize individual and group efforts through public acknowledgments, certificates, or events. Celebrating successes helps reinforce community involvement and encourages continued engagement.

There will be additional “dig-in” phases in summer/fall 2025 which will involve the entire community, the Advisory Committees, and the school-based Site Councils.

Part C: As sites complete the needs and asset assessment process, they identify collective priorities that form the initial focus of their community school implementation efforts. Given your preliminary needs and asset assessment, please share three draft collective priorities that you anticipate arising as you achieve deeper engagement with students, staff, families and community members.

One of the priorities should align with a support listed in the [Whole Child and Family Supports Inventory](#) (e.g., integrated student supports, authentic family and community engagement, collaborative leadership, extended learning time and opportunities, positive and restorative school climate, community-based curriculum and pedagogy, etc.). The collective priorities you list below may be the same goals you will ultimately report in the APR, or they may change throughout the course of your first year as you continually engage students, staff, families and community members.

Draft Collective Priority	Outcome/Indicators you aim to improve
Authentic Family/Community Engagement	<ul style="list-style-type: none"> • Increase parental confidence in supporting their child's education. • Increase engagement of student's families in parent engagement activities (indicator will be established by program). • Increase EL parents' engagement in school-related activities (indicator will be established by program).
Expand school-based service supports	<ul style="list-style-type: none"> • Increase access by expanding the number of formal and informal partnerships offered in CUHSD by two partners each year. • Increase the number of individuals – students and the community – accessing services (indicator will be established by program). • Increase understanding of school services.
Expand Mental Health Screenings and Services	<ul style="list-style-type: none"> • Increase student engagement in screenings and wellbeing services. • Improve school climate (student morale, greater sense of belonging, etc.). Each year, 10% more students will indicate improvement (on specific questions) • Improve student attendance by 1% for each year, by grade. • Improve CUHSD staff morale.

Strategy 2: Centering Community-Based Learning

Community-Based Learning (CBL) builds on the rich, diverse cultural and linguistic backgrounds of students, families, and educators. Delivered in learning environments that are relationship-centered and ensure a sense of belonging, CBL builds on community assets, cultural wealth, funds of knowledge, and indigenous ways of knowing. Community-Based Learning is powerful instruction that increases student engagement by connecting classroom learning to real-life experiences and to issues that are relevant to students' lives and communities, improving their sense of ownership and agency.

Describe your goals and action steps to assist educators in learning about students and families as well as understanding the theoretical roots and practical elements of community-based learning.

Site Level Goals and Measures of Progress

Goals	Action Steps
Learning the CBL Methods	<ul style="list-style-type: none"> • The CS staff will learn about CBL, the theoretical and practical elements of CBL, to better assist in the integration of CBL, including and not limited to defining Objectives and Outcomes, ensuring that the districts learning activities are aligned to standards, developing assessment criteria, designing learning activities to cater to the different learning styles, design activities that connect classroom learning to real-world scenarios and assist in the implementation of reflective practices. The CS Coordinator will work with the leadership team to seek out staff who will assist with CBL implementation and evaluation- related activities. • The CS team will coordinate learning opportunities and encourage educational staff to participate in professional development programs focused on innovative teaching strategies, using data driven insights, and reflective practices, and learning more about the practical elements of CBL in the classroom.
Develop relationships with community members & partners	<ul style="list-style-type: none"> • Conducting Comprehensive Surveys: To achieve a thorough understanding of students' backgrounds, conduct surveys that gather information on students' cultural, socio-economic, and familial contexts. • Organizing Family Engagement Activities: Create regular opportunities for family-school engagement. Coordinate activities to foster communication and build trust between educators and families. These events also provide a platform for families to share their perspectives and contribute to the educational process. • Professional Development Workshops: District educators will participate in workshops and training sessions focused on cultural competency and community-based learning. These workshops provide valuable insights into the theoretical foundations and practical applications of these concepts, equipping educators with the tools they need to effectively implement them in their classrooms. • Collaborating with Community Organizations: Strengthen partnerships with local community organizations; this is a vital step. These collaborations provide students with real-world learning experiences, while also highlighting the relevance of their academic studies. Community-based projects, internships, and service-learning opportunities will be introduced and expanded as they have already proven to be excellent ways to integrate community involvement into the curriculum. • Reflective Practices: Core to CS is encouraging educators to engage in reflective practices is crucial. Peer discussions and feedback sessions allow educators to continually assess and refine their approaches to understanding students and families, as well as to community-based learning.

<p>Bridge the community with the school</p>	<ul style="list-style-type: none"> ● Establishing Community Partnerships: Build upon existing strategic partnerships with local businesses, non-profit organizations, and community groups. These partnerships will provide resources, mentorship programs, and real-world learning opportunities for students. By engaging with the community, CUHSD will ensure that education extends beyond the classroom and prepares students for future success. This will include local businesses participation in career days and job shadowing programs. They will offer students insights into various industries and career paths, helping them make informed decisions about their futures. Additionally, non-profit organizations will be invited to deliver workshops and seminars on topics such as financial literacy, mental health, and civic engagement. Their expertise will enrich the curriculum and provide students with valuable life skills. ● Enhancing Parent-Teacher Communication: Work with CUHSD leadership team to implement advanced communication platforms to facilitate regular and transparent communication between parents and teachers. These platforms will enable parents to track their child's academic progress, receive updates on school events, and participate in virtual parent-teacher conferences. ● Community Service Volunteer Programs: Organize volunteer programs where students can assist in community centers, homeless shelters, and environmental clean-up efforts. Students will take ownership of planning and evaluation of service. These programs will provide hands-on experience and teach students the importance of giving back to their community and critically reflect on their experiences within the community. ● Cultural Integration in Schools: Intentional pedagogical strategies will be used to integrate community knowledge into academic coursework. These include: <ul style="list-style-type: none"> ○ Instructional Connection: CUHSD Career Pathway Coordinator will work with the community (family or community organization) to plan and co-design a CTE curriculum incorporating community voice. ○ Instructional Connection: A history teacher will collaborate with a tribal community member to integrate indigenous knowledge into an existing curriculum. ○ Instructional Connection: A Spanish-speaking community member will share their funds of knowledge (worldviews and cultural practices) in a Spanish World Language class. ● Promoting Lifelong Learning: Advocate for lifelong learning by offering educational programs for community members of all ages, these will include adult education classes and other training programs. CUHSD will offer expanded adult education classes which will cover topics such as language skills, GED preparation, and career advancement. These classes will empower community members to continue their education and achieve their goals.
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Continuous Improvement	<ul style="list-style-type: none"> • Foster a Culture of Continuous Learning: Promote with the district leaders a culture where continuous learning and professional development are prioritized. Encourage educational staff to engage in ongoing training, attend workshops, and participate in collaborative learning communities. Provide access to resources to support their growth and development. • Implement Evidence-Based Practices: Incorporate evidence-based practices and interventions proven to be effective in enhancing outcomes. Stay informed about the latest research and best practices in the relevant field, and integrate these into processes, methods, and support services. Regularly evaluate the impact of these practices and adjust as needed. • Engage Stakeholders and the Community: Create opportunities for meaningful engagement through regular communication, workshops, volunteer opportunities, and events. Foster partnerships with local organizations, businesses, and institutions to provide additional resources and support. • Monitor and Evaluate Progress: Establish a system for monitoring and evaluating improvement efforts, use data to assess the effectiveness of implemented strategies. Regularly review and analyze the data. • Foster a Collaborative Environment: Encourage collaboration by creating opportunities for sharing ideas, discussing challenges, and developing solutions collectively. This collaborative approach promotes innovation, shared responsibility, and a stronger sense of community within the organization. • Provide Adequate Resources: Ensure that the organization or program has the necessary resources to support continuous improvement. Explore grant opportunities to supplement resources. • Celebrate and Recognize Achievements: Acknowledge and celebrate the achievements and milestones reached through continuous improvement efforts.
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Strategy 3: Collaborative Leadership

Shared decision-making ensures all interest-holders have a voice in the transformation process and fosters shared power of the strategy. Collaborative leadership improves coordination of services, fosters supportive relationships, results in decisions that are widely accepted and implemented, and supports sustainability of the effort.

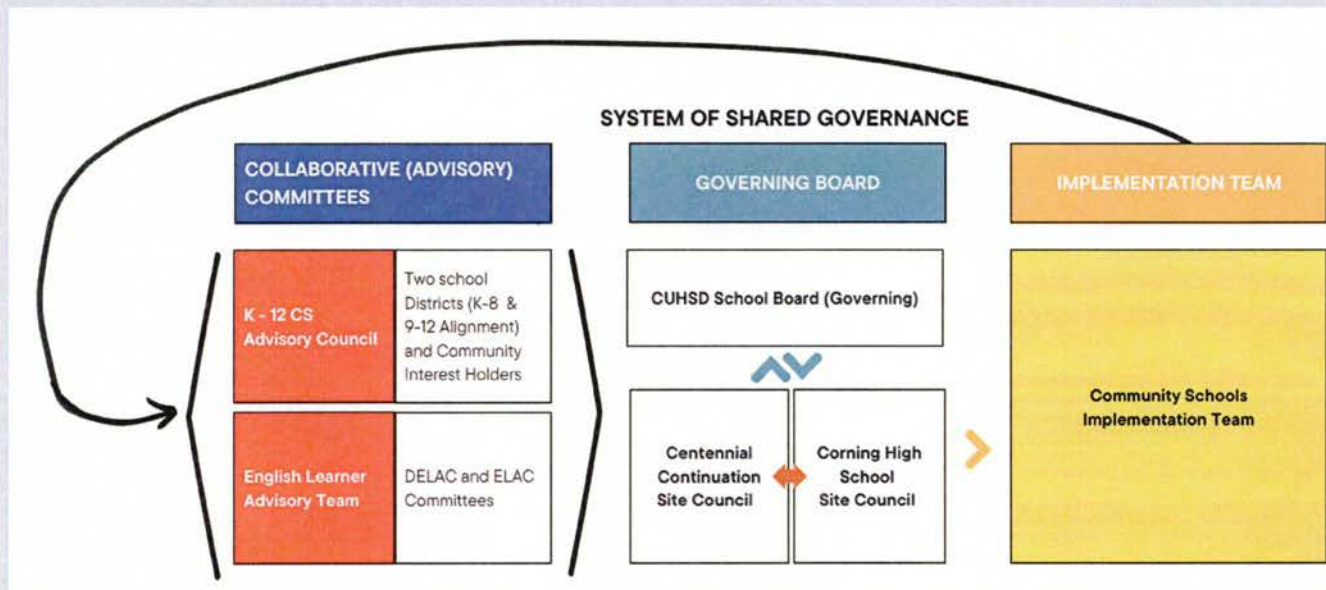
At the system level, LEAs establish a system-level steering committee/advisory council to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map and assess the current shared governance structures (where and how decisions are made) in their building and community, identifying all existing school-site and local neighborhood teams, networks, or working groups to understand their purpose and composition. Schools then launch or revise site-level shared leadership structure(s) to facilitate democratic participation and decision-making among students, staff, families, and community members.

Describe your goals for strengthening collaborative leadership.

Site Level Goals and Measures of Progress

Goals	Action Steps
Build trust with all interest holders through role clarity and continuous communication (Indicators will be established by activity, indicated for specific activities.)	<ul style="list-style-type: none"> • Role Clarity: Communicate roles and responsibilities, establish team norms and discuss expectations. Facilitate or coordinate training and professional development opportunities to the teams. • Communication: Map out a communication plan that identifies information flow, cadence, and form of communication. Map will show bi-directional communication. • Communication: Communicate in the language of the community (English and Spanish) at 100% of meetings and translate materials distributed to the community in dominant community languages.
Encourage adoption of a whole child and community vision (clear purpose)	<ul style="list-style-type: none"> • Ensure 100% of committee members and educators at CUHSD understand the purpose. • Unite diverse stakeholders in support of the whole child model. • Shift the mindset around school transformational change through training and professional development experiences. Provide updates to the school community two times yearly.
Strengthen the capacity of the CS Coordinator	<ul style="list-style-type: none"> • CS Coordinator to receive training and professional development opportunities to build skills and knowledge aligned to the role, this includes facilitation skills, understanding resistance to change, active listening, fostering a culture of collaboration, CBL methods, and other skills focused on creating a foundation for positive collaborative-driven change. Year 1: the CS Coordinator will participate in two PD sessions.
Create transparency in decision-making	<ul style="list-style-type: none"> • Create or adopt an effective decision-making strategy plan, that includes the following: define the problem, involve interest holders, encourage open communication, develop options and reach consensus, and communicate throughout the process. • Create reports to share with the public.
Create a culture of continuous improvement (CI) that includes feedback loops	<ul style="list-style-type: none"> • Adopt a continuous improvement framework and implement actions. • Establish performance indicators and goals for all programs. • Analyze data bi-annually. • Implement process identified in the system of shared governance – flow channel flow for regular feedback. • Train individuals in CI principles and methodologies.
Capacity bridging of educators	<ul style="list-style-type: none"> • Support capacity-building of educators on shared leadership and building collaborative school structures. This will consist of teachers, principals, teachers, and other school staff.

