

"50""TQNN'ECNN<"

"Dqctf 'Rt gukf gpv.'Vqp{ 'Vwtk'cungf 'hqt'c'tqm'ecnf0""

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Cwgpfcpeg'ku'cu'hqmjy u<"

- Vqp{ 'Vwtk'
- Lko 'Dkpi j co "
- Eqf { 'Nco d"
- Tgkf 'Nco uqp"
- Nctt { 'I mpxgt "

Cdugpv<"

- P qpg'"

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60""CRRTQXCN'QH'
CI GPF CII GQTF GTPI "
QHCI GPF CII CFF KVKQP ""

C'o qvqpy'cu'o cf g'd{ 'Eqf { 'Nco d'cpf 'ugeqpf gf 'd{ 'Nctt { 'I mpxgt "" ""
vq'err tqxg'yj g'ci gpf c0'

""QHVK/GO U' "

Vj gtg'dgkpi 'pq'htvj gt'f kuewukqp.'yj g'Dqctf 'xqvgf 'wpcplo qwun{ 'vq' "
err tqxg'yj g'ci gpf c0"

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Vj g'xqvg'ku'cu'hqmjy u<"

""Vqp{ 'Vwtk' ""C { g< ""Z ""P q-aaaaaa ""Cdugpv< ""Cduclp-aaaaaa ""
 Nctt { 'I mpxgt ""C { g< ""Z ""P q-aaaaaa ""Cdugpv< ""Cduclp-aaaaaa ""
 ""Tgkf 'Nco uqp ""C { g< ""Z ""P q-aaaaaa ""Cdugpv< ""Cduclp-aaaaaa ""
 ""Eqf { 'Nco d ""C { g< ""Z ""P q-aaaaaa ""Cdugpv< ""Cduclp-aaaaaa ""
 ""Lko 'Dkpi j co ""C { g< ""Z ""P q-aaaaaa ""Cdugpv< ""Cduclp-aaaaaa ""

70""TGRQTVU' "

""70'UVWF GPV ""Dqctf 'O go dgt.'I curpgg'O ctvkl 'tgr qtvgf 'qp'yj g'hqmjy kpi <"

""DQCTF ""

30Ngcf gtuj kr /'J qo geqo kpi ""
 40Rquvgtu.'ftguu'wr 'f c { u"
 50O t0Ectf kpcnr gthqto u'qp'Hkf c { "
 60Ugpkqt 'r tqlgewu"
 70Lqd'uj cf qy kpi "
 80cvej o cng'ku'c'r quukdkkx{ "
 90Vq { 'f tlg'v'j gr 'hkg'f gr v0y cu'c'uweegu"
 : 0HHC'cpko cni'ht'hc'k' *uvtv'kpi 'vq'tckug'yj go +"
 ; 0HHC'ngcxgu'ht'Ucvg'lp'5'o qpj u"

""70'CECF GO KE ""F gr ctvo gpv'Ej ck.'Eqtkpg'O cf c { 'tgr qtvgf 'qp'yj g'hqmjy kpi <"

""TGRQTV/EVG' "

""FGRV'EJ CK' ""32'Vgcej gt u'vqcn'

""EQTIPG'O CFC[<"

- Rczvqp(' 'Rcwgtuqp'Xkukcvqp/'Qevqdt'4247""/'42'cwgpfggu'vqcn'
- O gf kecn'Ectggtu/'67'uwwf gpw'"
- Hktghki j v'kpi 'K'73'uwwf gpw'"
- O gf kc(' 'F guki p'cpf 'Cf xcpegf 'O gf kc(' 'F guki p'/327'uwwf gpw'(' "
: 'uwwf gpw'"
- Y qtni'Dcugf 'Ngctpki /'53'Ugpkqtu'56'necn'dwukpugu'(' '5"
Grgo gpvt { 'uej qqu"
- Hqf u(' 'P wtkvqp'/'*6'ugev'kpu'1', 2'uwwf gpw'+cpf 'E wkpct { 'Ct u' *3'"
- uge'v'kpu'47'uwwf gpw+'"
- Nkg'cpf 'Y qtni'Rtgr /'7'ugev'kpu'94'uwwf gpw'"

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○ O cpwħcewtkpi 'Cr r "cpf 'Cf x'O cpwħcewtkpi 'Cr r /'3'ugevkqp'37"
uwf gpw"(" : 'cf xcpegf "

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""""76'EVG'CFXKUQT["

""""EQO O KVVGG'TGRQTV<'

P gy "eqwtugu'pgzv"{ gct /'Ur qt w'O gf lekpg"cpf 'Hkt ghki j kpi 'KK

Future CTE Goal'ku'v'j' c'xg'c'ej k'f ect g'hceklk' (0Vj ku'y q'w'f "d'gpg'ghku"
E WJ U F "go r m'q'f g'gu. 'E WJ U F "v'ggp' r ct g'p'u'cpf "v'j' g'h'q'ec'ne'q'o o w'p'k'f'0'
"

E VG' C f x k u q t . ' G o k n { ' D t q y p ' t g r q t v g f ' q p ' v j g ' h q m y k p i < ' "

Oxgt xley "

Ect ggt "Vgej plecni'Gf wecvkqp" *E VG+ 'C f x k u q t { 'E q o o k w g g u 'o g v 'v q 't g x k e y " r c y y c { 'q r g t c v k q p u . 'h c e k l k g u . 'u e j g f w k p i . 'g s w k r o g p v . 'c p f 'u w f g p v ' c e e g u o T g e q o o g p f c v k q p u 'h q e w u 'q p 'k o r t q x k p i 'k p u t w e v k p c n i 's w r k v { . " u c h g v { . 'k p f w u t { 'c r i k i p o g p v . 'c p f 'h q p i / v g t o 'r t q i t c o 'u w u c k p c d k r k v { 0 ' "

Mg' 'Vemgey c'f u'

- Dgm'Uej gf wng"('kput wevkqpcni'Vko g<'O wnr ng'r cyj y c { u' k'f gp'v'k'g'f 'v'j' g'p'ggf 'hqt'f'cf'lw'v'g'f'qt'gz'v'p'f'g'f'k'p'ut'we'v'k'p'c'n'i'r'g't'k'q'f'u' v'q'uw'r'q't'v'j' c'p'f'u'q'p. 'r'c'd'/d'c'ug'f'k'p'ut'we'v'k'p'o'
- Hceklk'gu.'Ur'ceg.'Gs'w'k'r'o'g'p'v'f' "T'g'u'q'w't'e'g'u'<'R'c'v'j'y'c'f'u' go'r'j'c'uk'g'f'v'j'g'p'ggf'hqt'f'g'f'k'ec'v'g'f'k'p'ut'we'v'k'p'c'n'i'r'c'eg'u." k'o'r't'q'x'g'f' 'e'm'u't'q'q'o' 'e'q'p'h'i'w't'c'v'k'q'p'u.'c'f'g's'w'e'v'g'f'u'q't'c'i'g.'c'p'f' "w'r'f'c'v'g'f'g's'w'k'r'o'g'p'v'v'q'o'g'g'v'uch'g'v'f'c'p'f'k'p'f'w'u't'f' 'u'c'p'f'c't'f'u'0'
- Rtqi tco "Utwewtg"("Uwf gpv'Ceegu'<'C'f'x'k'u'q't'f' "o'go'd'g't'u' t'g'e'q'o'o'g'p'f'g'f' 'e'ng'c't'g't'g'p't'q'm'o'g'p'v'r't'q'eg'u'u'g'u.'f'g'h'k'p'g'f' 'r'c'y'j'y'c'f' "u't'w'e'w't'g'u.'c'p'f'k'o'r't'q'x'g'f' 'e'q'o'o'w'p'l'e'c'v'k'q'p'q'h'u'w'f'g'p'v' q'r'r'q't'w'p'k'k'g'u'0'
- Uchh'kpi.'Rt'q'h'g'u'k'q'p'c'n'i'f'g'x'g'n'r'o'g'p'v'f' "U'w'u'c'k'p'c'd'k'r'k'v'f' <'R'r'c'p'p'k'p'i' "h'q't' 'r' t'q'h'g'u'k'q'p'c'n'i'f'g'x'g'n'r'o'g'p'v.'h'w'w't'g' 'u'c'h'h'k'p'i' 't'c'p'u'k'k'q'p'u.'c'p'f' "r't'q'i't'c'o' 'e'q'p'v'k'p'w'k'v'f' 'y'c'u'k'f'g'p'v'k'k'g'f' 'c'u'c' 'r' t'k'q't'k'v'f' "

Pgzv'Ugr u'hqt 'Dqctf 'Eqpulf'gt'cvkqp'

"T'g'x'k'g'y' 'u'e'j'g'f'w'k'p'i' 'c'p'f' 'u't'w'e'w't'c'n'i't'g'e'q'o'o'g'p'f'c'v'k'q'p'u' 'h'q't' 'h'g'c'u'k'd'k'r'k'v'f' " 'R't'k'q't'k'k'g' 'h'c'e'k'l'k'g'u.'g's'w'k'r'o'g'p'v.'c'p'f' 'r' t'q'h'g'u'k'q'p'c'n'i'f'g'x'g'n'r'o'g'p'v' ""'p'g'g'f'u'h'q't' 'r' r'c'p'p'k'p'i' 'c'p'f' 'd'w'f' i'g'v'k'p'i' " 'U'w'r'q't'v'h'q'p'i' /v'g't'o' 'r' t'q'i' t'c'o' 'u'w'u'c'k'p'c'd'k'r'k'v'f' 'c'p'f' 'u'w'f'g'p'v'c'e'e'g'u'u' "

"

Pgzv'Ugr u'hqt 'Ect ggt 'Rc'v'j' y'c'f' 'Eqqtf'k'p'cvqt'<'

"U'w'f'g'p'v'R'c'v'j'y'c'f' 'G'p'v'f' <'F'g'x'g'n'r' 'c' 'e'ng'c't'c'p'f' 'e'q'p'u'k'v'g'p'v'r' t'q'eg'u'u' ""'h'q't' 'u'w'f'g'p'v'g'p'v'f' 'k'p'v'q' 'E'V'G' 'r'c'y'j'y'c'f' 'u'k'p' 'e'q'm'c'd'q't'c'v'k'q'p' 'y'k'j' " ""'e'q'w'p'u'g'n'k'p'i' 'u'c'h'h'c'p'f' 'h'g'g'f'g't'o'k'f'f'ng' 'u'e'j'q'q'n'u.'d'g'i'k'p'p'k'p'i' 'y'k'j' ': 'v'j' /' " ""'i' t'c'f'g' 'c't'v'k'w'r'v'k'q'p' 'r'c't'v'p'g't'u'0' 'Q'p'/E'c'o' r'w'u' 'E'j'k'f'c't'g' 'G'z'r'q't'c'v'k'q'p' <'E'q'p'f'w'e'v't'g'ug'c't'e'j' 'c'p'f' "" ""'r't'g'r'k'o'k'p'c't'f' 'r'c'p'p'k'p'i' 't'g'r'v'g'f' 'v'q'v'j'g'f'g'x'g'n'r'o'g'p'v'q'h'c'p'q'p'/e'c'o'r'w'u' ""'e'j'k'f'c't'g' 'e'g'p'v'g't' 'v'q' 'u'w'r'q't'v'j'g' 'G'f'w'e'c'v'k'q'p' 'r'c'y'j'y'c'f'0' 'H'c'e'k'l'k'g'u'f' 'G's'w'k'r'o'g'p'v'c'r'k'i'p'o'g'p'v' <'T'g'x'k'g'y' 'c'p'f' 'g'p'u'w't'g' 'h'c'e'k'l'k'g'u' "" ""'c'p'f' 'g's'w'k'r'o'g'p'v'c'e't'q'u'u'c'm'i'E'V'G' 'r'c'y'j'y'c'f' 'u't'g'o'c'k'p' 'e'w't'g'p'v.'u'c'h'g.'c'p'f' "" ""'c'r'k'i'p'g'f' 'y'k'j' 'k'p'f'w'u't'f' 'u'c'p'f'c't'f'u'0' 'R't'q'h'g'u'k'q'p'c'n'i'f'g'x'g'n'r'o'g'p'v' <'K'g'p'v'k'k'g'f' . 't'g'ug'c't'e'j' . 'c'p'f' 'u'g'e'w't'g' "" ""'r' t'q'h'g'u'k'q'p'c'n'i'f'g'x'g'n'r'o'g'p'v'q'r'q't'w'p'k'k'g'u' 'h'q't' 'k'p'ut'w'e'v'q't'u.'k'p'e'n'w'f'k'p'i' "" ""'Q'U' 'C' 'k'p'ut'w'e'v'q't' 't'c'k'p'k'p'i' . 'f' t'q'p'g' 'v'g'e'j' p'q'm'j' { 'e'g't'w'h'c'v'k'q'p' . 'c'p'f' ""