Describe the system of shared governance and site-level leadership structure at your community school (this could be a visual like an organizational chart of other graphic):



The CS System of Shared Governance is a collaborative decision-making model in which various interest holders are involved in the governance process. Under shared governance, authority and accountability are distributed among different groups creating a more democratic and inclusive environment. The three-phase process consists of multiple committees, ensuring diverse perspectives and collective responsibility. The cyclical (visually represented with the arrow) process shows there is a constant feedback loop which ensures that the system is continuously optimizing and there is transparency and open communication across the groups. One element of this that is critically important is there are two site council (Centennial Continuation and Corning High School Site Council) who make local decisions that impact their student population.

The shared governance aims to harness the collective expertise and insight of all participants, fostering a culture of collaboration and continuous improvement. This visual System of Shared Governance (depicted above) challenges traditional hierarchical models by promoting equity and shared responsibility in organizational decision-making.

Strategy 4: Sustaining Staff and Resources

A focus on staffing and sustainability ensures that the necessary human and financial resources are available to maintain the strategy over time, and to sustain continuous progress and improvement.

Describe your goals and action steps for ensuring that: staffing serves the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to ensure core staffing is sustained through long-term funding.

Site Level Goals and Measures of Progress

Goals	Action Steps
Hire Key Staff/Personnel	Recruit an LEA-level Community School Coordinator and a Bilingual (Spanish) Parent Liaison with specific qualifications to meet the needs of the CS school transformation initiative. LEA will hire a CS Coordinator no later than June 2025. Bilingual Parent Liaison hired in early 2025.
Use data-driven approaches	Use a data-driven approach to identify the target population and a multi-tiered approach to ensure all students receive appropriate support/services. Engage in a review of the data to evaluate and measure impact, with the goal of making data-driven improvements.
Tailor services and messaging for the greatest engagement	Work with diverse interest holders to identify and tailor services to meet the needs of the school and community focusing on gaps. Target messaging to reach a broad and specific audience (e.g. Spanish translated material), including individuals in the school community and outside the school community.
Expand community partnerships (system focus)	Collaborate with diverse sectors and map out shared resources, and joint activities to amplify impact for both entities. Enter into formal and informal partnerships.
Foster advocacy and education	Educate families in English and Spanish about the resources and the importance of engaging in services and education to build human capital for personal, family, and community gain. Provide professional development opportunities to educators applicable to the CS model (e.g. restorative practices, integrating cultural practices, creating “belonging” environments, etc.)
Develop a sustainability plan (system-level approach with site-level impact)	Develop sustainability with a diverse group of stakeholders, including partnering organizations who will commit to offering services to engender long-term sustainability beyond the grant life.
Seek out alternative funding sources	Seek out alternative funding sources including enrolling in the Local Educational Agency Medi-Cal Billing Option Program (LEA BOP Billing) and the Children and Youth Behavioral Health Initiative (CYBHI) to sustain mental health services, partner with the county health services agency on the Early and Periodic Screening, Diagnosis and Treatment program, and identify alternate funding sources with the district leadership team to engender long-term sustainability of resources and staff.

Key Staff/Personnel

Hire a LEA-level Community School Coordinator and sustain long-term	Recruit and hire a highly qualified LEA-level Community School Coordinator to support processes, programs, partnerships, and strategy implementation within the school district in collaboration with school leadership and the community, while offering direct service - facilitating parent engagement classes, coordinating the Family Village, meeting 1-to-1 with students and families, facilitating student leadership and NAMI, and other direct service activities. The Coordinator will achieve the purposes and ensure the equity goals of the Community Schools program are asset-driven and strength-based, giving attention is given to collaborative practices, creating a culturally relevant and inclusive climate, building systems to support continuous improvement and coordinate CBL implementation, and advancing practices that lead to sustainability.
Hire a Bilingual Parent Liaison and sustain long-term	Recruit a bilingual Parent Liaison to encourage parent engagement in the school community, support students and their families, and improve communication between the school and home. The required qualification of the Parent Liaison is speaking Spanish fluently, with a preference given to an individual who is able to translate information.

Describe the plans or steps you are considering to build sustainability beyond the life of your implementation grant:

CUHSD is committed to sustaining the resources and staff, beyond the implementation of the grant life, through strategic actions, which involves diversifying funding streams, joining forces with partners, and evaluating current district allocations.

Diversify Funding Sources: CUHSD is seeking diversified funding sources to support the continuation of the staff and resources. Three reimbursement sources have been identified as potential sources for ongoing funding streams to support the mental health/wellness program. These include LEA Medi-Cal Billing Options Program (LEA BOP), Children and Youth Behavioral Health Initiative (CYBHI), and School-Based Medi-Cal Administrative Activities (MAA). CUHSD will explore other avenues for financial assistance. Here are steps that district will take related to the reimbursement programs:

- Designate an employee to oversee the administration of each of the reimbursement programs.
- Set up meetings with regional representatives to learn more about the onboarding process and reimbursement for eligible costs of current services offered on the schools.
- Restructure LEA to support the reimbursement after consulting with other districts to learn best practices.
- Schedule a meeting with current school-based therapy contractors and discuss eligibility and billing process.
- Establish partnerships with appropriate entities/staff that will be providing services (i.e. behavioral health organizations, nurses, etc.)
- Train the designated Coordinator to document and report services for maximum reimbursement.
- Other activities associated with this activity will be outlined after learning more about the requirements.

Collaborative Partnerships: CUHSD will continue to collaborate with partners to share resources, identify joint activities that will benefit the students (solution implemented based on data), and work together to expand reach and impact for the benefit of both organizations (CUHSD and partner organization). The partners will work together to seek out opportunities to apply for grant funds with partners.

District Restructuring and Re-evaluation of Resources: The district leadership team will re-evaluate district resources and identify ways to save in existing programs and will use identified funds to work towards supporting key CS roles. This will include evaluating current strategies and identify ways to restructure to transform schools to better serve children and families.

Strategy 5: Strategic Community Partnerships

Developing strategic community partnerships allows schools and LEAs to build a stronger network of support and culturally responsive programming and resources for students, educators and families, and to foster a more inclusive, democratic and supportive learning environment that benefits everyone in the community.

In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships who share a holistic focus on students, families and the community. This section should demonstrate your goals and action steps to ensure community partners are actively involved in the planning, development, and continuous improvement of the community school.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Increase engagement with families of CUHSD students</p> <p>(Indicators will be established by activity, indicated for specific activities.)</p>	<ul style="list-style-type: none"> • CUHSD CS will hire a dedicated staff, a bilingual Parent Liaison, to improve outcomes for students, families, and the community by building communication bridges, removing barriers that may impede the school-community relationship from working effectively. • The Parent Liaison will host regular meetings and events (e.g., family nights, workshops, focus groups) where data will be gathered from families and community members regarding their needs and ideas for school-community improvement. These meetings will be designed to include families from diverse backgrounds, including English learners and historically/presently marginalized groups. • Continuous Improvement and Accountability: The designated Parent Liaison, in collaboration, with school staff will collect data on parent and community engagement, including attendance at meetings, participation in events, and feedback from families. This data will be used to evaluate the effectiveness of community involvement and identify areas for improvement. Families will be given opportunities to share input for improvement in areas that impact a student's education. • The parent liaison will participate in the K – 12 CS Advisory Board.
<p>Strengthen culturally responsive programming by engaging with the English Learner Advisory Committees</p>	<ul style="list-style-type: none"> • Invite the English Learner Advisory Committees (ELAC and DELAC) representatives (parent group) to be a part of the K-12 CS Advisory Board to share needs/challenges and assets/opportunities • Work collaboratively with the English Learner Advisory Committees (ELAC and DELAC) to define the available assets that will meet the specific needs of the targeted EL population, including culturally relevant curricula to support holistic development, partnership opportunities, etc. A dedicated staff member at CHS will facilitate the implementation of strategies (i.e. teacher-community connections, parent engagement activities, etc.) and ensure alignment of solutions to needs. • Identify with the collaborative committees a criterion for measuring program effectiveness. • Continuous Improvement and Accountability: Report back to the members of ELAC and DELAC and discuss continuous improvement strategies following data collection and during planned meetings.

Strengthen the partnership with the regional County Department of Education	<ul style="list-style-type: none"> • A representative from the County Office of Education will be part of the K – 12 CS Advisory Board. • CHS will meet regularly with TCDE to learn about resources and programs, beyond those currently offered (i.e., teacher PD, “Men of honor”, “Friday Night Live”, etc.), and enter into an agreement on program delivery in the CUHSD, to identify the highest priorities based on evidence. • Develop a robust process for mutual transparency for programs supported by COE – ensuring both parties openly and honestly share program updates, funding parameters, capabilities, etc. – and ways to make improvements. • Collaborate on the criteria for evaluating the effectiveness of the partnerships, measuring the performance of both entities. • The CUHSD CS Coordinator will work collaboratively with the COE Regional Service Coordinator to convene local and regional service agencies.
Strengthen the partnership with organizations	<ul style="list-style-type: none"> • Meet one-to-one with partner organizations to learn more about their programs and to strengthen the relationship. • The local CS Coordinator will share updates in existing collaboratives (i.e., Expect More Tehama) where regional partners convene. These collaboratives allow the CS Coordinator to gain insight from the leaders on system changes and identify ways to make improvements based on the changing landscape. • Invite leaders to attend the CS K-12 Advisory Committee. Leverage the expertise of organizational leads in the design and enhancement of CUHSD CS programs.
Strengthen partnership with the General Public	<ul style="list-style-type: none"> • Actively engaging the community by inviting them to the CS K – 12 Advisory meetings to give input of program selection, development, and improvements. Spanish translator will be available. • Send out information about programs and invite input from participants to enhance the programs. • The information shared with the public will be translated to Spanish. • Use the Kelvin Education system to generate surveys to obtain community input on critical activities. • CUHSD CS will highlight positive impacts through storytelling on the CUHSD CS website to create a connection with the community. • Collaborate with other local groups/committees to expand reach. • CUHSD CS will build visibility of programs and foster connection by participating in community events, such as Tuesday Night Market, and use this as an opportunity to ask for feedback on decisions.

Describe the partnerships you have established or plan to establish, and how your school’s partnerships will be responsive to the vision and priorities of students, staff, families and community members:

The vision that all students will be successful is a shared vision of students, families, community members, educational staff (classified and certificated) and partner organizations. This shared vision will be achieved through the prioritization and services that meets the whole child, their families, community members/partners, and the education community. CUHSD has worked to achieve the vision by establishing and strengthening partnerships over the last several years, more recently, seeking out and participating in key county collaborative meetings, including Empower Tehama, Healthy Youth Tehama, and Mental Health School Teams. In the 2023-2024 school year, Empower Tehama provided on-campus services, including counseling

and advocacy for students and families and ensuring accessibility to essential mental health and domestic violence support. River Cities Counseling continues to partner with CUHSD to offer no-cost therapy services (funded by the Paskenta Band of Nomlaki Indians through a state grant that is ending June 2025). Additionally, CUHSD introduced a Friday Night Live advisor to the campus; this program has greatly enriched student engagement and promotes wellness initiatives. Corning High School's Career and Technical Education (CTE) procured funding to enhance their CTE pathways and has been collaborating with local colleges, post-secondary institutions, community members, and businesses to enhance learning opportunities, preparing students for future careers and connecting them to real-world experiences. Most CTE are exclusive to CHS students; next year, CUHSD is exploring ways to expand the CTE to Centennial students. Centennial Continuation is able to participate in any of the enrichment workshops (see Appendix).

Responsiveness to Student Priorities

CUHSD CS partnerships are directly informed by the needs and priorities expressed by students through surveys, focus groups, and ongoing engagement. These partnerships focus on: providing accessible mental health services and peer support to address emotional well-being; offering hands-on training and certifications that prepare students for life after graduation; engaging students in programs that build leadership, resilience, and a sense of belonging, and; strengthening family-school partnerships to create a supportive environment that fosters academic and personal growth. CUHSD plans to continue to strengthen partnerships to address the priorities of students, staff, and families, and will achieve this through the following partnerships (below are some established, others will be new partnerships):

Tehama County Department of Education (TCDE) is supportive of the vision of students' success and is taking actions to meet the social-emotional and mental health and wellness of students through the following activities and programs:

- TCDE is supporting alcohol and drug prevention and building leadership skills of students through the Friday Night Live program offered onsite at CUHSD.
- TCDE is promoting health and wellness in the school districts by hosting monthly collaborative calls for school staff to share ideas, impacts, challenges and to suggest improvements.
- CUHSD is partnering with TCDE to offer on-site a leadership development and character-building program to young men ("Men of Honor") enrolled in the school district.
- TCDE is equipping students with skills to foster positive and respectful relationships through the Healthy Relationships curriculum offered at CUHSD by a certified educator employed by TCDE.
- CUHSD has partnered with TCDE to promote emotional regulation and resilience by providing peer support and recovery resources, offered by a coordinator from the Youth Mindfulness Substance Abuse Recovery program.
- TCDE funds professional development of teachers, depending on the annual needs.

River Cities Counseling Partnership (currently funded through June 2025)

- **On-Site Counseling:** Licensed therapists from River Cities Counseling provide no-cost, on-site individual and group counseling services for students at the HOPE Center. These sessions address anxiety, depression, trauma, and other mental health challenges.
- **Access and Availability:** Students can self-refer, or referrals can come from teachers, counselors, or families. Services are offered during school hours, with flexible scheduling to accommodate academic needs.
- **Crisis Intervention:** A dedicated crisis response team is available to provide immediate support in emergencies, working collaboratively with school staff to ensure safety and continuity of care.
- **Culturally Responsive Care:** Bilingual counselors and interpreters ensure services are accessible to students and families from diverse linguistic and cultural backgrounds.

Tehama County For Kids (New Partnership) is supportive of the vision of build parent efficacy and engaging parents as true partners in support and education for students. CUHSD is partnering with Tehama County for Kids to offer a parent support program as a strategy for improving the home-school relationship and to encourage parents to serve as true partners in their child's education. The curriculum is designed to encourage parents to set their own goals and thereby tap into their own knowledge to forge a meaningful path to support their teenagers' development, improve communication, and foster a positive home environment.

Job Training Center (JTC) shares CUHSD's vision of student success in their support of extended learning opportunities. JTC is supporting students through a transition program that focuses on connecting graduated students with local job opportunities that is aligned to their career interest. CUHSD is partnering with JTC to offer real-world learning opportunities through hands-on learning opportunities with certification earning options and is providing project-based learning in high-demand career fields, including construction and woodshop.

Community-Based Collaboration Teams: CUHSD taps into the expertise and knowledge of family and community members by teaming up with them to serve as true partners on collaboration teams:

- **Healthy Youth Tehama:** The Healthy Youth Tehama County meetings bring together a diverse coalition of educators, community leaders, healthcare professionals, parents, and youth advocates committed to promoting the well-being of children and teens across Tehama County
- **School-Based Mental Health Team:** The School-Based Mental Health Team is a multidisciplinary group of professionals dedicated to supporting the mental health and well-being of students within the school environment.
- **MTSS (Multi-Tiered System of Support):** MTSS (Multi-Tiered System of Support) is a comprehensive framework designed to meet the academic, behavioral, social, and emotional needs of all students. By providing varying levels of support based on student needs, MTSS ensures that every learner has the resources and interventions required to succeed in school.
- **Family Community Partnership:** Family and Community Partnership is a collaborative approach that actively involves families, community organizations, and schools in creating a supportive environment for student success. This partnership fosters mutual respect, shared decision-making, and continuous communication to ensure that every student has the resources and relationships necessary to thrive academically, socially, and emotionally.
- **Community Schools K-12 Advisory Board (in collaboration with Corning Elementary District):** CUHSD is partnering with the local elementary school district, Corning Union Elementary School District, to facilitate the CS K-12 Advisory Board. This joint effort is a strategic approach to deepen the investment of building "community" life by leveraging the rural asset - close-knit social ties, while broadening the representation, bringing more voices and perspectives to the table. Sharing space by convening a single Community School K-12 Advisory Team across districts respects leaders' greatest resource of time.

Partnership with the English Advisory Committees. DELAC and ELAC and CUHSD are aligned in their vision of student success by ensuring the voices of EL families are represented in decisions. The district will continue to lean on parents to provide culturally responsive resources and co-create opportunities for meaningful engagement in their child's education. The goal will be to tailor services to meet EL students' needs.

First 5 Tehama is supporting student success by collaborating with school staff to ensure pregnant and parenting students remain engaged in their education while receiving the support needed for themselves (perinatal) and the health development of their child. Through this partnership, the students are connected to early childhood resources and family supportive services. The information shared by the experts, on campus grounds, is tailored to meet the needs of teenage parents, thereby meeting their academic, social-emotional, physical, and mental health needs. First 5 Tehama also provides early education for the birth-to-five population.

City of Corning (Recreation Program) is supporting student success by extending recreation opportunities (offered in town), and in partnership with CUHSD provides volunteer opportunities to teenagers in the recreation program and offering recreation/enrichment activities that meet the physical well-being needs of students during non-school hours. The City of Corning Recreation Program offers a shared decision-making model by offering families, students, and other interest holders across the community to give input on program offerings.

Site Level Goals and Measures of Progress

Goals	Action Steps
<p>Strengthen family engagement</p> <p>(Indicators will be established by activity, indicated for specific activities.)</p>	<ul style="list-style-type: none"> Utilize a variety of methods to ensure everyone feels heard and informed, adapting communication to people from different backgrounds (e.g. literacy levels, translation of material) Meaningful Participation Opportunities: Provide opportunities for parents to engage in decision-making, host meaningful and tailored family-friendly events. Hire a bilingual parent liaison to reach out to parents to share community resources. Encourage reciprocal communication: Actively seek feedback from parents to tailor support that meets their family needs, while also sharing information.
<p>Increase opportunities to meet the mental health needs of students</p>	<ul style="list-style-type: none"> Provide teachers with learning opportunities on trauma-sensitive practices. Support student well-being through multiple partnerships. Secure funding and pursue the reimbursement programs to continue offering no-cost therapy services on-site. Ongoing search for funding. Partner with TCDE to offer programs that meet the mental health and well-being needs of students.

<p>Increase the number of integrated student support services offered on-site</p>	<ul style="list-style-type: none"> • Conduct a needs assessment to identify gaps. • Provide professional development to staff on integrated approaches and request for their input on design to increase success. • Secure a single “wellness” space where services can be offered. Begin this process in Spring 2025, with the completion by August 2025. Complete application to the Paskenta Foundation by March 2025 for small grant to fund furniture purchase. • Create and maintain a centralized referral system. Creation of system to be completed by June 2025). • Promote available support services to students and families in the school announcement system and the website, and keep staff informed of services at staff meetings. • Continue to grow and utilize MTSS in student services approach and interventions
<p>Strengthen community engagement</p>	<ul style="list-style-type: none"> • Create opportunities for active participation through events and initiatives, such as Tuesday Night Market. Identify with the CS K-12 Advisory Committee locations to share information. • Parenting Workshops: Topics like digital literacy, mental health awareness, and supporting homework, abstinence, gang prevention, youth substance abuse. (These workshops will be identified based on data and indicators of success will be established for each.) • Career Readiness for Families: Offer resume writing, job search skills, and career pathways for both parents and students. • Health and Wellness Fairs: Integrate support services that offer free health screenings, mental health resources, and wellness workshops for students and families. Informal agreement established with Tehama County Health Services Agency in January 2025. • Youth-Led Events: Empower students to plan and lead family events, such as talent showcases or panel discussions, while encouraging family participation as audience members or co-organizers.

Developed by the California Department of Education and State Transformational Assistance Center, April 2024.

**DRAFT 5.16.25
FOR BOARD APPROVAL 6.19.25**

2025- 2026 Corning Adult School Calendar

July 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		

August 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						

September 2025						
S	M	T	W	T	F	S
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28	29	30				

October 2025						
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November 2025						
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23	24	25	26	27	28	29
30						

December 2025						
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28	29	30	31			

Centennial High School
250 E. Fig Ln.
Corning, CA 96021
530-824-7414 (Fax) 530-838-6991

July 4	Independence Day Holiday
June 30	Last Day of Summer School
Aug. 18	1st Day of School
Sept. 1	Labor Day
Nov. 11	Veteran's Day
Nov. 24-28	Thanksgiving Vacation
Dec. 19 - Jan. 1	Christmas Break
Jan. 19	Dr. Martin Luther King, Jr. Day
Feb. 16-19	Presidents Week
April 6	Easter Holiday
April 7-9	Easter Break
May 25	Memorial Day
June 5	Graduation Day
June 19	Juneteenth

SCHOOL IN SESSION ON HIGHLIGHTED DAYS
158 DAYS TOTAL

January 2026						
S	M	T	W	T	F	S
				1	2	3
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February 2026						
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22	23	24	25	26	27	28


March 2026						
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29	30	31				

April 2026						
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May 2026						
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24	25	26	27	28	29	30
31						

June 2026						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

 Non Instructional

 Legal Holiday

 Inservice Days
 First & Last Days of School

Corning Union High School Dist

Transportation Plan

2025-26

Transportation Services:

1. Enter description of transportation services offered to pupils, and how the LEA will prioritize planned transportation services for pupils in transitional kindergarten, kindergarten, and any of grades 1 - 6 inclusive and pupils who are low income. The Plan may provide for the LEA to partner with municipally owned transit system to provide services to middle and high school students. An LEA may provide no-cost transit passes to students.

The District currently owns 8 school busses: 7 large busses (60 or more passengers) and 1 small bus (35 or less passengers). In addition, the District owns Ten (9) passenger vans, four (7) passenger vans. These vehicles traveled a total of 220,879 miles in the 2024-2025 school year. The District currently operates a total of 10 routes; students serviced by a total of 10 school bus drivers, and 4 van drivers.

Finally, the District, on average, transports students on 100-200 field trips each year. For 2024-2025 school year. The District is transporting 375 General Education students, and 50 Special Education students. Transportation for General Education students is currently provided for students residing in the boundaries of the school District, but at least 2 miles from their school site.

Transportation for Special Education students is provided for those receiving services at a school other than their school of residence or because of the severity of their disability, as specified in their Individualized Education Plan (IEP). The District provides reimbursement for fuel costs to parents monthly who opt to transport their own child(ren) receiving Special Education services to and from school.

2. Enter description of LEA's transportation services that would be accessible to pupils with disabilities, and homeless children and youth.

Students with disabilities will continue to be provided transportation services, when specified in their IEP, in accordance with the current process. This process involves determining whether a student requires transportation, either because of the severity of their disability or because they must attend a school other than their school of residence to receive the services they need, and then what level of service they require, either station-to-station or curb-to-curb. Station-to-station is the default level of service in which pickup and drop-off is provided at the student's school of residence or other centralized location determined by the District. Curb-to-curb service, whereby the student is picked up and dropped off at the safest location closest to their home, is only provided for students with severe physical disabilities or delay in social, emotional, or cognitive development such that they cannot independently navigate even the minimal distances required for station-to-station transportation. Students designated as homeless are identified, monitored, and serviced by the District Homeless Liaison. This staff member (and others) will work with the family to ensure homeless students are transported to and from school.

3. Enter description of how unduplicated pupils would be able to access available home-to-school transportation at no-cost to the pupils.

Students receiving either General Education or Special Education transportation service, including Unduplicated Pupils -- defined as students who are low socio-economic, English learners, or foster youth -- will receive District transportation service at no charge.

Consultations:

Enter description of the required plan consultation with classified staff, teachers, school administrators, regional local transit authorities, local air pollution control districts and air quality management districts, parents, pupils and other stakeholders.

Classified Staff - Negotiations on transportation department organization and structure - 2/15//23 and 3/8/23

Teachers - Strategic Planning Session Day 2 - 2/10/23

Administrators - Admin Meeting - 1/19/23

Regional Local Transit Authority - Via Email w/ Transportation Director - Fall 2022

Local Air Pollution District - Via Email w/ Transportation Director - Fall 2022

Parents - Strategic Planning Session Day 1 - 2/9/23

Board Approval Date: April 2025 (*must be on or before April 1, 2025*)

The Transportation Plan was developed in accordance with Education Code Sections 39800.1 and 41850.1.

2023-24 Actuals

Revenue Calculation

Total 2023-24 Transportation Expenses (Function 3600)	\$475,972.72
Less Capital Outlay (object 6XXX, Function 3600)	\$45,618.69
Less Nonagency Expenditures (Goal 7110,7150, Function 3600)	0
Estimated 60% Reimbursement	\$258,212.42
Less 2023-24 Transportation add-on (from LCFF Calculator)	\$88,991.00

2024-25 Budget (Function 3600)

Total Revenue (Object 8590, Resource 0000)	\$169,221.42
Expenditures and Other Financing Uses	
1000-2999 - Certificated Salaries	0
2000-2999 - Classified Salaries	\$488,302
3000-3999 - Employee Benefits	\$236,549
4000-4999 - Books and Supplies	\$289,050
5000-5999 - Services and other Operating Expenditures	-\$571,385
6000-6999 - Capital Outlay	\$70,166
7000-7999 - Other Outgo	0
Total Expenditures	\$512,682.00

2025-26 Budget (Function 3600)

Total Revenue (Object 8590, Resource 0000)	\$165,080
Expenditures and Other Financing Uses	
1000-2999 - Certificated Salaries	0
2000-2999 - Classified Salaries	\$510,658
3000-3999 - Employee Benefits	\$250,601
4000-4999 - Books and Supplies	\$323,700
5000-5999 - Services and other Operating Expenditures	-\$510,424
6000-6999 - Capital Outlay	0
7000-7999 - Other Outgo	\$82,000
Total Expenditures	\$656,535.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)	-\$491,455

Board Approval Date: April 2025

The Transportation plan and revenue calculations were developed in accordance with Education Code Sections 39800.1 and 41850.1.



Date: 5/16/2025

COR #21 Revised Sidewalk Plan per Sheet A036

To: Corning Union High School District
Attn: Miguel Barriga
634 Blackburn Ave.
Corning, Ca 96021

Re: CHS Classroom & Restroom Additions

Miguel: Here is the cost for the revised sidewalk plan on Sheet A036, which is no longer a compliant path of travel. Ramps have been eliminated, and a straight sidewalk and stairway remains, per direction of the owner.