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Vj gtg'j cxg'dggp'uqo g'eqcej kpi 'ej cpi gu'dw'cm'ku'i qkpi 'y gm'
Nquv'c'iqv'qh'r r {gtu'r'uv'} {gct'uq'yj g'dq {u'j cxg'dki 'uj qqu'v'q'hkm'
Vj g'v'gco 'ku'f qkpi 'c'i qqf 'lqd'cpf 'eqo r g'v'kpi 'y gm'
Y qp'37'r'uv' {gct'cpf 'ctg'cv'8'yj ku' {gct'uq'ht'
Vqqm'5'f 'kp'F wtj co "Vqwt'pco gpv'
LX0o qxgf 'wr '7'ht'guj o cp'cpf 'ctg'pqy 'uggkpi 'yj g'r c {q'hh'
Ej leq'eco r /'r r {gf '36/42'i co gu'yj ku'uwo o gt'
[qwj 'eco r u'qxgt 'yj g'uwo o gt'cpf 'yj ku'cnuq'j gr u'y kj 'hwpf tckukpi "

Dqctf 'O go dgt. 'Eqf { 'Nco d'ku'tgcm' {j cr r { 'yj cv'y g'h'ggr 'hqewu'qp'
yj g' {qwj 'r tqi tco u'cpf 'g'zr quwtg'cv'e' {qwpi 'ci g0'
""

I k n i'Uqeegt 'J gcf 'Eqcej 'Xcp'guac 'Ci wktg'y cu'pqv'r t'gugpv'cpf "
O tu'0Hgn'qp'hkn'gf 'kp'ht'j gt'y kj 'yj g'h'qny kpi 'v'q'tgr qtv<

Eqcej gu'

J gcf 'Eqcej <'Xcp'guac 'Ci wktg' ('Cu'k'w'epv'Eqcej <'J cng' { 'U0'
I gqti g"
"

I k n i'Xctuk'f 'Uqeegt 'v'gco 'ku'o cf g'wr 'qh'43'i knu'cpf '3't'gugtxgf "
r r {gt'y j q'ku'cnuq'yj g'U'cv'Mggr gt"

- 8'Ugpkqtu"
- 8'Ly'pkqtu"
- 7'Uqr j qo qtgu"
- 6'H'guj o gp"

I t'gcv'i tqwr 'qh'i knu'0Un'kn'h'g'xgn'ku'xct'k'gf . 'y g'j cxg'i knu'yj cv'j cxg'
r r {gf 'yj gkt'y j qng'h'xgu'v'q'uqo g'y j q'yj ku'ku'yj gkt'h'ku'v' {gct'r r {kpi 0'
K'j cu'dggp'ej cngpi kpi 'dw'yj g'i knu'ctg'y qtnkpi 'j ctf 'v'q'ko r tqxg"
yj gkt'un'kn'0Vj g'x'gvtcp'r r {gtu'j cxg'dgeqo g'xgt { 'r cv'k'p'v'cpf 'cngp'
qp'h'gcf gtuj kr 't'qrgu'v'q'j gr 'yj g'ug'p'gy 'r r {gtu'ko r tqxg0"
"

Tgeqtf <'"

- Qwt'ewt'gpv't'geqtf 'ku': /6"
- R'cegf '4pf 'kp'yj g'Qt'qx'kn'g'Vqwt'pco gpv'd'c'cm'kp'F gego dgt0"
- P co gf 'eqpu'q'v'k'qp'ej co r k'pu'cv'yj g'T'gf j cy m'v'qwt'pco gpv'
kp'E'q'wuc"

Qwt 'hqewu'yj ku'ugcu'p'ku'ut'gpi yj 'v'c'k'k'p'kpi 'cpf 'v'gco y qtn<

- Y g'j cxg'j k'yj g'y gki j v't'q'qo 'ugx'g't'cn'v'ko gu.'hqewu'kpi 'qp'
f k'h'gt'gp'v'ct'gcu'qh'qwt'dqf k'gu'g'xgt { 'v'ko g'y g'ct'g'kp'yj g't'g'0H'qt"
yj g'ht'guj o cp'yj ku'ku'p'gy . 'dw'qwt'i q'cn'ku'v'q'h'ggr 'yj ku'cp "
qpi qkpi 'yj kpi 'kp'yj g'h'w'wt'g'ugcu'p'u0"
- Cnuq'f qkpi 'c'h'q'v'qh'ut'gpi yj 'v'c'k'k'p'kpi 'qp'yj g'h'kn'f 0'
- I knu'ctg'dw'kf kpi 'ej go k'ut { 'v'qi g'yj g't'cu'c'y j qng0'
"

Hwpf tckugt u'v'q'ht <'

- Hkn'kp'yj g'Uqeegt 'Dcm'q'peg'ci c'k'p'0Vj g'hwpf tckugt'y cu'pqv'cu'
uwe'g'u'h'w'cu'r'uv' {gct'dw'yj g'i knu'yj g't'g'v'kn'c'dng'v'q'dt'kpi 'kp'
gpqwi j 'o qpg { 'v'q'eqxgt'v'qwt'pco gpv'h'ggu.'r vtej cug'p'gy "
uqeegt'dcm.'vcr g.'r tg/y tcr . 'gz'v'c'i q'cn'g'l'gtug { 'cpf 'i m'x'gu0"
• Dq { u'cpf 'I knu'q'ee'gt'ku'f qkpi 'c'eq'p'eg'u'k'qp'uc'p'f 'cv'yj g'
j qo g'i co gu'cpf 'uj ctkpi 'yj g'r tqhku0"

"

Pgzv'hwpf tckgt <"

- Ugnkpi "Utggy'F qi 'O gcn'cv'yj g'Qtncpf 'xu0Eqtpkpi 'i co g0' Vj g'i kn'y kn'dg'r t gugnki 'vengw.'cu'y gm'cu'ugnki 'o gcn' vq'hcpu'y j q'y gtg'wpcdng'vq'r wtej cug'vengw'cj gcf 'qh'ko g0"

Rqukkg'Vj kpi u<

- Rrc{ kpi "wvf gt'vj g'iki j w'ku'dtkpi kpi 'kp'o qtg'i cvg'o qpg{0Y g' j cxg'o qtg'hcpu.'cpf 'vj gtg'ku'c'npki gt'r gtkqf 'qh'ko g' ej cti kpi 'cv'yj g'i cvg'y kj 'i co gu'dgkpi 'dcem'vq'dcem'kpungcf " qh'cv'yj g'uco g'ko g0"
- Hcpu'ikng'vj g'eqpeguakqp"ucpf 0"

Eqpegt pu<"

- Hgrf 'Eqpf kkpau'y j gp'k'tckpu0'
- Pqv'cu'o cp{ 'i kn'ctg'kpgt guvgf "kp'v{ kpi "qw'hqt "uqeegt0' Qpn'4: "i kn'v'kgf "qw'vj ku'ugcuqp0"

"
"

Dqf u'Uqeegt "O t0Hgnqpp'tgr qtvgf 'hqt'vj g'dq { u'Uqeegt 'vgco 'cnuq0'

- 93'uki pgf "vr 'cpf '74'y gtg'cv'v{ qwu'y kj '39' ewu"
- L0X0ku'cny c { u'c'eqpukf gtcv'kqp'dw'pq'hcekrkkgu" cpf 'y qwf 'j cxg'vq'r r { "GCN"
- Tquvgt'kpenf gu'4: "cevkxg'r r { gtu'y kj '6'tgugt xgu" cpf 'y g'ctg'32B"
- Vj g'vgco 'f qgu'i tgev'y kj 'hwpf tckukpi 'cpf 'vj g' P qo rnk'vtkdg'f qpcv'gf 'hwpf u'vq'j gr 'y kj " wplkqto u"
- Vj g'hgrf u'eqpf kkpau'ctg'uqkrgf 'cpf 'o wff { "uq" vj gtg'ku'c'f kgev'ko r cev'cpf 'o cngu'vj kpi u'f kthkew0'
- Vj g'i qcn'ku'F 3'ugev'kqp'ej co r kqpuj kr u'cpf 'ucv'g' r r { qhhu"
- Qxgtcm'vj ku'ku'c'i tgev'vgco "

" " "
" " "
""

" **Y t gumpi** "Eqcej 'Lcenuqp'cpf 'Eqcej 'Uwwqp'uj ctgf 'uqo g'qh'vj g'"
" hqmy kpi 'j ki j rki j w<"

30 Ugcup'ku'qh'h'vq'c'i tgev'uctv0'
 40 Dq { u'cpf 'I kn'e'qo dkgf 'ku'ctqwpf '92'cvj ngvu0'
 50 J cf "vq'i gv'gz'vc'o cu""
 60 9'eqcej gu'vq'j cpf ng'7'vgco u'f khtg'gpv'f kgev'kpu'gcej 'y ggn0'
 70 P cr c "Xcmg { 'Ercuuke" *i kn+/"qxgt'422'vgco u'cpf 'r rcegf 'kp'vj g' vq' "72"
 80 4l2'kp'ngci wg'qp'dqvj 'ukf gu'*dq { u'cpf 'i kn+0'
 90 P gz'v4' { gctu'ctg'qwtu'vq'ngug0'
 : 0 Vj g'vgco u'ctg'hwpf tckukpi "cpko cnu'cpf 'lwuv'f gr qukgf "33M'qp" Vwguf c { 0'
 ; 0 Eqo o wkv { "uwr r qtv'ku'co c| kpi /"ur qpuqtgf "o cu'cpf "uq'o wej " o qtg0'
 3200 kuukqp"ucvgo gpv'y cu'wr f cvgf "

"
" " "
" " "

" Dqctf 'O go dgt.'Eqf { 'Nco d'ku'j cr r { 'vj cv'y g'j cxg'vq'o wej ""
" kpxqrxgo gpv0"

"

"

*****70****EGPVGPPKCN*****EgpgppkcnRtkpkr cn'Cwf tk'Dcmg'tgr qtvgf "qp'yj g'hqmqy kpi <"
*****RTPEKRCN"
*****TGRQTV<"

""Egpgppkcn'