Description	Unit Price	Units	Extension
Paul Surveying & Engineering			\$3,000.00
RTA Construction, Inc.			\$1,782.79
Harris Metal Works, Inc.			\$5,160.00
Muse Concrete Contractors			\$29,526.00
Walgamuth Painting, Inc.			\$1,280.00
General Contractor			
Cerami & Browning			
Material including tax			
Equipment Rental			\$0.00
Supervision	\$107.18		\$0.00
Insurance			\$814.98
Overhead			\$0.00
Coordination			\$4,074.88
Profit			\$0.00
Total			\$45,638.65

This work will extend the job 0 working days.

Joe Cerami
Cerami & Browning Construction, Inc.

Please sign if approved:


Miguel Barriga, Superintendent

5/28/25
Date

CERAMI & BROWNING CONSTRUCTION, INC.
4475 Tenaya Court Suite A, Redding, Ca. 96003
Phone (530) 222-2345 Fax (530) 222-8663. License Number B 746224

Harris Metal Works, Inc.

215 Lake Blvd. Box #650
Redding, CA 96003 US
(530) 209-2312
hharris@harrismetalsworks.net

Estimate

ADDRESS
323 Corning High School
4475 Tenya Court Suite A
Redding, CA 96003

ESTIMATE 342037
DATE 05/01/2025

DESCRIPTION	AMOUNT
Project: Corning High School	5,160.00
Fabricate and install the following:	
1. Approximately 20' of stair rail and 11' of level rail per provided sketch.	
2. (2 each) ADA compliant grates at approximately 12" x 48"	
<hr/>	
TOTAL	\$5,160.00

Accepted By

Accepted Date



8599 Commercial Way
Redding, CA 96002
ph. (530) 226-5151
fax (530) 226-5155
CA License# 423102

Change Request

To: JOE CERAMI
CERAMI & BROWNING CONSTRUCTION
4475 TENAYA COURT #A
REDDING, CA 96003
Ph: 530-222-2345 Fax: 530-222-8663

Number: 2
Date: 5/1/25
Job: 25-00-0104 Corning HS Class & Restroom Add
Phone:

Description: New Walkway and Stairs at Location Shown on A036

We are pleased to offer the following specifications and pricing to make the following changes:

New walkway and stairs at location shown on A036. Layout of new work per plan provided by Matt at Cerami & Browning via email 4/23/25 (attached). Wall at elevated walk sections to be per attached detail 3D. In addition to our contract scope items Muse to include all fill as required from existing grade.

Specific Exclusions:
Handrailing
Furnishing vent blockouts frames and grates
Modifying existing utilities, pullboxes, downspouts.

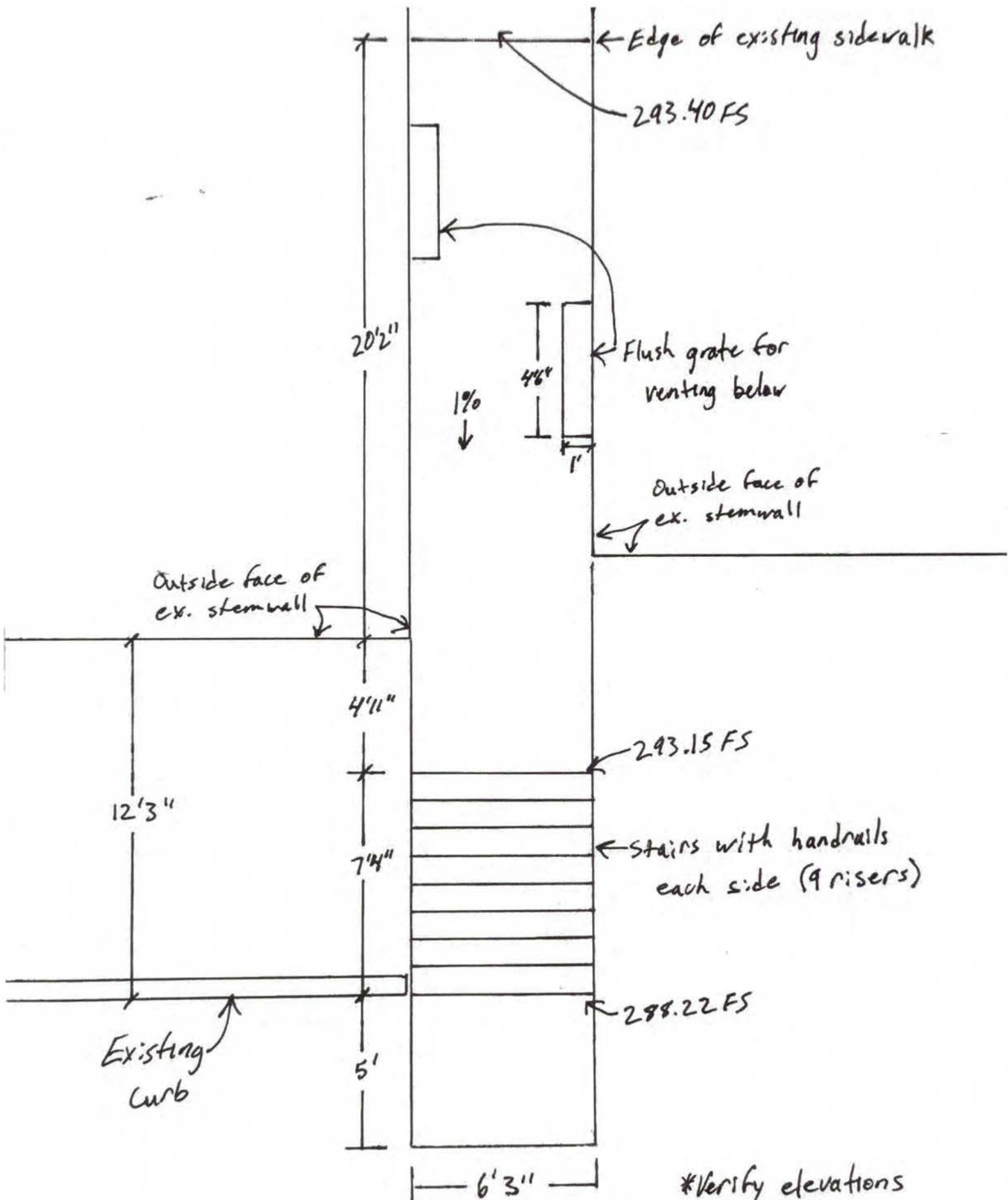
The total amount to provide this work is \$29,526.00

The schedule will be impacted by this COR.

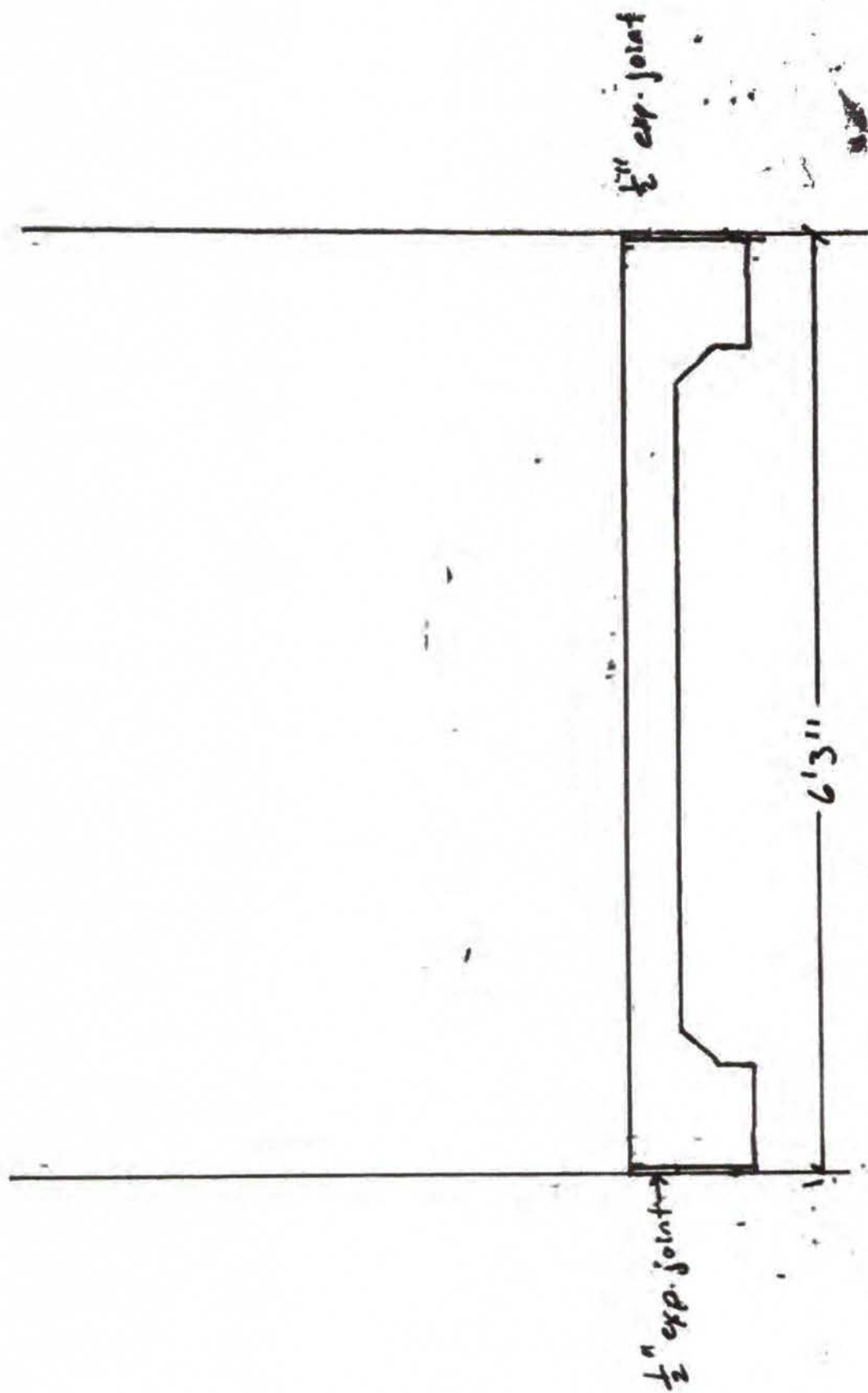
If you have any questions, please contact me at 226-5151.

Submitted by: Rich Tamborini
Muse Concrete

Approved by: _____
Date: _____



*Verify elevations on site



Cross-section of sidewalk

1" = 1'

$\frac{11}{2}$ exp joint

$\frac{11}{2}$ exp joint

Plan view portion
of sidewalk
 $1'' = 1'$

12"

Well at
vent opening,
where owners

4'6"

②

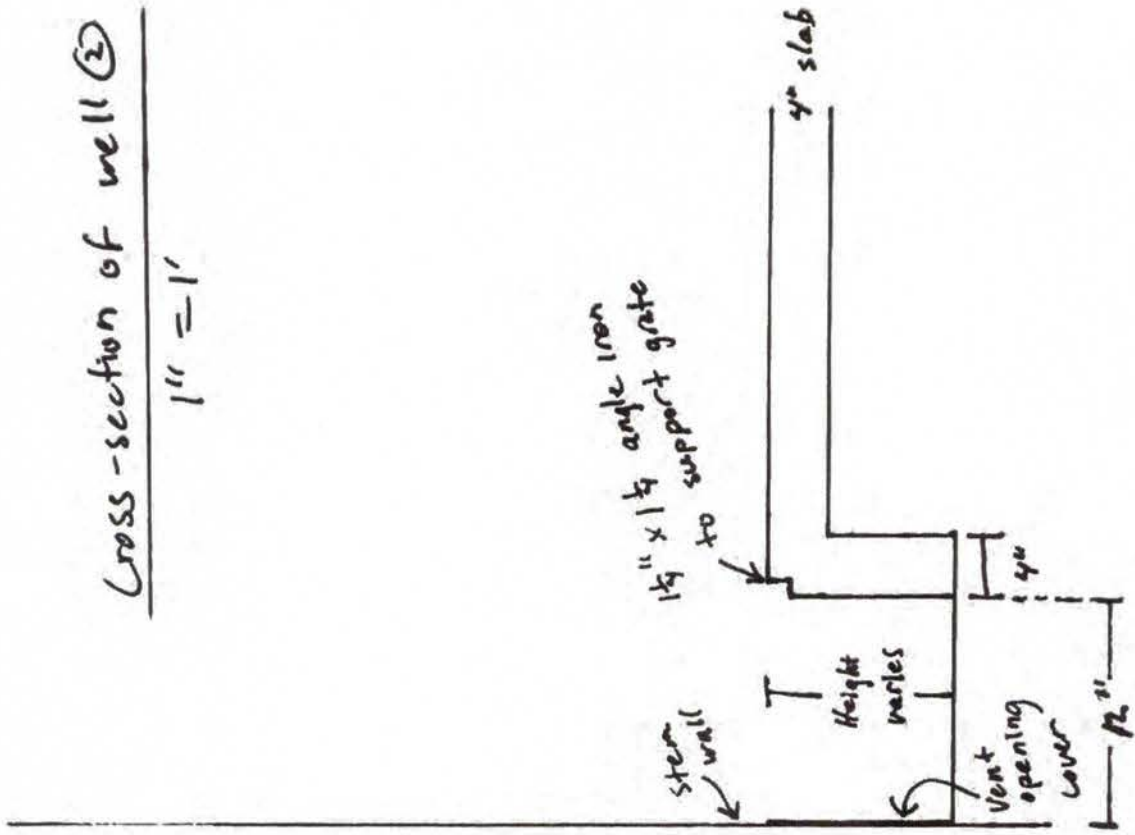
$1\frac{1}{4}'' \times 1\frac{1}{4}''$ angle iron
inset around rim of
well to support grate