- Egpgppkcn'gptqmo gpv'
 - 65'vqcn'
 - 6'ctg'qr r qt wplk{ 'uwf gpw"
 - 45'qh'yj g'5; 'tgo clpkpi 'ctg'ugplqtu*7; ' 'qh'uwf gpw+"
- 4247/48'I tcf wcvu"
- 7'uwf gpw'j cxg'i tcf wcvf "uq'ht 'yj ku'uej qqn'f gct "
- Qpg'O VUU'Hqewu<Nqy gt'Uwur gpukqp'Tcvg'*r ctv'qh'EC'F cuj dqctf +"
- Dgj cxlqt'vgco 'o ggw'o qpj n{ 'vq'f kuewu'lpvgtxgpv'q'q'o ggw' uwf gpv'pggf u'cpf 't'gxky 'f'cvc"
- Vy q'I qcn<"
 - Nguu'yj cp'7' 'qh'yj g'uwf gpv'r qr wcvkqp'y kn'dg'uwur gpf gf " yj cv'o qpj *y gæxg'dggp'o ggw'pi 'yj cv#"
 - Nguu'yj cp'7' 'qh'yj g'uwf gpv'r qr wcvkqp'y kn'tgs wktg'cp'qp/eco r wu'lpvgtxgpv'q'q'o ggw'pi 'yj cv'i qcn#"

Kpf gr gpf gpv'Uwf { "

- KR'gptqmo gpv'
 - 76'uwf gpw'gptqmgf "
 - 72'kp'Eqtplkpi 'Kpf gr gpf gpv'Uwf { "J ki j 'Uej qqn'
 - 6'kp'C/I 'r tqi tco 'yj cv'eqwpu'qy ctf u'EWJ U'gptqmo gpw"
 - Dcen'vq'r nclpi 'uwf gpw'qp'yj g'y ckrkv"

Cf wv'Gf wcvkqp "

- Cf wv'Gf "eqputwcvkqp'eruu"
 - Iqd'Vtclpkpi "Egpgt'eqmcdqtcv'kqp"
 - Vj g{ 'y kn'dg'tgetwklpi 'uwf gpw'cpf 'hwf kpi 'yj gkt 'wskqp "
 - 6'uguukapu"
 - ERT"("QUJ C"
 - Grgvtlecl'
 - Rwo dlkpi "
 - Hqtmkkv"
 - Uwf gpw'y j q'cwgpf 'cm'uguukapu'y kn'y cm'cy c{ 'y kj '5" egtw'lecvkqp<"
 - ERT"("Hktuv'CKf "
 - QUJ C"32"
 - Hqtmkkv"
 - Uctw'gpf 'qh'Hgdtwct { "cpf 'twpu'yj tqwi j 'gpf 'qh'Lxpg"
 - "

"

*****70 ""UWRGTPEVGF GPV'Uwr gtpvgpf gpv.'O ki wgn'Dcttki c'tgr qtvgf "qp'yj g'hqmqy kpi <"
*****WRF CVG<"

""Vj cpngf "gxgt { qpg'hqt "gzegngpv'tgr qtuo"Rtkqtkkku'y gtg'uj ctgf O"

"

- Eqputwcvkqp'w'f cvg<Vj g'qpn{ 'cevxg'eqputwcvkqp'r tqlgew'ku" hgpekpi O'Vj g'pgy 'ercuutqqo u'j cf "drkpf u'kpuwmgf O'Y g'ctg" uctw'kpi 'vq'mqnc'v'wo o gt'r tqlgewuOCu'hqt'yj g'uj qr 'cpf " ewk'pct { .y g'ctg'mqnkpi "cv'i gw'kpi 'yj qug'r tqlgewu'qww'vq'dkf 'd{ " O kf /O ctej O"

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"
90"EQPUGP V'CI GPFC".....C'o qvqp'y cu'o cf g'd{ 'Nctt { 'I mxgt'cpf 'ugeqpf gf 'd { 'Eqf { 'Nco d.....
....."KWGO UK".....'q'cr r t q x g' y j g'eqpugpv'ci gpf c'kgo u0'"

" " ""
" " "" Vj gtg'dgkpi 'pq'ht y gt'f kuewukqp.'y g'Dqctf 'xqvgf 'wpcplo qwun{ 'xq'"
" " "" cr r t q x g' y j g'eqpugpv'ci gpf c'kgo u0'"

" " Vj g'xqvg'ku'cu'hqmjy u<"

..... " ".....Vqp{ 'Vwtk.....C { g<.....Z.....P q-aaaaaa'Cdugpv<.....Cduvlp<aaaaaa"
.....Nctt { 'I mxgt.....C { g<.....Z.....P q-aaaaaa.....Cduvlp<.....Cduvlp<aaaaaa"
.....Tgf 'Nco uqp.....C { g<.....Z.....P q-aaaaaa.....Cduvlp<.....Cduvlp<aaaaaa"
.....Eqf { 'Nco d.....C { g<.....Z.....P q-aaaaaa.....Cduvlp<.....Cduvlp<aaaaaa"
.....Lko 'Dkpi j coC { g<.....Z.....P q-aaaaaa.....Cduvlp<.....Cduvlp<aaaaaa'"

90B"....."CRRTQXCN".....Cr r t q x c n'q h'Tgi wrt'Uej qqn'Dqctf 'O ggkpi 'O kpwgu'htqo
....."QH'TGI WNCT".....F gego dgt'33.'42470'
....."UEJ QQN".....
....."DQCTF"....."
....."O GGVP I"....."
....."O KPWGU<"....."

90I"....."CRRTQXCN".....Cr r t q x c n'q h'Ur gekn'Uej qqn'Dqctf 'O ggkpi 'O kpwgu'htqo
....."QHURGEKCN".....F gego dgt'3: .'42470'
....."UEJ QQN".....
....."DQCTF"....."
....."O GGVP I"....."
....."O KPWGU<"....."

90C"....."CRRTQXCN".....
....."QHY CTTCPVU<"....."

90E"K VGT F KVT KEV".....Vj g'tgs wgu'ukpeg'y g'rcu'dqctf 'o ggkpi 'ctg'cu'hqmjy u<.....
....."TGS WGU V<".....I gtctf q'Uqtke....."

90F"CRRTQXCN'QH".....Vj g'f kntlev'j cu'hct.'i qqf 'qt'gzgo r rct { 'ucwuu'cpf 'j cu'c'r rep'hqt'uo g'"
....."EWJ UF 'HKV'TGRQTVU".....'ctgcu'y cv'o c { 'pggf 'cwgpvkq0"
....."HQT'EWJ U'CPF".....
....."EGP VGPP KCN".....
....."J K J 'UEJ QQNU<".....
....."

: 0KVO GU'HQT'F KUE WUKQP"

03"NECR'O K"....."Uwr gtlpvgpf gpv.'O ki wgn'Dcttki c'tgr qtvgf 'qp'y g'hqmjy kpi <"
.....[GCT'TGRQTV<"
" " " " " F kntlev'I qcm"
" " " " " Gzr gevgf "cppwcn'o gcuwcdng'qdlgevkgu"

04"TFI GTU'TCPEJ".....Vj g'f kntlev'f qgupov'j cxg'c'vg'dtgenkpi 'r tqegu'kp'r meg'hqt'y g'"
UEJ QNCTUJ KR'CPF IQT.....Tqf i gtu'Tcpej 'Uej qnctuj kr 'cpf kq'Xcrf levqtkcp lUcnwcvqtkcp0Vj gug"
....."XCNGF KEVQTKCP I".....'ctg'uo g'qr vqpu'y cv'o ki j v'dg'uwkcdng'cpf 'kh'pggf gf.'ecp'dg'dtqwi j v'
....."UCNWC VQTKCP".....'dcen'vq'y g'pgz v'o ggkpi 'hqt'cr r t q x c n'0"
....."VIG'DTGCMP I <"....."

" " " " "*****Vj gtg'y cu'c'iqv'qh'f kuewuukqp"cpf "EWJ URtkpekr cn'Leuqp'Cto utqpi "
" " " " "*****uj ctgf 'uegpctkqu'cpf 'f kuewuugf '7'f khgt gpv'qr vkpu0"
" " " " "*****Uqo g'lpqto c'kqp'ku'c'hqmy u< " "
" " " " " "
" " " " "*****Rwtr qug<Qwt'j li j 'uej qqncy ctf u'uej qret uj kr u'vq<'!"

*****Vqr '7'i tcf wev'pi 'igpkqt u'd{ 'I RC.'epf "
*****Pgzv'32'i tcf wev'pi 'igpkqt u'd{ 'I RC'uli j w' 'bo cngt 'ey ctf -0'

Dgecwug'I RC'vku'ctg'r quukdrng.'y ku'f qewo gpv'qwdkpgu'engct.'qdlgev'xg."
cpf 'f ghgpukdrng'vkg/dtgenkpi 'qr vkpu'hqt'Ecdkpgv'f kuewuukqp'cpf "
r qv'gpv'kcn'cf qr vkpu0'

I w'kf kpi 'Rtkpekr ngu"
Cp{ 'vkg/dtgenkpi 'etkgtk'uj qwf <"
" "
Dg'qdlgev'xg'cpf 't'cpuetkr v'dcugf ""
Gpeqwtci g'cecf go ke'tki qt'cpf 'uwv'ckpgf 'ghhqt v"
Dg'tcpur ctgpv'vq'uwf gpw'cpf 'hco k'kgu"
Dg'eqpukv'gpv'cpf 'f ghgpukdrng'kh'tgxkgy gf 'd{ 'y g'Dqctf "qt'eqo o w'pkv{ "

Vkg/Dtgenkpi "Qr vkpu"

Qr vkqp'3<Cecf go ke'Tli qt<Rt kqt kkk gu'uwf gpw'y j q'r wt uwgf "
o qt g'ej cngpi kpi 'eqwt ugy qt n0'

Rquukdrng'etkgtk<""
30 Vqvr'pwo dgt'qh'y gli j vgf 'eqwtugu'eqo r ngv'f '*CR.'KD.'F wcn'
Gptqmo gpv.'J q'pqtu+""
40 Vqvr'ly gli j vgf 'I RC'r q'kpw'gctpgf '*pqv'lwuv'hpcn'I RC'cxgtci g+""
50 P wo dgt'qh'cf xcpegf 'eqwtugu'eqo r ngv'f 'kp'i tcf gu'33634"

Ut gpi vj u<J ki j n' 'qdlgev'xg.'r tqo qv'gu'tki qt.'gcu{ 'vq'g'zr r'k'p"

Qr vkqp'4<Rgt hto cpeg'lp'Cf xcpegf 'Eqwt ugy qt m'Nqqmi'e'v'j qy "
y gml'uwf gpw'f gt hto o gf 'lp't li qt qwu'e'rc'uguo'

Rquukdrng'etkgtk<""
30 Wpy gli j vgf 'I RC'lp'y gli j vgf 'eqwtugu'qpn{ "
40 I RC'lp'eqtg'cecf go ke'uwdlgewi'*Gpi rkuj . 'O cyj . 'Uekpeg.'Uqekcn'
Uekpeg+ "
50 ECCURRICR'KD'gzco 'ueqtgu'*kh'cxck'rdng'cpf 'cr r tqr t'k'v'g+ "

Ut gpi vj u<T gy ctf u'o cuvgt { . 'pqv'lwuv'gptqmo gpv'

Qr vkqp'5<W'r rgt/I tcf g'I Ugpkt/ I gct 'Rgt hto cpeg<Go r j cul' gu'
t gegpv'epf 'uwv'ckpgf 'cecf go ke'ghhqt w0'

Rquukdrng'etkgtk<""
30 I RC'lp'i tcf gu'33634'qpn{ ""
40 I tcf g'34'I RC'qpn{ ""

50 Vqcn'pwo dgt'qh'C'i tcf gu'gctpgf 'kp'ugpkqt'gct"

Ut gpi vj u<T ghgew'i tqy vj 'cpf 'eqpukvpgpe{="qhgpp'tguqrxgu'vku'
ergcpn{ "