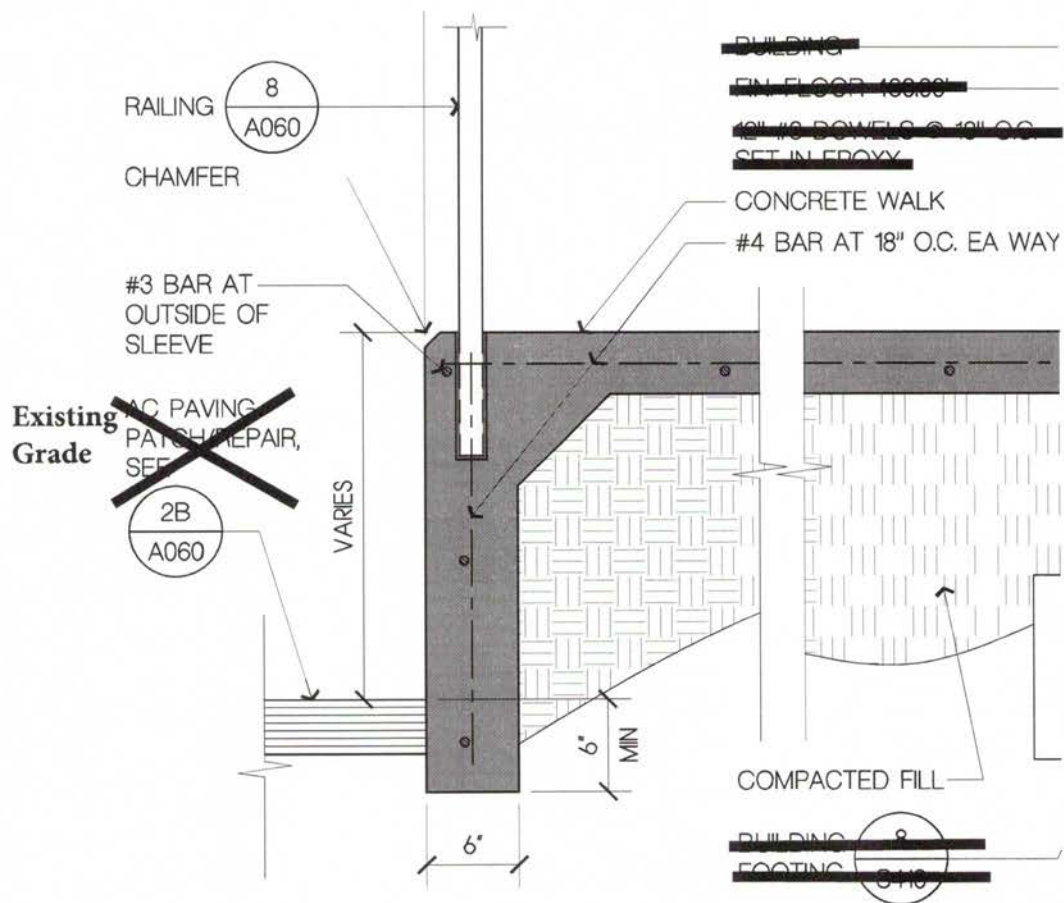
4"

6'3"

Cross-section of well ②

1" = 1'

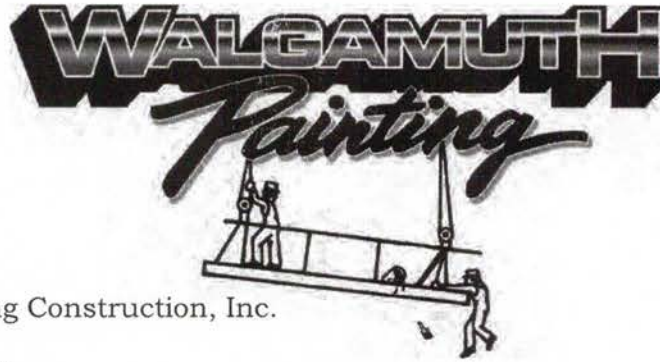




3D

SECTION AT ELEVATED WALK

SECTIONS AT CONCRETE WALK



May 1, 2025

Cerami & Browning Construction, Inc.
4475 Tenaya Ct.
Redding, CA 96003

Proposed Change Request Corning High School

PCR:

- To Paint 32' Of Railing Per The Scope Provided 5.1.25.
- To Be One (1) Color.
- Material To Be Acrylic DTM.
- To Be Completed During Normal Business Hours Monday-Friday.

ADD: \$ 1,280.00

PROJECT: Corning High School Classroom & Restroom Additions
Job No: 25-002

RTA CONSTRUCTION, INC.
Time & Material Work Sheet

COST CODE
REPORT NO.

DATE WORK PERFORMED

DATE OF REPORT

DESCRIPTION OF WORK

Raise boxes and G5 box in Stair section

(Note to be completed with other work on site, not a special trip)

CONSTRUCTION EQUIPMENT

DESCRIPTION	HOURS	HRLY RATE	AMOUNT
Komatsu PC210 LC-11 Excavator	3	100.42	0.00
Excavator 24" Compactor Wheel (Attachment)	3	19.69	0.00
CAT 313F Excavator	3	75.91	0.00
Takeuchi TB180 Excavator	3	46.98	0.00
Bobcat E32 Mini Excavator	08-A	28.92	0.00
Bobcat E32 Mini Exc Vibra Plate (Attachment)	3	14.06	0.00
CAT 966E Loader	3	178.16	0.00
Komatsu WA320-6 Loader	4	136.41	0.00
Case 570N EP Loader	4	52.52	0.00
CAT 414E Skip Loader	4	58.39	0.00
CAT 420D 4WD Backhoe	4	65.46	0.00
CAT 420D Vibra Plate Compactor (Attachment)	5	18.75	0.00
CAT 433C Vibratory Compactor	6	87.77	0.00
Bobcat S130/S160 Loader	6	36.46	0.00
Bobcat S130/S160 Loader w/Broom	6	40.80	0.00
Bobcat S130/S160 Loader w/Auger	6	37.03	0.00
Bobcat T62 T4 Track Loader	6	37.51	0.00
Grove RT630 Crane	03-A	98.88	0.00
Nat. 47' (12T) Crane Truck	7	59.36	0.00
Bomag BW 120 SL-5 Smooth Roller	7	43.17	0.00
Lay-Mor 8HC Sweeper Broom	8	59.27	0.00
Water Truck (2000 gal. or 2450 gal.)	12	55.45	0.00
Skytrak 8042 Forklift	11	59.19	0.00
185 IR Compressor		26.18	0.00
375 Compressor		45.60	0.00
Air Tool - Bushing Gun (20-30 lb)		1.03	0.00
Air Tool - Jack Hammer (60 lb & over)		1.84	0.00
Compactors (Walk behind)		12.79	0.00
6KW Honda Generator		5.25	0.00
25KW Generator		18.44	0.00
Light Plant		10.93	0.00
Hilti Tools/Laser (Elec. Hand Tools \$800-\$1000)		0.64	0.00
2" Submersible Pump		4.59	0.00
Wacker (W74)		12.34	0.00
Chain Saw (> 5 HP)		3.57	0.00
Walk behind Saw (0-10 HP)		4.19	0.00
4x4 Pick-up 1 Ton	3	52.44	157.32
4x4 Pick-up 1 Ton w/ trailer		55.45	0.00
TOTAL CONSTRUCTION EQUIPMENT	C	157.32	

SUBCONTRACTORS

DESCRIPTION	UNITS	QUAN.	PRICE	AMOUNT
				0.00
				0.00
				0.00
TOTAL SUBCONTRACTORS	B			0.00

SIGNATURES VERIFIES TIME, MATERIALS & EQUIPMENT, AND CONSTRUCTION EQUIPMENT

OWNER'S REPRESENTATIVE

Allen E Toney

DATE 1/0/00

RTA REPRESENTATIVE

DATE

LABOR

NAME	CLASS	REG	HOURS			HOURLY RATE			TOTAL AMOUNT
			OT	DT	TOTAL	BASE	FRINGE	TOTAL RATE	
	F	1			1	71.46	38.53	109.99	109.99
	Op 3F				0	62.14	33.50	95.64	0.00
	Op 3BC				0	59.88	33.50	93.38	0.00
	Op 4BC				0	58.55	33.50	92.05	0.00
	Op 5BC				0	57.34	33.50	90.84	0.00
	Op 6BC				0	56.07	33.50	89.57	0.00
	Op 7BC				0	54.98	33.50	88.48	0.00
	Op 8BC				0	53.90	33.50	87.40	0.00
	Op 8A BC				0	51.78	33.50	85.28	0.00
	Op 3AH BC				0	56.07	33.50	89.57	0.00
	Carp				0	56.78	35.01	91.79	0.00
	CM				0	47.00	29.81	76.81	0.00
	IW				0	47.45	35.41	82.86	0.00
	CSF				0	41.45	29.91	71.36	0.00
	CS				0	37.45	29.91	67.36	0.00
	L1	8			8	36.75	29.91	66.66	533.28
	TC II				0	35.31	29.91	65.22	0.00
	P				0	34.51	19.10	53.61	0.00
	T1				0	41.54	34.03	75.57	0.00
	T2				0	41.84	34.03	75.87	0.00
	Yard				0	22.00	0.00	22.00	0.00
	Shop	2			2	20.00	0.00	20.00	40.00
SUB TOTAL									683.27
LABOR BURDEN								25.38%	173.41
TOTAL LABOR COST								A	856.68

MATERIALS

DESCRIPTION	Unit	QTY	Unit Price	AMOUNT
Box extensions	ea	4	\$ 100.00	400.00
G5 box	ea	1	\$ 100.00	100.00
				0.00
				0.00
Sub Total Materials				500.00
Sales Tax				36.25
			7.25%	0.00
				0.00
				0.00
				0.00
Sub Total Materials				0.00
Sales Tax				0.00
TOTAL MATERIALS COSTS				D 536.25
DIRECT COST LABOR, EQUIP & MATERIAL				1,550.25
15% MARKUP (\$0-\$5000)				232.54
12% MARKUP (\$5001-\$30,000)				
10% MARKUP (\$30,001 or more)				
SUBTOTAL				1,782.79
5% SUB MARKUP (CO's \$0-\$5000)				0.00
5% SUB MARKUP (CO's \$5001-\$30,000)				
5% SUB MARKUP (\$30,001.00 or more)				
GRAND TOTAL THIS REPORT				1,782.79

Policy 4121.2 Compensation For Substitute Teachers

Certificated Substitute Pay Schedule

Daily Rate

CUHS Main Campus \$200

Centennial Continuation \$225

CUHS Long Term Sub Rate \$220

Substitutes employed for short periods of time in the absence of regular teachers shall be compensated at the rate of \$200 per day for the first 20 consecutive days. Commencing with the 21st consecutive day, the substitute teacher will be compensated at \$220 per day in the same assignment.

Notes:

Main Campus: 4 or more periods p/day = 1 Full Day

1 - 3 periods = 20% per period (.20)

Centennial/C-Cal: 0 - 3 periods = 1/2 Day

3 or more periods = Full Day

Corning Union High School District
Job Description
JOB TITLE: Community Schools Coordinator

Salary Range: Confidential/Management Non-Exempt

Dept. Confidential

Immediate Supervisor: Superintendent or Designee

Approved by Board Date: (Pending)

DEFINITION:

Under the direction of the Superintendent, the Community Schools Coordinator will develop, implement, and oversee community-based programs that support student success and family well-being. This role will coordinate the Community Schools Partnership Grant, ensuring that students and families have access to academic support, mental health services, social services, and family engagement opportunities, along with fostering community collaboration and managing data-driven student support programs.

ESSENTIAL FUNCTIONS AND RESPONSIBILITIES:

- Identify the needs of students and families through assessments and collaboration with school staff, students, and parents.
- Oversee the implementation and monitoring of the Community Schools Partnership Grant, ensuring compliance with state and federal regulations.
- Develop strategic partnerships with community organizations, nonprofits, and government agencies to provide resources such as healthcare, mental health services, housing, and employment support.
- Conducts informational meetings, conferences, and workshops for families to inform, train, and encourage full participation in the educational system.
- Work collaboratively with site personnel (i.e. site administrator, counselor, nurse, resource staff, etc.) to increase parent involvement and help teachers initiate and develop classroom activities in which parents and community members can be involved.
- Organize community events that strengthen relationships between schools, families, and local stakeholders.
- Conduct home visits and evening meetings to engage and empower students and families
- Act as a liaison between schools and community partners to foster effective collaboration and resource sharing.
- Implement outreach strategies to increase parent participation and engagement in school-related program
- Participate in collaborative intervention meetings focused on student success and well-being
- Prepare and present reports to the Superintendent, School Board, and community stakeholders
- Work with multidisciplinary teams to coordinate intervention strategies for at-risk students
- Participate in professional development related to community engagement, trauma-informed practices, and school-based interventions
- Analyze current processes, procedures, and activities to improve coordination and provide recommendations to district leadership
- Develop systems for information sharing and referral services to maintain an effective referral process to community resources.