Or vkap'6<Gz vtcewt tlewrct 'cpf 'Eq/E wt tlewrct 'Kpxqrxgo gpv'

Eqpukf gtu'uwvckpgf 'kpxqrxgo gpv'dg{ qpf 'vj g'emautqqo 'y j gp'
cecf go le'etkgtk'cmppg'f q'pqv'dtgcnic'vkg0'

- Rquukdg'etkgtk '*o wuv'dg'ergctn{ 'f ghkpgf 'cpf 'eqpukvpgvni 'cr r rkgf +<
- [gct u'qhlr ct vlek cvkqp'kp'uej qqn'ur qpuqtgf 'gz vtcewt tlewrct "'
qt 'eq/ewt tlewrct 'cevxkkgu"
 - Ngef gtuj kr 't qrgu'j grf '*g0 0'vgo 'ecr vckp.'enwd'qhllegf.'CUD"
rgcf gtuj kr +"
 - Rct vlek cvkqp'kp'eq/ewt tlewrct 'r tqi tco u'crki pgf 'vq'uej qqn"
r tkqt kkgu '*g0 0'cvj rgvku.'r gthqto kpi 'ctw.'EVG'qti cpk cvkqpu"
uwej 'cu'HHC'qt 'UnkmWUC+ "
 - F qewo gpv'gf 'eqo r rgvkqp'qhlcp'cr r t qxgf 'cevxkkgf 'f qt vhrkq"
xgt kkgf 'd{ 'vj g'uej qqn'

Ut gpi vj u<T geqi pk gu'y j qrg/ej kf 'eqpvtkdwkqpu.'rgcf gtuj kr .'cpf "
gpi ci go gpv'

Or vkap'7<Uj ctgf 'qt 'Gzr cpf gf 'Cy ctf u' HlpcnUchgi wetf <'Wrgf "
qpn' 'khl'niccf go le'etkgtk' h'kl'v'it gemic'vkg0'

Rquukdg'cr r tqcej gu<"

30 'Gzr cpf 'vj g'uej qrtuj kr 'r qqn'vq'kpenmf g'cm'vkgf "uwf gpv"

40 'Ur rkv'vj g'uej qrtuj kr 'co qwpv'gxgpn{ 'co qpi 'vkgf "uwf gpv"

Ut gpi vj u<C xqkf u'ct dktct { 'f gekukqpu='t gphqtegu'hcktpguu'cpf "'
i qqf y kn'

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: 05'FGO QI TCRJ KE'''	''''Vj ku'uwf { 'y cu'r tgu'pvgf 'd{ 'Mkpi 'Eqpuwvmpi . 'Tqd'O wttc { 'F ktgevtq'
''''''CPCN[UK'CPF'''	''''''qh'F go qi tcr j kcu0Uqo g'j ki j rki j vu'kpenmf g<'
''''''GPTQNNOPV'''	''
''RTQLGEVKQP'UVWF[<' "	''

- Gptqmo gpv'Vtgpf u"
- Gptqmo gpv'qh'hggf gt 'f kvt kcu"
- J kvqtkecn'gptqmo gpv'qh'hggf gt 'f kvt kcu"
- Vqcn'r qr wvckqp'qh'eqo o wpkv{ "
- Uwf gpv'I gpgt'vckqp'Tcvgu'cpf 't gukf gpv'cnf'f gxgrqr o gpv'
- Ur cvkcn'Cpcn'uku"
- Uwf gpv'F gpukkgu"
- Gptqmo gpv'Rtqlgevkqpu'''

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; 0'KGO UHQT'''	'''	''''''''''''''''
''''''''CEVKQP<'		

""""Vj g'xqvg'ku'cu'hqmqy u<"

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..... " """"Vqp{ 'Vwtk.....C {g<.....Z.....P q-aaaaaa'Cdugpv<.....Cduvckp-aaaaaaaa ""
Nctt{ 'I npxgt.....C {g<.....Z.....P q-aaaaaa'Cdugpv<.....Cduvckp-aaaaaaaa ""
.....Tgkf 'Nco uqp.....C {g<.....Z.....P q-aaaaaa'Cdugpv<.....Cduvckp-aaaaaaaa ""
.....Eqf { 'Nco d.....C {g<.....Z.....P q-aaaaaa'Cdugpv<.....Cduvckp-aaaaaaaa ""
.....Llo 'Dkpi j coC {g<.....Z.....P q-aaaaaa'Cdugpv<.....Cduvckp-aaaaaaaa ""

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"""; @ "CRRTQXC�'QH' """"C'o qvkap'y cu'o cf g'd{ 'Llo 'Dkpi j co 'cpf 'ugeqpf gf 'd{ 'Tgkf 'Nco uqp'vq' ""
""""4[GCT'VGTO U""""'er r tqxg'vj g'4{ gct 'vgto u'ht 'ggevkap'qh'qh'legtu'y j kej 'vngu'r meg'gcej ""
""""HQT'GNGEVKQP "" """"F gego dgt'cv'vj g'cppwcn'qti cplk cvkqpcrlo ggkpi 0'Vj gtg'dgkpi 'pq'htv j gt ""
""""QHQHHEGTUCV'VJ G""""f kuewuokp.'vj g'Dqctf 'xqvgf 'wpcpko qwun{ 'vq'cr r tqxg'vj g'4{ gct 'vgto u' ""
""""QTI CPK CVKQPCN""
""""O GGVKPI 'J GNF'K""
""""F GE GO DGT<' """"

""""CEEGRVCDNG""""Vj g'xqvg'ku'cu'hqmqy u<"

""""WUG'RQNE[<' ""

..... " """"Vqp{ 'Vwtk.....C {g<.....Z.....P q-aaaaaa'Cdugpv<.....Cduvckp-aaaaaaaa ""
Nctt{ 'I npxgt.....C {g<.....Z.....P q-aaaaaa'Cdugpv<.....Cduvckp-aaaaaaaa ""
.....Tgkf 'Nco uqp.....C {g<.....Z.....P q-aaaaaa'Cdugpv<.....Cduvckp-aaaaaaaa ""
.....Eqf { 'Nco d.....C {g<.....Z.....P q-aaaaaa'Cdugpv<.....Cduvckp-aaaaaaaa ""
.....Llo 'Dkpi j coC {g<.....Z.....P q-aaaaaa'Cdugpv<.....Cduvckp-aaaaaaaa ""

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"""; @ "TGUQNVWQKP """"C'o qvkap'y cu'o cf g'd{ 'Llo 'Dkpi j co 'cpf 'ugeqpf gf 'd{ 'Eqf { 'Nco d'vq' ""
""""P Q06: 3<""""'er r tqxg'T guqnvkap'P q06: 3'y j kej 'ku'kp'tgeqi plkap'qh'vj g'72j ""
""""cppkxgtuct { 'qh'vj g'lpf kxf wcu'y kj 'f kucdkkxgu'gf wecvkap'cev'KF GC +0' ""
""""Vj gtg'dgkpi 'pq'htv j gt 'f kuewuokp.'vj g'Dqctf 'xqvgf 'wpcpko qwun{ ""
"" "" "" "" """"'vq'cr r tqxg'T guqnvkap'P q06: 30""

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""""Vj g'xqvg'ku'cu'hqmqy u<"

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..... " """"Vqp{ 'Vwtk.....C {g<.....Z.....P q-aaaaaa'Cdugpv<.....Cduvckp-aaaaaaaa ""
Nctt{ 'I npxgt.....C {g<.....Z.....P q-aaaaaa'Cdugpv<.....Cduvckp-aaaaaaaa ""
.....Tgkf 'Nco uqp.....C {g<.....Z.....P q-aaaaaa'Cdugpv<.....Cduvckp-aaaaaaaa ""
.....Eqf { 'Nco d.....C {g<.....Z.....P q-aaaaaa'Cdugpv<.....Cduvckp-aaaaaaaa ""
.....Llo 'Dkpi j coC {g<.....Z.....P q-aaaaaa'Cdugpv<.....Cduvckp-aaaaaaaa ""

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"""; @ """"EWJ U"" "" """"C'o qvkap'y cu'o cf g'd{ 'Nctt{ 'I npxgt'cpf 'ugeqpf gf 'd{ 'Tgkf 'Nco uqp'vq' ""
""""EGP VGPPICN"" """"'er r tqxg'vj g'cppwcn'uchgv{ 'r rcpu'ht'EWJ U.'Egpgvppkcn'cpf 'Eqtkpi 'KUR0""
""""CPF 'KUR""""Vj gtg'dgkpi 'pq'htv j gt 'f kuewuokp.'vj g'Dqctf 'xqvgf 'wpcpko qwun{ 'vq' ""
""""UCHGN['RNCPU<' """"'er r tqxg'vj g'uchgv{ 'r rcpu'0""
..... """"

""""Vj g'xqvg'ku'cu'hqmqy u<"

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..... " """"Vqp{ 'Vwtk.....C {g<.....Z.....P q-aaaaaa'Cdugpv<.....Cduvckp-aaaaaaaa ""
Nctt{ 'I npxgt.....C {g<.....Z.....P q-aaaaaa'Cdugpv<.....Cduvckp-aaaaaaaa ""
.....Tgkf 'Nco uqp.....C {g<.....Z.....P q-aaaaaa'Cdugpv<.....Cduvckp-aaaaaaaa ""
.....Eqf { 'Nco d.....C {g<.....Z.....P q-aaaaaa'Cdugpv<.....Cduvckp-aaaaaaaa ""
.....Llo 'Dkpi j coC {g<.....Z.....P q-aaaaaa'Cdugpv<.....Cduvckp-aaaaaaaa ""

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"""; @ """"CRRTQXC�""""C'o qvkap'y cu'o cf g'd{ 'Tgkf 'Nco uqp'cpf 'ugeqpf gf 'd{ 'Nctt{ 'I npxgt'vq' ""
""""QHLDQD"" """"'er r tqxg'vj g'lqd'f guetk vkapu'ht'vj g'Uwr gtpvgpf gpvu'Cuukrcpv'cpf ""
""""F GUETKRVKQP U""""'vj g'F kutlev'Rc{ tqm'Vej plekcp0'Vj gtg'dgkpi 'pq'htv j gt 'f kuewuokp.'vj g' ""
""""HQT'VJ G""""Dqctf 'er r tqxg'vj g'4'lqd'f guetk vkapu'0""
""""UWRGTRP VGPF GPVJU""

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Corning Union High School District Regular School Board Meeting

Date of Meeting: January 15, 2026

Time of Meeting: 5:45P.M.

Place of Meeting: CUHS Library

Click this link to join the meeting online

<https://corninghs-org.zoom.us/j/81871033600?pwd=8VvK1kTK7C5kk4HNPNamVvoivCw75P.1>

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 Student Board Member- Yaslene Martinez Information
 - 5.2 Academic Report- CTE Department Chair Corine Maday Information
 - 5.3 CTE Advisory Committee Report- Emily Brown Information
 - 5.4 Winter Coaches- Nate Borer, Whitney Armstrong, Vanessa Aguirre
Edy Arce, Josh Jackson Information
 - 5.5 Community Schools Report- Leilani Miller Information
 - 5.6 Principal Report- Jason Armstrong Information
 - 5.7 Principal Report- Audri Bakke Information
 - 5.8 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. 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.