Updated: 2/7/2025

Board Approval: (Pending)

- Monitor program budgets and funding requirements.
- Other related duties as assigned.

KNOWLEDGE ABILITIES and SKILLS:

- Strong leadership skills with the ability to coordinate multiple stakeholders.
- Strong interpersonal skills to build sustainable relationships and community partnerships.
- Experience in program development, data analysis, and grant management.
- Excellent written and verbal communication skills for presentations, reports, and stakeholder engagement.
- Proficiency in data collection, assessment, and program evaluation.
- Ability to work independently and collaboratively in a diverse educational setting.
- Strong time management and problem-solving skills with the ability to prioritize and meet deadlines.
- Knowledge of school district operations, student support services, and community-based programs.

QUALIFICATIONS:

- Bachelor's Degree required.
- Minimum of three to five years of experience in public education, community-based work, program development, or nonprofit management.

REWARDS[®]

Grades 4–12

STRATEGIC. EXPLICIT. UNPARALLELED.



*Show me how to connect
with vocabulary...*

*Help me break down the words in
a way that gives them meaning...*

*Give me an approach that lets me
overcome reading challenges...*

**When I make sense of the words...
I learn. I grow. I succeed.**

With **REWARDS[®]**, students learn proven strategies for unlocking multisyllabic words and academic vocabulary with fluency and confidence. Designed by Dr. Anita Archer and validated by independent research, **REWARDS** is a powerful suite of short-term intervention that yields long-term results.

MAKING READING MAKE SENSE



REWARDS: INTERMEDIATE AND SECONDARY

Fluency, academic vocabulary, comprehension
Learn the strategy! Apply the strategy!



Teacher's Guide eBook and
Online Content



REWARDS PLUS: SOCIAL STUDIES AND SCIENCE

Reading strategies applied to social studies and science passages
Apply fluency skills and strategies to authentic content.

The **REWARDS** family is designed with the needs of struggling older learners in mind—students in grades 4–12 who will find their reading difficulties best supported by explicit, systematic, teacher-led instruction and authentic application of skills to real-life content. These short-term targeted interventions with flexible implementation options give students new skills to unlock grade-level text. **REWARDS** supports any core curriculum and offers flexible implementation options. Use it:

- As part of a strategic intervention during the school day
- After school or during extended-day programs
- As part of a summer school program

Using Evidence-Based Success

Dr. Archer's **REWARDS** is proven to increase fluency rates, deepen comprehension, and increase a more precise use of language. This dynamic curriculum gives students access to the meaning of words through careful decoding and deliberate pacing. Academic vocabulary and comprehension are natural outcomes and components of the explicit, systematic instruction. Soon, educators see students who have previously struggled gain new levels of understanding—mastery of larger words improves, leading to better engagement, increased achievement, and a new joy in learning.

Numerous studies have validated its effectiveness. **REWARDS** is proven to:

- Improve students' abilities to decode large, multisyllabic words
- Yield significant increase in fluency
- Be effective with all struggling readers, whether they are English language learners, students with reading disabilities, or students who have fallen behind
- Be successfully implemented by a variety of educators—teachers, paraprofessionals, and volunteers



BROCHURE: What the IES Guide and Research Tell Us

REWARDS is the only reading intervention on the market perfectly aligned to recently released national recommendations for teachers to deliver evidence-based interventions that meet the needs of their students. Read more in our brochure.

DOWNLOAD NOW →

REWARDS: INTERMEDIATE AND SECONDARY

Increase reading sophistication and access to grade-level text.

REWARDS is offered at both the Intermediate and Secondary levels, and the focus of both is decoding multisyllabic words, identifying and understanding prefixes and suffixes, increasing word- and passage-reading fluency, building academic vocabulary, and deepening comprehension along with building confidence.

The essence of **REWARDS** is its rapid-paced, engaging, explicit instruction delivered by the teacher. Quality, systematic instruction equals success: The program is designed for constant, consistent exchanges between teacher and student, which, research shows, is a winning combination.

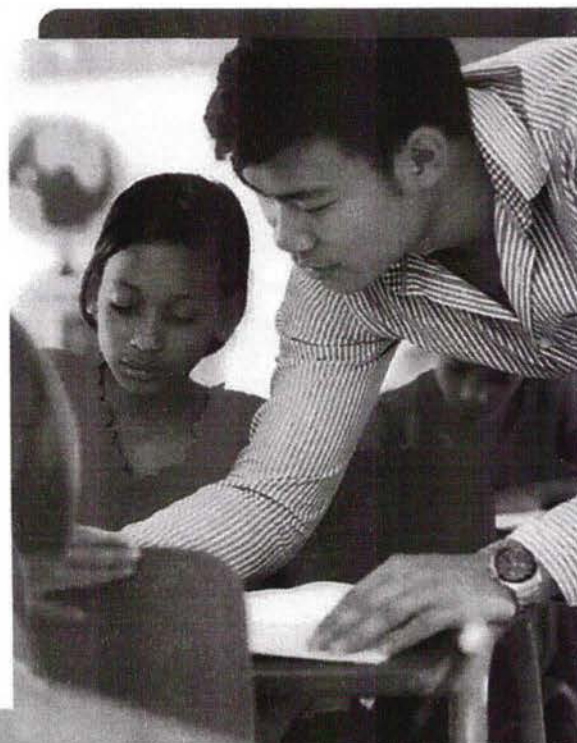
INTERMEDIATE	SECONDARY
Students: <ul style="list-style-type: none">• Grades 4–6• Read at 3.0 or above Lessons: <ul style="list-style-type: none">• 25 lessons• 50–60 minutes per lesson	Students: <ul style="list-style-type: none">• Grades 6–12• Read at 3.0 or above Lessons: <ul style="list-style-type: none">• 20 lessons• 50–60 minutes per lesson



The **application** of these explicitly taught **intervention** strategies provides a structure for **simplification** of complicated terms.

Why does this provide students and teachers with such **gratification**?

- Students develop a practice of addressing words they don't know, rather than skipping over them or guessing
- **REWARDS** breaks the words into manageable chunks, increasing students' ability to recognize recurring patterns
- It provides students with an understanding of the meaning of various word parts



REWARDS PLUS: SOCIAL STUDIES AND SCIENCE

Builds student savvy in complex content areas.

REWARDS® Plus builds on the support offered to upper-grade readers by expanding on their newfound literacy decoding skills within a particular content area. A student who has previously encountered **REWARDS** has increased fluency and a burgeoning familiarity with the process of deciphering known elements in unknown multisyllabic vocabulary. **REWARDS Plus** expands on that skill set by applying it to intriguing, authentic, content-specific text and infographics.

Recommended for students who have completed at least one previous **REWARDS** program.

PLUS

Students:

- Grades 4–6
- Read at 4.0 or above
- Familiar with the **REWARDS** strategy

Lessons:

- 6 review lessons (review the **REWARDS** strategy, optional): 45–50 minutes per lesson
- 15 application units; 4–5 instructional periods (45–50 minutes each)

REWARDS[®] Plus

SOCIAL STUDIES

Helps students better comprehend social studies content

Topics range from The Culture of Sherpas to Women in Archaeology to United States Citizenship

Skill practice includes summary writing; using background information; and interpreting timelines, maps, and other infographics

SCIENCE

Helps students better comprehend science content

Topics range from Atoms to Ecosystems to Photosynthesis to the Cardiovascular System

Skill practice and instruction includes interpreting graphs and illustrations

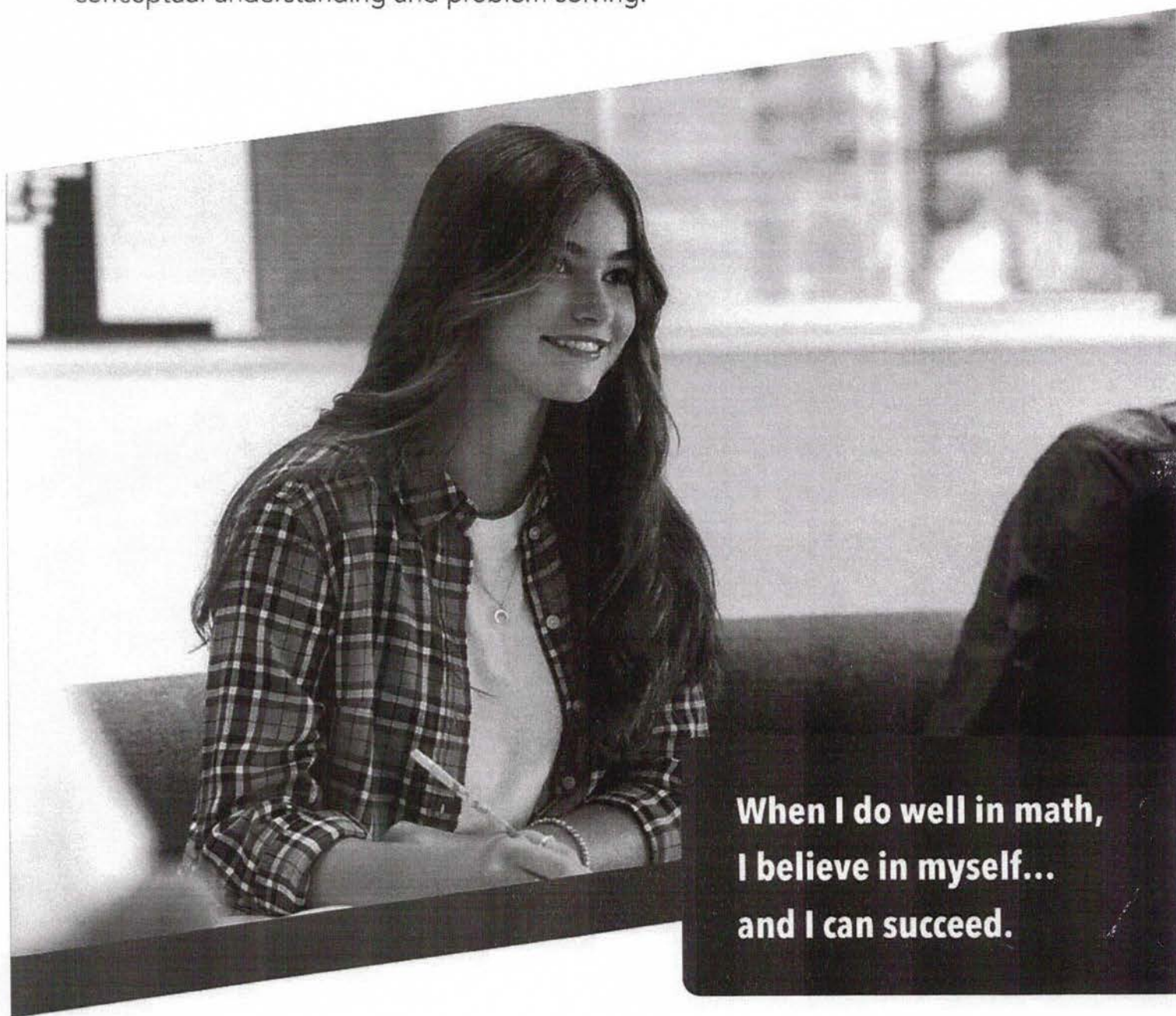


TRANSMATH[®]

Grades 5–10

Intervention That Transitions Students to Higher Level Math

Create a successful path to algebra for struggling students through conceptual understanding and problem solving.



**When I do well in math,
I believe in myself...
and I can succeed.**

The Challenges of Learning Mathematical Concepts

Most students who struggle in math experience difficulties in two key areas:

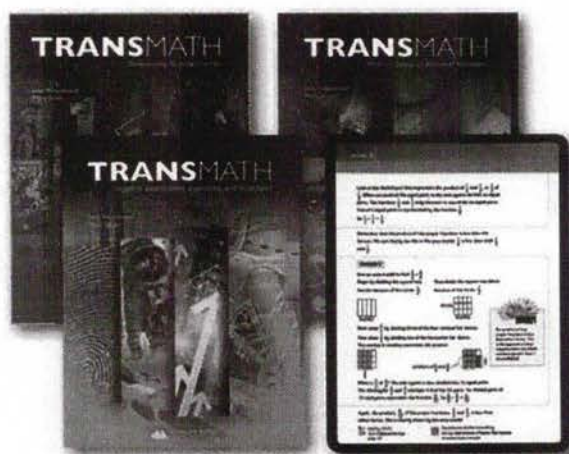
- 1 The ability to move from concrete to abstract concepts
- 2 A lack of foundational skills related to addition, subtraction, multiplication, and division

Even after addressing these challenges, some students continue to struggle because many standards-based math curricula are too dense, with unfamiliar and confusing mathematical vocabulary. Additionally, these same curricula rush students through the material without providing in-depth learning opportunities.