7.1 Approval of Regular Board Meeting Minutes of December 11 , 2025

7.2 Approval of Special Board Meeting Minutes of December 18, 2025

7.3 Approval of Warrants

7.4 Interdistrict Attendance Requests

7.5 Approval of CUHSD Fit Reports for CUHS and Centennial High School

8. ITEMS FOR DISCUSSION

8.1 LCAP Mid-year Report

The Board will receive a report from Superintendent, Miguel Barriga on the LCAP.

8.2 Rodgers Ranch Scholarship and/or Valedictorian/Salutatorian Tie Breaking

The Board will receive information regarding tie breaking options for Rodgers Ranch Scholarships and Valedictorian/Salutatorian recognition.

8.3 Demographic Analysis and Enrollment Projections Study BP3311

The Board will consider approving the demographic analysis and enrollment projections study summary which was submitted on January 15, 2026 presented by King Consulting Rob Murray, Director of Demographics.

9. ITEMS FOR ACTION

9.1 Distribution of Statement of Economic Interest BP0100

The Board will receive instructions about the need to provide a statement of Economic interests from each Board member upon assuming office, on an Annual basis and upon leaving office.

9.2 Corning Union High School, Centennial High School & Corning Independent Study School Accountability Report Card (SARC) BP0510

The Board will be asked to approve the Corning Union High School, Centennial High School & Corning Independent Study School Accountability Report Card (SARC) for 2024-25 school year.

9.3 2024- 25 Corning Union High School District Audit Report BP3100

The Board will consider approving the 2024-25 Financial Audit Report for the Corning Union High School District.

9.4 Approval of CCAP Grant Teacher Contracts for Sarah Richardson and Natalie Borer BP3100

The Board will consider approving the CCAP Teacher Contracts for Sarah Richardson and Natalie Borer.

9.5 Approval of the addendum to our Acceptable Use Policy BP0440

The Board will consider addendum to the Acceptable Use Policy which includes the Artificial Intelligence (AI) policy for students and for staff.

9.6 Approval of 2 Year Terms for Election of Officers at the organization meeting held in December BP0200

The Board will consider approving 2 year terms for the Election of Officers at the organizational meeting which is held every December.

9.7 Resolution No. 481 BP0430

The Board will consider Resolution No. 481 in recognition of the 50th Anniversary of the Individuals with Disabilities Education Act

9.8 CUHS, Centennial and ISP Safety Plans BP0450

The Board will consider approving the 2025-26 Safety Plans for CUHS, Centennial and ISP.

9.9 Approval of Job Descriptions for the Superintendent's Assistant and the District Payroll Technician

*The Board will consider approving the job descriptions for the following two positions:
Superintendent's Assistant
District Payroll Technician*

9.10 Approval of Logo for the Rodgers Ranch

The Board will consider approving the logo for the Rodgers Ranch.

9.11 Current Constructions Projects Bidding Pre Qualifications BP 3311

The Board will consider approving project bidding pre-qualifications.

9.12 Norther California Fence Change Orders BP 3311

The Board will consider approving change orders 5, 6, 7 and 8.

9.13 Future Agenda Items

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

10. ADJOURN TO CLOSED SESSION

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10.1 PUBLIC EMPLOYEE/DISCIPLINE/DISMISSAL/RELEASE/ RESIGNATION

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10.2 CONFERENCE W/LABOR NEGOTIATIONS

District Representative: Superintendent Miguel Barriga

Employee Organizations: Corning ESP

10.3 PUBLIC EMPLOYMENT

Title: Superintendent

11. REOPEN TO PUBLIC SESSION

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

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](#).

Fall CTE Advisory Meeting Formal Report

11/18/2025

Overview

Career Technical Education (CTE) Advisory Committees met to review pathway operations, facilities, scheduling, equipment, and student access. Recommendations focus on improving instructional quality, safety, industry alignment, and long-term program sustainability.

Key Takeaways

- Bell Schedule & Instructional Time: Multiple pathways identified the need for adjusted or extended instructional periods to support hands-on, lab-based instruction.
- Facilities, Space, Equipment & Resources: Pathways emphasized the need for dedicated instructional spaces, improved classroom configurations, adequate storage, and updated equipment to meet safety and industry standards.
- Program Structure & Student Access: Advisory members recommended clearer enrollment processes, defined pathway structures, and improved communication of student opportunities.
- Staffing, Professional Development & Sustainability: Planning for professional development, future staffing transitions, and program continuity was identified as a priority.

Full Summary of Pathway Recommendations

Culinary Arts	Adjust bell schedule to support lab-based instruction Implement a student application process
Education	Begin planning for an on-campus childcare classroom/daycare Collaborate with NCCDI Improve classroom infrastructure and furnishings and pursue childcare teacher grants
Entrepreneurship	Adjust bell schedule Evaluate and replace the current ASB structure with a more effective student leadership and business-focused model
Fire	Provide dedicated classroom and shop space Expand access to protective gear Extend class periods for hands-on training
Floral	Maintain the current bell schedule
Manufacturing	Establish a program-specific safety training program Separate first-year and advanced students Acquire updated manufacturing equipment, including a new 3D printer
Natural Resources	Fund professional development in GIS and drone curriculum Develop a transition plan for future staffing needs Expand storage capacity and allow Natural Resources II to qualify for drone certification
Patient Care	Define pathway structure prior to hiring an instructor

Fall CTE Advisory Meeting Formal Report

11/18/2025

	Acquire CPR training equipment Improve communication regarding college-level opportunities Expand instructional use of Anatomage and CPR teaching strategies
Animal Science	Implement a block schedule to support extended lab instruction
Ag Mechanics	Develop a displacement plan for equipment and classes to support current and future facilities needs

Next Steps for Board Consideration

- Review scheduling and structural recommendations for feasibility
- Prioritize facilities, equipment, and professional development needs for planning and budgeting
- Support long-term program sustainability and student access

Next Steps for Career Pathway Coordinator:

- **Student Pathway Entry:** Develop a clear and consistent process for student entry into CTE pathways in collaboration with counseling staff and feeder middle schools, beginning with 8th-grade articulation partners.
- **On-Campus Childcare Exploration:** Conduct research and preliminary planning related to the development of an on-campus childcare center to support the Education pathway.
- **Facilities & Equipment Alignment:** Review and ensure facilities and equipment across all CTE pathways remain current, safe, and aligned with industry standards.
- **Professional Development:** Identify, research, and secure professional development opportunities for instructors, including OSHA instructor training, drone technology certification, and CPR instruction.
- **Master Schedule Coordination:** Collaborate with the principal to evaluate master schedule considerations related to manufacturing courses, facility construction impacts, and temporary or permanent shop displacement.
- **Staffing & Sustainability Planning:** Develop plans to address anticipated retirements, staff displacement, and long-term staffing needs to ensure continuity of CTE programs.

District Strategic Plan Related to CTE:

3 Objective: Students will develop fundamental knowledge and skills to prepare for the transition to postsecondary education, career training, or the workforce by following a multiyear sequence of course “pathways” integrating core academic knowledge with technical and occupational skills.

Advisory Committee Member	Pathway	Businsses
Doug Meents	Ag Mechanics	Meents Custom Farming
Caleb Nelson	Ag Mechanics	PG & E
Dakota McFall	Ag Mechanics	Butte College Welding
Logan Jennings	Ag Mechanics	California Olive Comp
Jacquelyn Buffham	Agriscience	Driscolls
Tony Rosiales	Agriscience	CUHSD
Alec Martin	Agriscience	North Valley Ag Service
Kyle Brown	Animal Science	Brown Cattle
Andrew Turri	Animal Science	Turri Cattle
Nicole Underwood	Animal Science	Mid Valley Vet
Parris Watkins	Animal Science	Mid Valley Vet
Bret Christiansen	Design, Visual and Media Arts	Pacific Sky
Ev Duran	Design, Visual and Media Arts	UTB Studios
Travis Kline	Design, Visual and Media Arts	Patriot Makers
Kelley Moneymaker Lamson	Education	Red Bluff Instructional Coach
Holly Day	Education	CUESD
Dakota Eickmeyer	Education	CUESD
Deb Meents	Eductaion	Head Start
Peyton Turri	Entrepreneurship and Self Employment Pathway	Outwest Silver
Andrew Amundson	Entrepreneurship and Self Employment Pathway	R-Farmhouse
Christina Trujillo	Entrepreneurship and Self Employment Pathway	Corning Chamber
Marianne Turri	Entrepreneurship and Self Employment Pathway	Sweet Swirls
Jim Savage	Entrepreneurship and Self Employment Pathway	Ramble West Brewing
Stephanie Gleason	Fire	US Forest Service
Michael Bachmeyer	Fire	Red Bluff Fire Department
Mark Moyer	Fire	Red Bluff Fire Department
Don Lacy	Fire	Shasta College
Chab Gibson	Fire	Shasta College
Tommy Tomilson	Fire	Corning Fire
Cristian Flores	Food Service and Hospitality	Rolling Hills Casino Room Che
Jaqueline Horton	Food Service and Hospitality	Shasta College Culinary
Wes Salisbury	Food Service and Hospitality	Lassen Steakhouse
Carrie Rosensteel	Health	Shasta College Medical
Kristen Mackintosh	Health	Tehama Schools
Lisa Lamb	Health	Home Nurse Aide
Mark Pritchard	Natural Resources	SPI
Scott Hardage	Natural Resources	The Nature Conservancy Project Coc
Erin Henderson	Ornamental Horticulture	Full Circle Florals
Garden Club	Ornamental Horticulture	Garden Club
Jim Hansen	Product Innovation and Design	SPI
Lance Wert	Product Innovation and Design	SPI Fab Shop
Nick Thuemler	Product Innovation and Design	RP Machinery
Reese Lamson	Residential and Commercial Construction Pathway	Contractor
John Patterson	Residential and Commercial Construction Pathway	Patterson Electric
Thomas Williams	Residential and Commercial Construction Pathway	Butte College Construction
Trena Kimlar Richards	Work Experience	Youth Apprenticeship in Ag Me
Carrie Fershaud	Work Experience	Job Training Center

Corning Union High School Regular School Board Meeting

DATE December 11, 2025

TYPE OF MEETING:

Regular

TIME: 5: 45 P.M.

MEMBERS ABSENT:

Tony Turri

PLACE: Corning Union High School
Library

VISITORS VIA ZOOM:

Jason Armstrong, Cassie Riddle

Joe Fenske, Stacie Magee

Kelley Jardin

MEMBERS PRESENT:

Cody Lamb, Larry Glover

Jim Bingham, Reid Lamson

VISITORS IN PERSON:

Shaun Fredrickson, Ana Thuemler

SCHOOL DISTRICT REPRESENTATIVES:

Miguel Barriga, District Superintendent

Audri Bakke, Centennial Principal

Justine Felton, CUHS Associate Principal

Heather Felciano, Director of Special Ed

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 Clerk, Cody Lamb
- 2. PLEDGE OF ALLEGIANCE:** Board Clerk, Cody Lamb asked the Board and audience to stand for the flag salute.
- 3. SWEARING IN: OF STUDENT BOARD MEMBER:** Board Clerk, Cody Lamb swore in Yaslene Martinez.
- 4. ROLL CALL:** Board Clerk, Cody Lamb asked for a roll call.

Attendance is as follows:

- Jim Bingham
- Cody Lamb

- Reid Lamson
- Larry Glover

Absent:

- Tony Turri

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

A motion was made by Larry Glover and seconded by Reid Lamson to approve the agenda.

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

The vote is as follows:

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

6. ANNUAL ORGANIZATIONAL MEETING:

6.1 ELECTION OF OFFICERS FOR 2026 CALENDAR YEAR:

A motion was made by Larry Glover and seconded by Reid Lamson to elect Tony Turri as the Board President for the 2026 calendar year.

The vote is as follows:

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

A motion was made by Larry Glover and seconded by Reid Lamson to elect Cody Lamb as the Board Clerk for the 2026 calendar year.

The vote is as follows:

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

A motion was made by Larry Glover and seconded by Reid Lamson to elect Miguel Barriga as the Board Secretary for the 2026 calendar year.

The vote is as follows:

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

6.2 SETTING OF DATES AND TIMES FOR REGULAR SCHOOL BOARD MEETINGS:

A motion was made by Jim Bingham and seconded by Reid Lamson to approve the dates and times below for the regular school board meetings. There being no further discussion, the Board voted unanimously to approve the dates and times for the regular school board meetings.

The vote is as follows:

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

6.3 SETTING OF DATES AND TIMES FOR ALTERNATIVE SCHOOL BOARD MEETINGS:

A motion was made by Jim Bingham and seconded by Reid Lamson to approve the dates and times below for the alternative school board meetings. There being no further discussion, the Board voted unanimously to approve the dates and times for the alternative school board meetings.

The vote is as follows:

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

6.4 BOARD SUB COMMITTEE MEMBERS FOR THE 2026 CALENDAR YEAR:

A motion was made by Larry Glover and seconded by Jim Bingham to nominate the following two board members for the committees:

Rodgers Ranch Committee Jim Bingham and Tony Turri
2X2X2 Committee Cody Lamb and Reid Lamson

These are the same committee selections for 2025 calendar year. No changes. There being no further discussion, the Board voted unanimously to approve the sub-committee members for the 2026 calendar year.

The vote is as follows:

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

7. REPORTS

7.1 STUDENT BOARD MEMBER:

Board Member, Yaslene Martinez reported on the following:

1. Canned food drive.
2. Sports are going well. Varsity soccer won Colusa and Basketball won their last game too.
3. Hoops for hope- Corning vs Anderson and if you bring a toy you get in free. This is supporting families in need.
4. All American girls went to Hawaii and it was so pretty. The group went shark diving, swam with turtles, explored the island and the parade went well.

7.2 ACADEMIC REPORT- SOCIAL SCIENCE DEPT CHAIR THOMAS MENDONSA:

Department Chair, Thomas Mendonsa reported on the following:

The staff is as follows:

John Studer
Thomas Mendonsa
Ther Xiong
Rob Richardson
James Dodge
Tony Carrillo

Class sizes - Geography averages at 29 students per class
World History averages at 28 students per class
US History averages at 27 students per class
Government/Econ averages at 33 students per class

Focus- AVID/Note taking
English Dept Rubric- Strategic Planning/EL
Opportunities for students to use academic language in the classroom
MTSS
School Culture
Integrating Ethnic Studies into Geography

Yearbook- Starting the 10th yearbook
Finished on time and under budget
3rd longest yearbook teacher in the North State

Thomas also gave the Board an update on golf and how they did so well last year. Kaiden Raker made it the State Playoffs and this year there is a good group again. The sport has grown and there was a discussion about girls also participating in the sport.

7.3 ACADEMIC REPORT-VAPA DEPT CHAIR SARAH TRAMMELL:

Department Chair, Sarah Trammell reported on the following:

The staff is as follows:

Mr. Myers- Band- 4th year at CUHS
Mrs. Savage- 12th year at CUHS

Mr. Fornal - 1st year at CUHS
Ms. Trammell- 5th year at CUHS

The department focuses on getting students artwork out in the community and connecting students with opportunities. They install life and 21st century skills such as communication, collaboration, critical thinking, creativity, problem solving and perseverance. There is also ongoing collaboration with Media and Design.

The department will be releasing the 2026 Endangered Animal Calendar.

Successes

Best of show and honorable mentions at Silver Dollar Fair
Clay club meets Tuesday and Thursday- STARS program (20 kids)
Reorganization and removal of unnecessary items
Reduction in water coming into D-1
Art will be displayed at TCDE
VAPA paraprofessional Ms. Salazar has been a great addition.

Sarah thanked the Board for the ongoing support and invited them to visit the art rooms any time to see the changes/ upgrades.

7.4 PRINCIPAL REPORT:

CUHS Principal Jason Armstrong reported via zoom and below are some of the highlights:

Strategic Planning- Assessment and Curriculum

1. Interim Block Assessment- implementing new data measure in Math, English and Science. This familiarizes students with the system and helps them to understand it better.
2. Math Curriculum Adoption- Currently evaluation new curriculum in partnership with TCDE- A countywide placement test has been created (targets 8th grade feeder schools) and will be given in March.
3. STAR Testing Round 2- The second round of English and Math testing is active. The window is opened from December – January 15th and some teachers may ask to extend the deadline.

Workforce and Grant Initiatives

Next Education Workforce
Preparing for teaming in the 26-27 school year. A site visit was held on 12/8 to observe classrooms and develop our vision
Focus on enabling conditions
Aligns with LCAP goals for student achievement
Aims to improve school climate, early sense of belonging and support for the 9th grade students

CCAP Grant and Walkthroughs

2 teachers will be participating with the CCA Grant program. 100% paid for by the grant
Third round of walkthroughs for Admin

Summer Camp

400 + kids

Logistical Planning- Justine has taken the lead on the operational planning and logistics

Facility Coordination- quote received from the City of Corning for the use of the pool facilities

Cost Analysis- quoted rate for pool usage is \$1,000 per day. This is being budgeted into the proposal

Spring Staffing and Wellness

We are looking at having 4 long term subs in the Spring Science, PE, Ag and Spanish/ELD

We should have most covered but will be looking for someone for Science.

Board Member, Jim Bingham asked why we needed long term subs and Jason shared that they were having families/ on leave and that requires long term subs. This could be 6-7 weeks or even for month.

7.5 CENTENNIAL PRINCIPAL REPORT:

Centennial Principal, Audri Bakke reported on the following:

STAR Benchmark Testing

Reading

Proficiency Rate 19.4%

Improvement Rate +1.2%

Student Growth 48%

Math

Proficiency Rate 14.8%

Improvement Rate +5.7%

Student Growth 50%

School Culture has been a focus with the following:

Senior Wall- seniors painted it black and will be placing handprints with their names on it once they graduate. They are very excited about this project

Family Night- Mixed it up a bit and just asked families to come to campus, built Legos

Home El Elective included Tiramisu dessert and it was delicious.

Audri attended a summit in San Antonio with 2 of her staff members.

It was a great conference- all sessions were good except one but that is great considering there were approximately 5 sessions per day.

Some highlights are :

School safety

Culture and Belonging

Absenteeism

Family Engagement

Student Motivation

Board Member, Larry Glover commented that he is very happy for all of the great improvements at Centennial.

7.6 SUPERINTENDENT Superintendent, Miguel Barriga reported on the following:
UPDATE:

1. Appreciates the reports- even the weekly reports that he receives
2. No major construction updates
3. Met with PGE- we have a solution for our electrical connection
4. Closed session will be moved to the end of the meetings
5. 2 weeks left of school - almost Christmas Break
6. Wrestling is doing very well- Josh Jackson received a national award
7. Cody also mentioned Hall of Fame, Cort Mitchell
8. CIM session and Heather and Kelley are doing great
9. School planning for next school year has begun
10. January will be the beginning of budget planning
11. Demographic analysis from King Consultant- Glimpse of enrollment
12. Declining enrollment- shared projections sheet with the Board
13. CTE Advisory Meeting- there is a high demand with CTE
14. Retirement in June and has been working for 34 years
15. Happy Holidays to everyone

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

There was none.

9. CONSENT AGENDA ITEMS:

A motion was made by Larry Glover and seconded by Jim Bingham 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:

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

9.1 APPROVAL OF REGULAR SCHOOL BOARD MEETING MINUTES:

Approval of Regular School Board Meeting Minutes from November 20, 2025.

9.2 APPROVAL OF WARRANTS:

40294175-40294328, 40294328-40294605, 40294606-40295078
 40295079-40295350, 40295350-VCH-00000423, VCH-00000423
 VCH-0000440, VCH-00000440-VCH-00000448, VCH-00000448
 VCH-00000456

**9.3 INTERDISTRICT
REQUEST:**

The request since the last board meeting are as follows:
Luis Godinez

**9.4 HUMAN
RESOURCES
REPORT:**

Human Resources Reports is as follows:

Probationary Termination ID#1286 CUHS Para SPED Dept 12/5/25

**9.5 K12 STRONG
WORKFORCE
PROGRAM
DATA SHARING MOU:**

This data sharing MOU is entered into by the California Community College Chancellors Office for the purpose of carrying out the responsibilities set forth in the California Strong Workforce Program.

11. ITEMS FOR DISCUSSION

**10.1 INTERIM
REPORT
ON FINANCIAL
STATUS:**

Chief Business Officer, Diana Davisson reported on the following:

SACS document
Assumptions: COLA, STRS, PERS, Lottery, Health, Welfare
Negotiations- nothing reflected with Classified

One time grants are also removed.
Enrollment- ADA (declining enrollment)
Data- 92% over 10 years
One time funds
Deficit Spending
Interfund Transfers

Some highlights:

Fund 1 -Budget adopted in June
45 day update (changes made)
Revenues- original budget 17,254,699
Capital outlay threshold- 25K equipment and 50 for facilities

Contributions- 2.9 million to restricted programs (SPED and Maintenance)
only 2 were above the threshold but it's considered restricted.

Page 17 restricted and unrestricted
MYP- looking at unrestricted difference is contributions
Section B #4 -one time expenses we will pull out and the assumptions
will stay there. We will look at this at second interim and things might
look better.
Year 3 no longer able to meet 20% reserve but still meet the state
requirement.
Cody Lamb shared the most important takeaway is the we can cover the
deficit right now but if we continue doing things as we are we will truly be
in deficit spending.

Revise of Funds- Form 08
ASB we don't touch, this is used to pay students and ASB reimburse
the district

Fund 11 Adult Ed- We are the county coordinator and others can tap into these funds so we could see a possible reduction in the future. Other schools serve 30-60 students' and we have 15 so likely this will happen. We apply for this together as a county and the state divides the funds up according to the needs.

Fund 13 Café- Fully funded and highly restricted (self-supporting) They do so well and they are even looking at getting a new freezer box and floorings.

Fund 14 Deferred Maintenance- 250K each year is the contribution- The deferred maintenance plan was reviewed. This is specific to certain things and the track maintenance repair doesn't qualify so we have 2 options:

1. Leave 500K stop contributing for 2 years
Or
2. Transfer 500 from 14 to fund 01 or fund 40 to do the track maintenance.

Board Clerk, Cody Lamb thinks it is good idea to have it moved to 40. Diana can move and have it assigned or keep it contributing and agrees on the idea to move to fund 40.

NMR has worked on the Master Plan and has 12 copies

Fund 19 Ranch – 75 K in expenses and we need to count scholarship checks at an expense. We write a check every year for 75K so this is another mirror account

Fund 25 Developer Fees- required every year and all fees are collected and deposited here (capital improvements).

Fund 15 70 K each year to transportation . We have no plans to buy anything right now. We have one grant which required electric vehicles. The elementary will cover their portion and we need to get 2 vehicles by December 2027. This had to be an F150 or passenger van.

Fund 35 county School Facilities- Classrooms and Shop Modernization- District fronted money and we got it reimbursed. This is used for classrooms and modernization projects.

Fund 40 - shop project (goes out to bid) and adjust- no budget

Fund 51 -Bond pay for bonds A,B and C interest and redemption

Fund 73 -mirror account from Stifel – Scholarship account (one example is Class of 37)

Normally we would have presented the and if but it was held up[and finally got it out of a draft status so our auditors asked for an extension and hopefully she could present in February.