TransMath Bridges the Gap

TransMath® Third Edition is a comprehensive math intervention that helps transition comprehension to a higher level of math for students who:

- lack the foundational computational and problem-solving skills
- struggle with the pace of grade-level material
- are two or more years below grade level based on a high-stakes test
- would be unsuccessful in Algebra I without intervention



The *TransMath* Approach

- Deepens conceptual understanding by building problem-solving skills through explicit instruction and multisensory strategies
- Embeds lesson-by-lesson models to support teacher preparation and strengthen teachers' content knowledge
- Facilitates whole-class and individual interactive learning with digital tools to increase opportunities for mathematical discourse and peer learning
- Provides students and teachers with eBook access to support learning and foster more meaningful interaction
- Uses well-chosen visual models and digital manipulatives in conjunction with conceptual explanations to help students understand and remember math concepts

ABOUT THE AUTHORS

Dr. John Woodward is the past dean of the school of education and professor emeritus at the University of Puget Sound in Tacoma, WA.

Mary Stroh, M.S., is coauthor of *TransMath*. She is retired from teaching but received a Bachelor of Science from Central Michigan University in computer science, with a minor in mathematics.

Together, Woodward and Stroh developed the program after noticing middle school students had deep gaps in their understanding. When those students were taught the conceptual skills to fill those gaps, the students did better than their nonstruggling peers. The authors knew they were on to something, and developing *TransMath* became their passion.

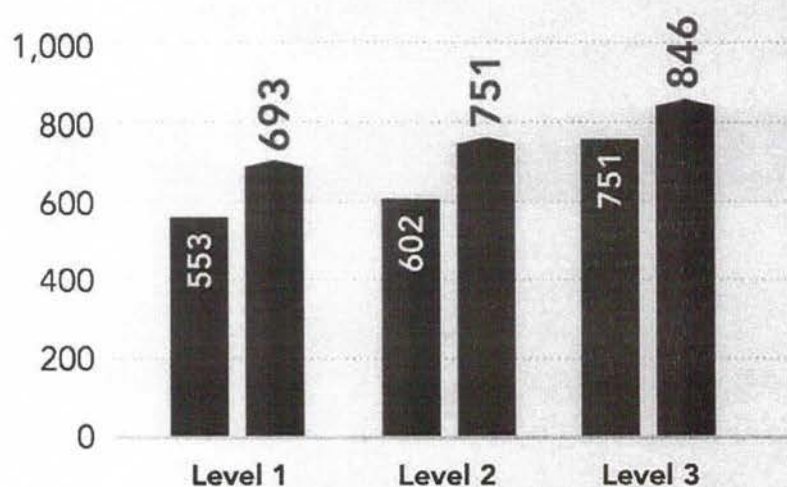


"Having a program like TransMath that breaks [math] down is amazing...When my students say, 'I can't do fractions,' and then by the end of the lesson they're getting 95 percent and saying, 'Yes, I can,' it's really great to see."

—Sarah S., a Middle School Teacher in Albuquerque, NM

Struggling Students Advance With *TransMath*

Proven Results—More Than **THREE** years of growth in one year!



2015–2016: Results by Level

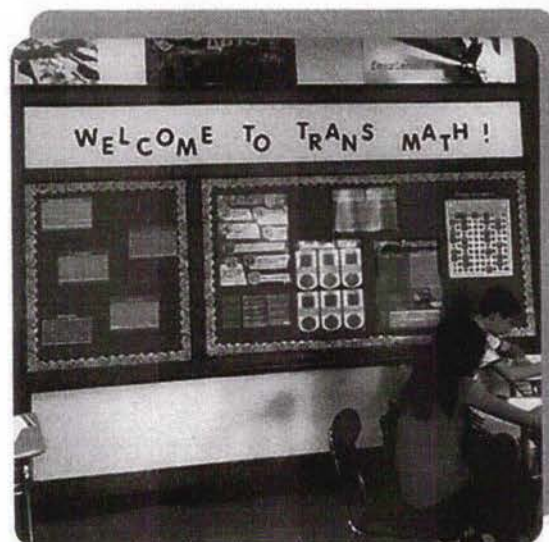
There are three levels in *TransMath*. This report shows the results for each level of the program during the 2015–2016 school year from the beginning to the end of the year using the Quantile assessment, Progress Assessment of Mathematics (PAM).

With more than 400 students in the data collection, positive results are evident. The effect size gain was **statistically significant** and can be equated to **more than three years of gain** in one school year.

Beginning of Year PAM End of Year PAM

TransMath Success in New York

Proven results are what *TransMath* has given a school district in New York, where growth in math skills has led to growth in students' class participation and confidence. Patrice Kentner, special education teacher, describes Voyager Sopris Learning's *TransMath* as "like a Christmas present" and says the program is "great for multisensory learners and provides pacing to allow students to close the achievement gap in a timely manner as well as additional practice without the issue of cognitive overload for struggling students."



"To prepare students for algebra, the curriculum must simultaneously develop conceptual understanding, computational fluency, and problem-solving skills."

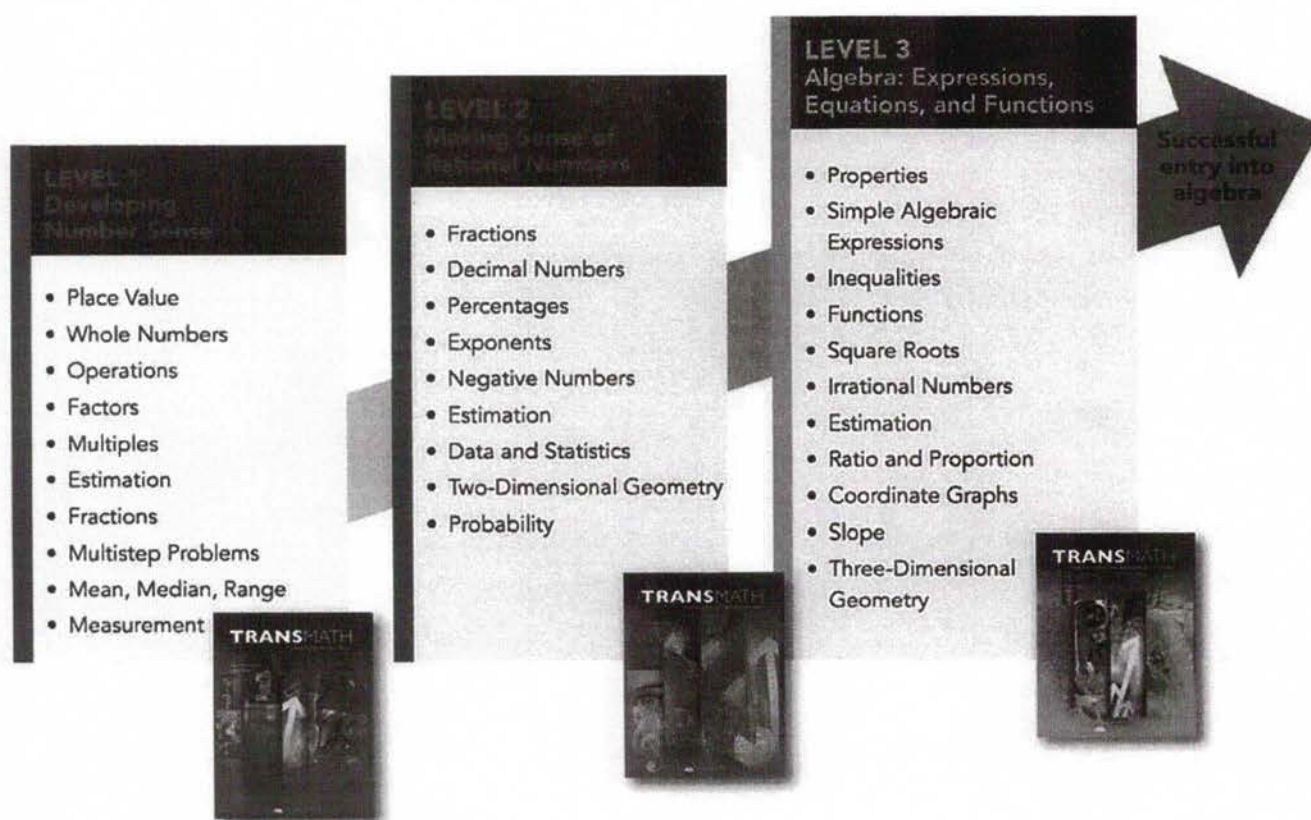
—The National Mathematics Advisory Panel

Proven, Effective Elements Accelerate Students Toward Grade-Level Mathematics With Lesson-By-Lesson Models

TransMath is a skill-level program, which means it is easy for teachers to combine students of various grade levels into the same class based on the needs of each student.

Also, with the goal of successful entry into algebra, the intentional Scope and Sequence of *TransMath* breaks down barriers that challenge student success in math.

Each level is intended to be a full year of instruction.



TransMath simultaneously teaches foundational computational skills and the rich, grade-level problem-solving experiences students need to succeed on high-stakes assessments.

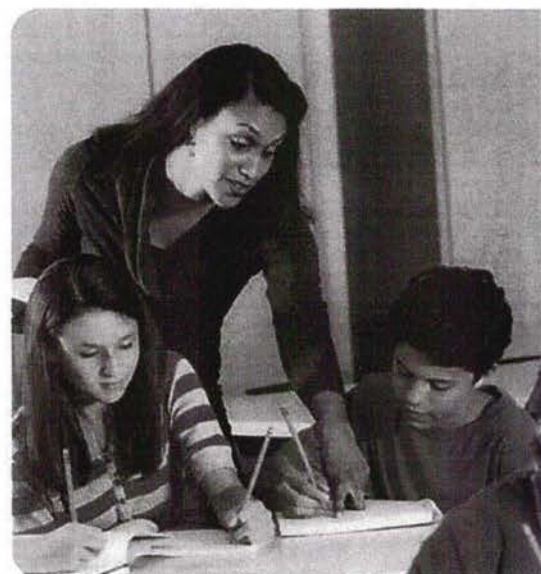
Dual-Concept Approach Fuels Advancement

Each *TransMath* lesson is delivered in dual concepts: Topic 1 provides a conceptual skill; Topic 2 provides a problem-solving skill. These two topics often are not related to avoid cognitive overload and provide students a greater opportunity to not only master foundational skills but also move toward grade-level proficiency through problem-solving activities.

The result? Students build confidence every step of the way as they master number sense, rational numbers, and algebraic expressions.

Designed to be taught in 50- to 60-minute segments daily, *TransMath*:

- Breaks learning into smaller parts
- Increases student engagement
- Balances foundational and grade-level instruction



Level 1: Developing Number Sense	
CONCEPTUAL SKILL	PROBLEM-SOLVING SKILL
Whole Number Operations	Working with Data
Factors, Primes, Composites	Problem Solving With Data
Common Factors	Measuring Two-Dimensional Objects
Compositions	Area and Perimeter
Fraction Concepts	Properties and Shapes
Adding and Subtracting Fractions	Transformations and Symmetry
	Statistics
	Units of Measurement

Level 2: Making Sense of Rational Numbers	
CONCEPTUAL SKILL	PROBLEM-SOLVING SKILL
Fractions: Fair Shares and Part/Whole	Fraction Problem Solving
Fractions: Magnitude, Equivalence, and Operations	Tools for Measurement
Mixed Numbers	Tessellations
Decimals and Operations	Geometry
Percent	Measurement
Probability	Probability and Percent Problem Solving
Integers and Integer Operations	Graphing
	Coordinate Graphs

Level 3: Algebra: Expressions, Equations, and Functions	
CONCEPTUAL SKILL	PROBLEM-SOLVING SKILL
Fractions and Decimals	Statistics
Variables	Ratios, Proportions, Percents
Inequalities	Surface Area of 3D Shapes
Algebraic Patterns	Volume of 3D Shapes
Algebraic Expressions	Geometry Construction & Angle Measurement
Algebraic Rules and Properties	Lines and Angles
Intro to Functions	Working with Coordinate Graphs
Square Roots	Non-Linear Functions
Irrational Numbers	

Download samples at voyagersopris.com/transmath

WHY it Works

Logical, consistent lesson design keeps students moving toward conceptual understanding and mastery.

DUAL TOPICS avoid cognitive overload.

Building Number Concepts:

► Part-to-Whole Relationships

In this lesson, students learn about the importance of the part-to-whole relationship represented by a fraction. They learn that this relationship begins with recognizing the "whole" and then comparing part(s) to the whole. Students are introduced to the unit fraction, which is at the foundation of the conceptual understanding of fractions.

Objective

Students will understand fractions as part-to-whole relationships.

Problem Solving:

► Representing Fractions with Cuisenaire Rods

Students are introduced to a new tool for understanding fractions, Cuisenaire rods. These are the Cuisenaire rods that young students use to learn place value. They are a helpful tool for understanding fractions as well. Like the number line, they are linear models.

Objective

Students will use a linear model (Cuisenaire rods) to examine part-to-whole relationships.

Lesson 3 ► Part-to-Whole Relationships
Problem Solving
Representing Fractions with Cuisenaire Rods

Lesson Planner

Vocabulary Development
Unit fraction
Cuisenaire rods

Skills Maintenance
Making Fair Shares

Building Number Concepts
► Part-to-Whole Relationships
In this lesson, students learn about the importance of the part-to-whole relationship represented by a fraction. They learn that this relationship begins with recognizing the "whole" and then comparing part(s) to the whole. Students are introduced to the unit fraction, which is at the foundation of the conceptual understanding of fractions.