Miguel and Diana have been talking about a new budgeting process and with the hopes to begin working on things in January.

11. ITEMS FOR ACTION:

11.1 CERTIFICATION OF FINANCIAL CONDITION OF THE DISTRICT: A motion was made by Larry Glover and seconded by Jim Bingham to approve the financial condition of the district with a positive certification. There being no further discussion, the Board approve the financial condition of the district with a positive certification.

The vote is as follows:

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

11.DEVELOPER FEES:

A motion was made by Larry Glover and seconded by Reid Lamson to approve the Developer Fee report. There being no further discussion, the Board voted unanimously to approve the developer fees.

The vote is as follows:

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

11.3 GASB 75 ACTUARIAL REPORT:

A motion was made by Jim Bingham and seconded by Reid Lamson to approve the GASB 75 Actuarial report which is used for our annual audit and financial reports. This report measure June 30, 2025 and prepared by Foster & Foster Actuaries and Consultants.

The vote is as follows:

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

11.4 ADOPTION OF 2026-27 DISTRICT CALENDRS:

A motion was made by Jim Bingham and seconded by Reid Lamson to approve the 2026-27 district academic calendars. There being no further discussion, the Board voted unanimously to approve the district calendars.

The vote is as follows:

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

**11.5 VARIABLE
TERM
WAIVER
REQUEST**

A motion was made by Larry Glover and seconded by Reid Lamson to approve the Variable Term Wavier request for Sarah Joy Pettit. This is for a CTE waiver for the assignment of CTE Credential with English Learner Authorization.

The vote is as follows:

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

**11.6 FUTURE
AGENDA ITEMS:**

Add the 2 year terms for election of officers to the next agenda in January.

**12. ADJOURN TO
CLOSED SESSION:**

The Board adjourned to closed session at 7:50 p.m.

**13. REOPEN TO PUBLIC
SESSION:**

The Board reopened to public session at 8:17 p.m.

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

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

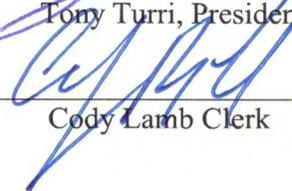
15. ADJOURNMENT:

A motion was made by Larry Glover and seconded by Jim Bingham to adjourn the meeting at 8:18 p.m.

Approved



Tony Turri, President



Cody Lamb Clerk

Corning Union High School Special School Board Meeting

DATE December 18, 2025

TYPE OF MEETING:
Special

TIME: 2:00 P.M.

MEMBERS ABSENT:

PLACE: Corning Union High School
Library

VISITORS:

MEMBERS PRESENT:

Tony Turri
Cody Lamb, Larry Glover
Jim Bingham, Reid Lamson

SCHOOL DISTRICT REPRESENTATIVES:

Miguel Barriga, District Superintendent
Jason Armstrong, CUHS Principal
Audri Bakke, Centennial Principal
Justine Felton, CUHS Associate Principal
Heather Felciano, Director of Special Ed
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 2:00 p.m. by Board Clerk, Cody Lamb
- 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:

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

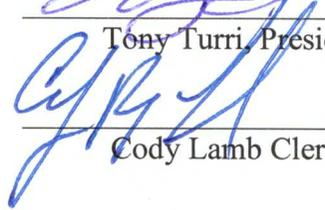
Absent:

- 4. **PUBLIC COMMENT:** There was none.
- 5. **ADJOURN TO CLOSED SESSION:** The Board adjourned to closed session at 2:01p.m.
- 6. **REOPEN TO PUBLIC SESSION:** The Board reopened to public session at 3:29 p.m.
- 7. **ANNOUNCEMENT OF ACTION TAKEN IN CLOSED SESSION:** Board President, Tony Turri shared that there was no action taken in closed session.
- 8. **ADJOURNMENT:** A motion was made by Cody Lamb and seconded by Larry Glover adjourn the meeting at 3:29 p.m.

Approved



Tony Turri, President



Cody Lamb Clerk

Checks Dated 12/01/2025 through 12/12/2025

Board Meeting Date January 15, 2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40295745	12/04/2025	AMERICAN RED CROSS HEALTH & SAFTY SRVS	01-4300	ASSETS CPR/ FIRST AID CLASSES		384.00
40295746	12/04/2025	BANDSHOPPE PEARISON INC	01-5800	NEW MARCHING BAND UNIFORMS		14,729.37
40295747	12/04/2025	BATTERY SYSTEMS INC	01-4300	TRANS BATTERIES		169.51
40295748	12/04/2025	BIG TIME PEST CONTROL BULLERT ENTERPRISES	01-5505	CENTENNIAL PEST CONTROL	52.50	
				CUHS PEST CONTROL	210.00	262.50
40295749	12/04/2025	BOOSTLINGO, LLC	01-5800	ASL SUBSCRIPTION		2,496.00
40295750	12/04/2025	CITY OF CORNING POLICE DEPT.	01-5800	SCHOOL RESOURCE OFFICER		8,955.71
40295751	12/04/2025	DEPARTMENT OF GENERAL SERVICES OFFICE OF FISCAL SERVICES	01-6170	02-122332 CONSTRUCTION SOFTBALL-/LOT		3,027.79
40295752	12/04/2025	FRANCISCO BARRIGA	01-5200	12/10-12/12 F BARRIGA CEI SAN DIEGO		78.00
40295753	12/04/2025	HUNT & SONS, INC	01-4311	HUNT AND SON'S GAS		535.62
40295754	12/04/2025	JACK SCHREDER & ASSOCIATES	35-5800	2024 SCHOOL FACILITY PROGRAM		1,076.25
40295755	12/04/2025	JASON ARMSTRONG	01-5200	12/10-12/12 J ARMSTRONG COMM ENGMT INITIATIVE SD		226.40
40295756	12/04/2025	LEILANI MILLER	01-5200	12/10-12/12 L MILLER CEI SAN DIEGO		226.40
40295757	12/04/2025	LES SCHWAB	01-4313	TRANS TIRE/SERVICE		422.69
40295758	12/04/2025	MAYRA BOGARIN	01-5200	12/10-12/12 M BOGARIN CEI SAN DIEGO		78.00
40295759	12/04/2025	NATIONAL FFA ORGANIZATION	01-5800	NATIONAL CONVENTION REGISTRATIONS		2,520.00
40295760	12/04/2025	NICO F CLEMENTE RED HAT FIRE	01-5800	FIRE EXTINGUISHER SERVICE		2,210.00
40295761	12/04/2025	OFFICE DEPOT	01-4300	CLASSROOM SUPPLIES		21.53
40295762	12/04/2025	OLIVE CITY AUTO PARTS DERODA.INC	01-4300	SUPPLIES		63.48
40295763	12/04/2025	P G & E	01-5503	CUHS ELECTRIC/GAS 6218	18,983.61	
			01-5504	CUHS ELECTRIC/GAS 6218	1,690.34	20,673.95
40295764	12/04/2025	P G & E	19-5503	RANCH 4916 & 7250 ELECTRIC		73.14
40295765	12/04/2025	SOUTH AVENUE ACE HARDWARE	01-4300	LWP	135.17	
				SUPPLIES	39.12	174.29
40295766	12/04/2025	TEHAMA CO DEPT OF EDUCATION	01-5830	FINGERPRINTING SERVICE		111.00
40295767	12/04/2025	WAXIE SANITARY SUPPLY	01-4300	SUPPLIES		2,373.78
40296037	12/09/2025	BRYSON SCHENK	01-5200	11/28-29 B SCHENK (COACH) CROSS COUNTRY FRESNO		74.00
40296038	12/09/2025	ENVOY PLAN SERVICES C/O US OMNI-TSACG COMPLIANCE	76-9519	TSA 403B FEES		52.80
40296039	12/09/2025	HOME DEPOT DEPT 32-2539278279	01-4300	AG MECH ELECTRICAL SUPPLIES	575.14	
				CONSTRUCTION SUPPLIES	486.65	
				HOME DEPOT	975.54	2,037.33
40296040	12/09/2025	ISOM ADVISORS URBAN FUTURES, INC.	01-5800	FY 2023-2024/2024-2025 DISCLOSURE FILING SVCS		3,700.00

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.

Checks Dated 12/01/2025 through 12/12/2025

Board Meeting Date January 15, 2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40296041	12/09/2025	P G & E	01-5503	R FARM 3914 ELECTRIC/8947-8 START 12/2022		525.95
40296042	12/09/2025	P G & E	19-5503	RANCH 4916 & 7250 ELECTRIC		1,623.96
40296043	12/09/2025	P G & E	01-5503	R FARM 3914 ELECTRIC/8947-8 START 12/2022		74.88
40296044	12/09/2025	SCOTT BUTTON	01-5200	11/28-29 S BUTTON CROSS COUNTRY CHAMP FRESNO		471.60
40296186	12/09/2025	SOUZA, YURI	01-5800	HOLIDAY BREAKFAST		1,950.00
VCH-00000457	12/04/2025	AMAZON CAPITAL SERVICES, INC	01-4300	GENERAL CLASSROOM SUPPLIES	360.12	
				SKILL CENTER- SUUPLIES	161.01	
			01-4315	DETAIL EQUIPMENT	192.53	
			11-4300	ADULT ED (AMAZON)	175.03	888.69
VCH-00000458	12/04/2025	NICHOLS-MELBURG & ROSSETTO AIA & ASSOCIATES, INC	35-6200	23-2051 CHS SHOP PROJECT		48,484.00
VCH-00000459	12/04/2025	PITNEY BOWES PURCHASE POWER	01-5904	25/26 PURCHASE POWER 4538		1,329.25
VCH-00000460	12/04/2025	VESTIS GROUP	01-5500	LAUNDRY SERVICE	494.60	
				TRANS LAUNDRY	50.07	
			01-5508	UNIFORMS	264.72	
			13-5500	CAFE LAUNDRY	61.95	871.34
VCH-00000461	12/04/2025	W.W. GRAINGER, INC.	01-4300	SUPPLIES	81.53	
				SUPPLIES (CUSTODIAL)	676.94	758.47
VCH-00000462	12/04/2025	CALIFORNIA'S VALUED TRUST	01-3402	DEC 2025 - J. BINGHAM//MDV	2,781.15	
				DEC 2025 - L. GLOVER // MV	1,290.98	
				DEC 2025 - T. TURRI // MV	1,579.98	
			01-3701	DEC 2025 - C. TROUGHTON	3,212.94	
				DEC 2025 - D. LAMSON	1,012.32	
				DEC 2025 - J. BEARDSLEY	1,226.32	
				DEC 2025 - L. ALLDRIN	1,226.32	
				DEC 2025 - M. ALBEE	2,124.51	
				DEC 2025 - M. BEARDSLEY	1,226.32	
				DEC 2025 - M. WILLIMAS	1,091.51	
				DEC 2025 - T. LAMB	3,409.51	
				DEC 2025 - W. VADER	1,012.32	
			01-3702	DEC 2025 - D. MESSMER	1,661.00	
				DEC 2025 - M. RODRIGUEZ	2,172.38	
				DEC 2025 - S. HOAG	1,014.03	
			76-9513	DEC 2025 MEDICAL	197,970.00	
			76-9551	DEC 2025 LIFE	90.25	

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Checks Dated 12/01/2025 through 12/12/2025

Board Meeting Date January 15, 2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
VCH-00000462	12/04/2025	CALIFORNIA'S VALUED TRUST	76-9552	DEC 2025 DENTAL	20,996.16	
			76-9553	DEC 2025 VISION	2,656.62	247,754.62
Total Number of Checks					38	371,486.30

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL	33	98,226.14
11	ADULT EDUCATION	1	175.03
13	CAFETERIA SPEC REV	1	61.95
19	FOUNDATION SPECIAL	2	1,697.10
35	COUNTY SCH FACILITY	2	49,560.25
76	WARRANT/PASS-THRU	2	221,765.83
Total Number of Checks		38	371,486.30
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			371,486.30

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.