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► Representing Fractions with Cuisenaire Rods
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Objective
Students will use a linear model (Cuisenaire rods) to examine part-to-whole relationships.

Homework
Students fill in missing fractions on a number line, divide rectangles into four shares, and tell the unit fraction represented by each. In distributed practice, students practice basic computational skills with whole numbers.

2.2 Unit 1 - Lesson 3

VOCABULARY DEVELOPMENT builds student understanding.

What is a part-to-whole relationship?
(continued)

Demonstrate

- Have students look at **Example 2** at the top of page 14 of the Student Text. This example shows one part and the whole. Point out to students that three of the parts are needed to make the whole. It is the same part-to-whole relationship as in **Example 1**. The Cuisenaire rods are a different size, but the relationship between them remains the same. The one part is one-third of the whole.
- Review key vocabulary at the end of the example. Ask students, "What is the numerator and what does it represent? What is the denominator and what does it represent? What is a unit fraction and why is it important?" Be sure students understand these terms and their importance.
- Summarize the concept students should take away from today's concept building. When working with a part-to-whole relationship, the focus is on how the part compares to the whole. It is that relationship that gives the fraction meaning.

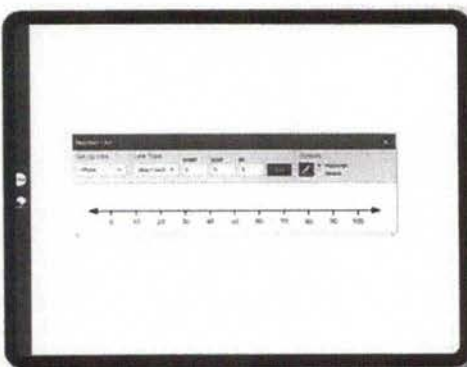
Check for Understanding
Engagement Strategy: Think, Think
Draw two purple rods on the board. Label one rod as "one whole." Label the other rod as $\frac{1}{2}$. Ask students the questions listed below. Allow think time after each question and encourage them to use the rods to help them answer the questions. Then call on one student to answer.

Ask:

- Can you give an example of a comparison where the purple rod is the whole? (When compared to the white rod, the purple rod represents one whole and the white rod represents $\frac{1}{2}$.)
- Can you give an example of a comparison where the purple rod is $\frac{1}{2}$? (When compared to the brown rod, the purple rod represents $\frac{1}{2}$ and the brown rod represents one whole.)

VISUAL MODELS illustrate difficult concepts.

ASK questions help teachers guide discussions that assess understanding.



DIGITAL MANIPULATIVES provide opportunities for students to interact.

POWER CONCEPTS focus instruction.

HOW it Works

WATCH FOR questions guide teachers in assessing student understanding.

Watch for:

- Can students name a fraction given a model of the unit fraction and the whole?
- Do students understand that there are other fractions using the same whole that are multiples of the unit fraction?
- Can students use a unit fraction to name other fractions that use the same whole?

REINFORCE UNDERSTANDING with interactive online models.

Reinforce Understanding
Remind students that they can review lesson concepts by accessing the online Unit 1 Lesson 3 Teacher Talk Tutorial.

SKILL APPLICATION provides immediate opportunity for students to practice what they learned.

Lesson 3

Now Apply Skills
Interactive Text pages 10–11

How students turn to pages 10 and 11 in the Interactive Text, which provides students an opportunity to practice identifying part-to-whole relationships represented by rods.

Activity 1
Students are given two rods representing a unit fraction and the whole and are to name the unit fraction. Remind them to divide up the whole if they cannot see the relationship without the lines.

Activity 2
Students are shown the unit fraction and a second fraction made up of multiple unit fractions. Students complete the multiplication that shows the number of unit fractions in the second fraction and then name the second fraction. A model is provided to help students understand what is expected of them.

Monitor students' work as they complete these Activities.

Watch for:

- Can students name a fraction given a model of the unit fraction and the whole?
- Do students understand that there are other fractions using the same whole that are multiples of the unit fraction?
- Can students use a unit fraction to name other fractions that use the same whole?

Reinforce Understanding
Remind students that they can review lesson concepts by accessing the online Unit 1 Lesson 3 Teacher Talk Tutorial.

26 Unit 1 • Lesson 3

ENGAGEMENT STRATEGIES provide ongoing, informal assessment in every lesson.

Lesson 3

How do we select Cuisenaire rods to model a fraction? (continued)

Demonstrate

- Have students look at **Example 1** on page 10 of the Student Text. In this example, students are shown how to model the fraction $\frac{1}{2}$.
- Have students look at the denominator of $\frac{1}{2}$ first. Explain that this helps to determine which rods to use. The denominator is the same as the denominator in Example 1. In Example 1, we modeled the unit fraction $\frac{1}{2}$ with a red rod. Use the red rod to represent the unit fraction and the orange rod for the whole.
- Ask students to look at the fraction to be modeled. The fraction $\frac{1}{2}$, NOT $\frac{1}{4}$, is being modeled. Ask students to name how many more red rods are needed to model $\frac{1}{2}$. Because two unit fractions are needed, the fraction can be written as $2 \times \frac{1}{2}$ or $\frac{2}{2}$.
- Have students look at the next picture in Example 2. The picture shows a representation for $\frac{3}{4}$. Two of the red rods and one orange rod represent the fraction $\frac{3}{4}$. Have students model $\frac{3}{4}$ at their desks. Be sure they have two red rods and one orange rod to model the fraction $\frac{3}{4}$.
- Review the vocabulary at the end of the example. These key terms are critical to conceptual understanding of part-to-whole relationships.

Check for Understanding
Engagement Strategy: Look Ahead
Have students model the fraction $\frac{3}{4}$ at their desks. Tell them to look about the classroom and get help from other students if they are having any difficulties. Circulate around the room and be sure students have used three red rods and one orange rod to model $\frac{3}{4}$.

Reinforce Understanding
Remind students that they can review lesson concepts by accessing the online Unit 1 Lesson 3 Problem Solving Teacher Talk Tutorial.

28 Unit 1 • Lesson 3

Lesson 3

Homework
Go over the instructions on pages 17–18 of the Student Text for each part of the homework.

Activity 1
Students fill in missing fractions on number lines.

Activity 2
Students divide rectangles into equal parts as instructed. Remind them these fractional parts must be four shares.

Activity 3
Students tell the unit fraction represented by two rods.

Activity 4 - Distributed Practice
Students practice basic computational skills. Tell students that they practice these skills so they do not forget the algorithms and they continue to get better at them.

17

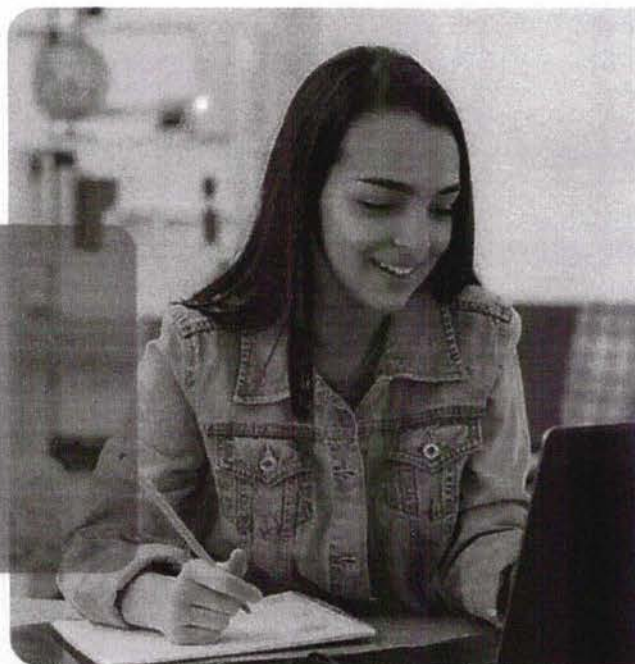
DISTRIBUTED PRACTICE in every lesson provides continued practice of previously learned skills.

Built-In Features and Resources Aid in Differentiation

Units in *TransMath* are built for differentiation. Structured in either 10 or 15 lessons, units are designed for 50- to 60-minute blocks per day with designated times for differentiation. *TransMath* gives teachers the tools and time they need to assess, reinforce, and differentiate student instruction.

Throughout *TransMath*, students receive:

- ✓ Concrete and Visual Representations
- ✓ Distributed Practice
- ✓ Varied Opportunities for Communication
- ✓ Multiple Forms of Assessment
- ✓ Reinforcement of Concepts



Teacher Differentiation Support

Teachers have access to all Teacher and Student materials in eBook format, as well as:

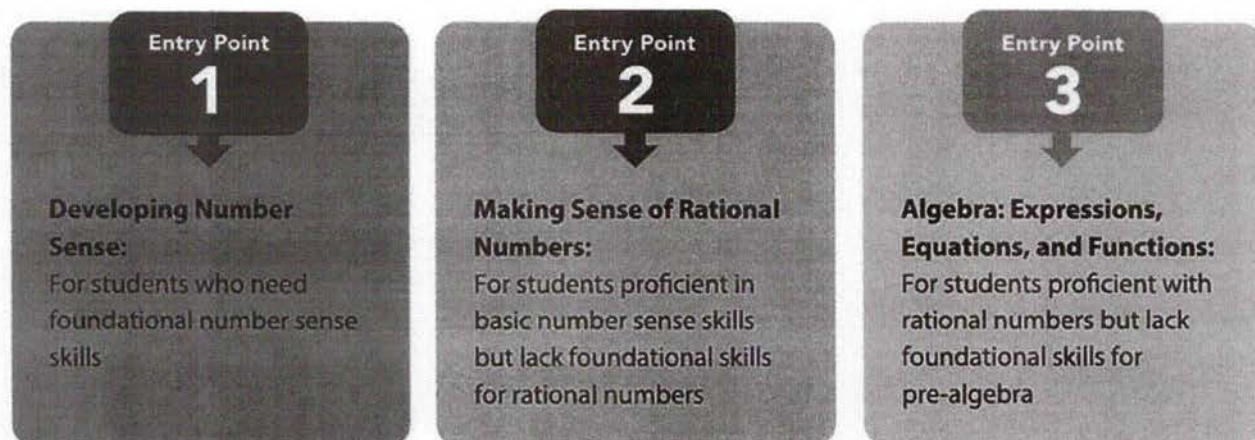
- **Math Toolbox** that provides a variety of digital manipulatives to use with *TransMath* lessons
- **TeacherTalk Tutorials** that reinforce lesson concepts using narrated, animated visual models that make the concept concrete for the student
- **Interactive Click-Thru** slideshow presentations that use visual models to concretely develop concepts
- **On Track! Extension Activities** that are multistep word problems designed for small groups, to prepare students for high-stakes tests
- **Form B Retests** for Quizzes and End-of-Unit Assessments can be downloaded



Student Placement and Balanced Assessment

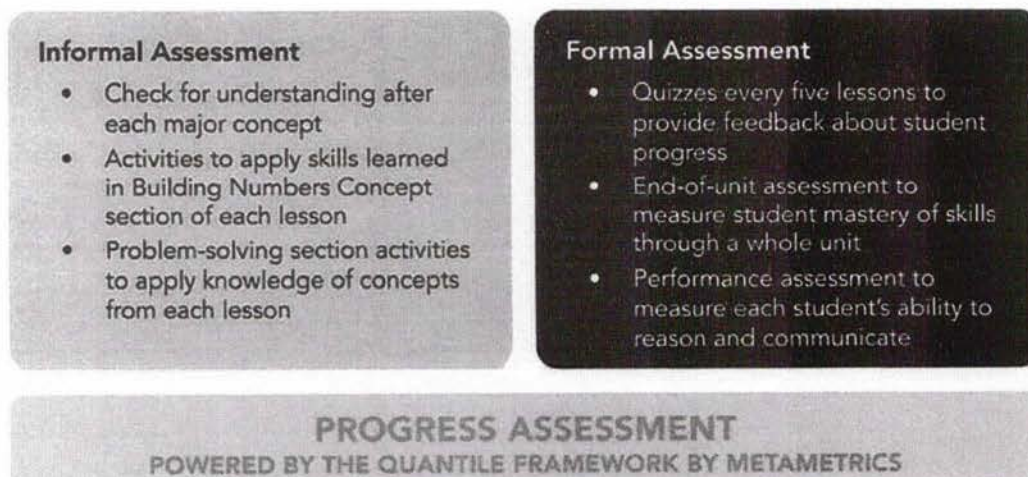
A proven approach to student placement—based on skill levels, not grade levels—ensures students learn at a comfortable pace.

Three entry points build incremental success:



Balanced Assessment

Numerous opportunities to assess knowledge as students master concepts and skills is critical to efficient progress monitoring. *TransMath* provides data-driven insight to identify areas of struggle.



Each unit of *TransMath* contains multiple methods to assess students' reasoning and ability to communicate ideas. Each type of assessment serves a different purpose.

Centennial Senior Project Details

- 10 hours community service **OR** research project with presentation (we will help provide community service during enrichment)
- Senior Portfolio
 - Resume
 - Cover letter
 - Letter of recommendations
 - Mock Interview