2025-2026 School Year			Incoming		Updated: 12/10/25
Last Name	First	Grade	From	Code	Reason / Date
Atkin	Hunter	9th	Orland	1	Established 5/7/25 Revoked 10/6
Bell	Penny	12th	Red Bluff	1	Established 11/3/25
Borer	Joseph	9th	Orland	1	Established 5/30/25
Carter	Jayce	10th	Red Bluff	1	Renewal Established 5/30/25
Dutra	Gavin	12th	Orland Unified	1	Renewal for both years 8/1/24 (last year and this year)
Enriquez-Lozano	Jennifer	10th	Red Bluff	1	Pending RBJUHS approval 12/10/25
Ezzat	Nathan	11th	Red Bluff	1	Renewal Established 7/29/25
Feelo	Bryson	9th	Red Bluff	1	Renewal Established 7/29/25
Feelo	Nicholas	12th	Red Bluff	1	Renewal Established 7/29/25
Fruend	Aubree	11th	Red Bluff	1	Renewal Established 5/30/25
Godinez	Luis	11th	Red Bluff	1	Established 11/19/25
Gutierrez Bernal	Abigail	9th	Red Bluff	1	Established 8/8/25 / Revoked 11/4/25
Hammond	Katelynn	9th	Red Bluff	1	Established 6/3/25- NO IDT Needed (lives in our district)
Jones	Kayden	12th	Orland	1	Established 8/11/25
Langarica-Carlos	Yeddizen	11th	Red Bluff	1	Established 4/2025
Linder	Caitlyn	11th	Red Bluff	1	Renewal Established 5/30/25
Linder	Deacon	9th	Red Bluff	1	Established 5/30/25
Maritza	Talavera-Zagal	12th	Orland Unified	1	Pending approval from Orland 11/21/25
Pintor Gonzalez	Xiomara	11th	Willows	1	Established 7/25/25
Reilly	Lillian	12th	Anderson Unified	1	Renewal Established 6/16/25
Romich	Hunter	9th	Red Bluff	1	Pending Review - CUHS - Denied 8/14/25
Martinez	Madeline	11th	Red Bluff	1	Renewal Approved 6/2/25
Mendoza	Daniel	11th	Red Bluff	1	Renewal Established 3/14/25
Valdovinos	Jose	11th	Orland	1	Established 8/13/25
Valladares	Joshua	9th	Red Bluff	1	Established 8/5/25

			Outgoing	Updated: 10/21/2025	
Last Name	First	Grade	To	Code	Outcome/ Date
Aguilar	Francisco	9th	Red Bluff High	1	Established 4/1/25
Alvarez	Isai	10th	Orland Unified	1	Denied per Orland 9/9/25
Araiza	Brianna	11th	Orland Unified	1	Established 8/29/25
Bailey	Kaitlyn	12th	Red Bluff High	1	Established 4/10/25
Bailey	Madison	9th	Red Bluff High	1	Established 4/16/25
Baker	Maddee	11th	Orland Unified	1	Established 8/8/25
Barnes	Sunny	10th	Los Molinos	1	Established 8/7/25
Battiato	Drake	11th	Los Molinos	1	Established 8/4/25
Burkett	Adryan	9th	Orland Unified	1	Denied per Orland 5/8/25-Established at Hamilton 8/11/25
Cruz	Miranda	11th	Orland Unified	1	Established 8/5/25
Dreiss	Drake	9th	Hamilton Unified	1	Established 4/5/25
Forcier	Annabelle	11th	Chico Unified	1	Denied per CUHSD - Denied per Chico Unified
Galvan	Kasandra	12th	Red Bluff High	1	Established 3/13/25
Gilbert	Aubrey	11th	Hamilton Unified	1	Established 6/19/25
Gilbert	Jackson	9th	Los Molinos	1	Established 6/4/25
Gilbert	Taylor	12th	Los Molinos	1	Established 8/7/25
Goodrich	Christopher	9th	Los Molinos	1	Approved 10/1/25
Hansel	Brylee	9th	Los Molinos	1	Established 1/17/25
Hernandez	Joanna	10th	Orland Unified	1	Established 9/8/25
Hurd	Derrick	10th	Red Bluff High	1	Established 7/23/25
Johnson	Kyle	12th	Orland	1	Renewal Established 6/3/25
Kvalvin	Kylie	10th	Los Molinos	1	Renewal Established 8/28/25
Lawrence	Chance	11th	Orland	1	Renewal Established 6/6/25
Lopez	Jose D.	9th	Chico Unified	1	Established 2/26/25
LoPiccolo	Emersyn	10th	Red Bluff High	1	Established 7/23/25
Lozano	Salvador	11th	Red Bluff High	1	Denied per Red Bluff High School 10/21/25
Marshall	Layla	11th	Chico Unified	1	Established 8/7/25
Mendoza	Daniel	12th	Red Bluff	1	Established 3/14/25 (renewal from last year)
Merrick	Hayden	11th	Orland	1	Denied per Orland 5/8/25-Established at Hamilton 8/11/25

Montes de Oca	Valerie Negrete	12th	Red Bluff High	1	Established 3/27/25	
Moreno	Andrea	11th	Los Molinos	1	Renewal Established 3/11/25	
Morrow	Elijah	10th	Orland Unified	1	Established 8/8/25	
Nattress	Robin	12th	Red Bluff	1	Denied per Red Bluff 9/2/25/ Affidavit	
Padilla	Nayeli	11th	Orland Unified	1	Established 7/2/25	
Perez Torres	Yupei	11th	Red Bluff High	1	Renewal Established 6/27/25	
Perez	Izeah	10th	Orland Unified	1	Established 6/6/25	
Pintor-Gonzalez	Xiomara	11th	Willows	1	Established 7/25/25 (with contingencies- revoked last year)	
Prather	Madyson	12th	Los Molinos	1	Established 8/11/25	
Prather	Tanner	11th	Los Molinos	1	Established 8/11/25	
Rodrigues	Kyle	9th	Los Molinos	1	Established 8/1/25	
Ross	Brooklyn	10th	Los Molinos	1	Established 8/7/25	
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	
Sutfin	Easton	9th	Red Bluff High	1	Established 6/16/25	
Talley	Jackson	10th	Chico Unified	1	Established 1/27/25	
Thomas	Eric	9th	Hamilton Unified	1	Established 8/6/25	
Toney	Avin	9th	Orland	1	Established 4/48/25	
Toney	Conley	9th	Orland	1	Established 4/48/25	
Valladarez	Alan	11th	Los Molinos	1	Established 7/29/25	
Wooten	Riekey	10th	Los Molinos	1	Established 8/1/25	

2026-2027 School Year			Outgoing			Updated: 12/9/2025
Last Name	First	Grade	To	Code	Reason (Board Only) This is not printed for public	Outcome/ Date
Hill	Emma	9th	Chico Unified	1	Mother works for Chico school district	Pending Chico's final approval
Soria	Gerardo Marti	9th	Orland	1	Attended Orland schools and wants to continue in Orland with peers	Established 12/9/25
Talley	Spencer	9th	Chico Unified	1	Has attended school in Chico & is doing well academically and socially	Pending Chico's final approval
2025-2026 School Year			Incoming			Updated: 11/21/25
Last Name	First	Grade	From	Code	Reason (Board Only) This is not printed for public	Reason / Date

PART II: EVALUATION DETAIL

Date of Inspection: **11/21/25**

School Name: **Corning Union High School**

AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/SCHOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
A Wing: North & South Gyms - Cafeteria	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	D	OK	OK
COMMENTS:	Ceiling dry wall in wrestling and boys restrooms need replaced. District is currently working on estimates. South gym has leak around swamp cooler.														
B Wing	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
C - Wing	OK	D	OK	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:	District will need to look into a long term solution for pigeons in C wing. District has a plan to upgrade C wing HVAC														
D - Wing	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
E - Wing	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
F - Wing	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
G - Wing	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
H - Wing	OK	OK	OK	OK	OK	OK	OK	NA	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
I - Wing	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
J - Wing	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
COMMENTS:															
COMMENTS:															

Marks: ✓ = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional Area Lines as necessary.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION

Corning Union High School District

COUNTY

Tehama

SCHOOL SITE

Corning Union High School

SCHOOL TYPE (GRADE LEVELS)

9,10,11,12

NUMBER OF CLASSROOMS ON SITE

60

INSPECTOR'S NAME

Joe Fenske

INSPECTOR'S TITLE

MOT Director

NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)

NA

TIME OF INSPECTION

9:00am

WEATHER CONDITION AT TIME OF INSPECTION

Good

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
10	Number of "✓"s:	10	9	10	9	10	9	10	7	10	10	10	10	9	10	10
	Number of "D"s:	0	1	0	1	0	1	0	0	0	0	0	0	1	0	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	90.00%	100.00%	90.00%	100.00%	90.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	90.00%	100.00%	100.00%
Total Percent per Category (average of above)*		96.70%			90.00%	95.00%		100.00%	100.00%		100.00%		95.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		EXEMPLARY	EXEMPLARY		EXEMPLARY		GOOD		EXEMPLARY	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	GOOD	SCHOOL RATING**	97.30%
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**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

The Distrcit has a plan for some of the areas marked "D" to be fixed this year. We are working on a long term solution for the pigeons.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION

Corning Union High School District

COUNTY

Tehama

SCHOOL SITE

Centennial High School

SCHOOL TYPE (GRADE LEVELS)

9,10,11,12

NUMBER OF CLASSROOMS ON SITE

14

INSPECTOR'S NAME

Joe Fenske

INSPECTOR'S TITLE

MOT Director

NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)

NA

TIME OF INSPECTION

8:00am

WEATHER CONDITION AT TIME OF INSPECTION

Good

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR		C. CLEANLINESS		D. ELECTRICAL		E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOOR GATES/FENCE		
7	Number of "✓"s:	7	5	6	7	7	7	7	7	7	7	7	7	7	7	7	7	
	Number of "D"s:	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	Number of N/As:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	71.00%	85.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Total Percent per Category (average of above)*		85.70%			100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		FAIR			GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD	GOOD		

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE	97.10%	SCHOOL RATING**	GOOD
--	---------------	-----------------	-------------

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

PART II: EVALUATION DETAIL

Date of Inspection: **11/24/25**

School Name: **Centennial High School**

AREA	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
	GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOM	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/S CHOOOL GROUNDS	WINDOWS/ DOORS/ GATES/FENCES
Main Office	OK	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	Recommend to replace main sewer line the District is in the process of gathering estimates.													
A1, A2, A3	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	HVAC will need to be upgraded in the near future.													
A4	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	HVAC will need to be upgraded in the near future.													
Rooms 1-4	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	HVAC will need to be upgraded in the near future.													
Room 5	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	HVAC will need to be upgraded in the near future.													
Rooms 6-9	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	HVAC will need to be upgraded in the near future.													
Woodshop	OK	D	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK	OK
	COMMENTS:	HVAC will need to be upgraded in the near future.													
	COMMENTS:														
	COMMENTS:														
	COMMENTS:														

Marks: √ = Good Repair; D = Deficiency; X = Extreme Deficiency; NA = Not Applicable
 Use additional Area Lines as necessary.



Demographic Analysis & Enrollment Projections Study Summary

January 15, 2026

Presented by King Consulting
Rob Murray, Director of Demographics

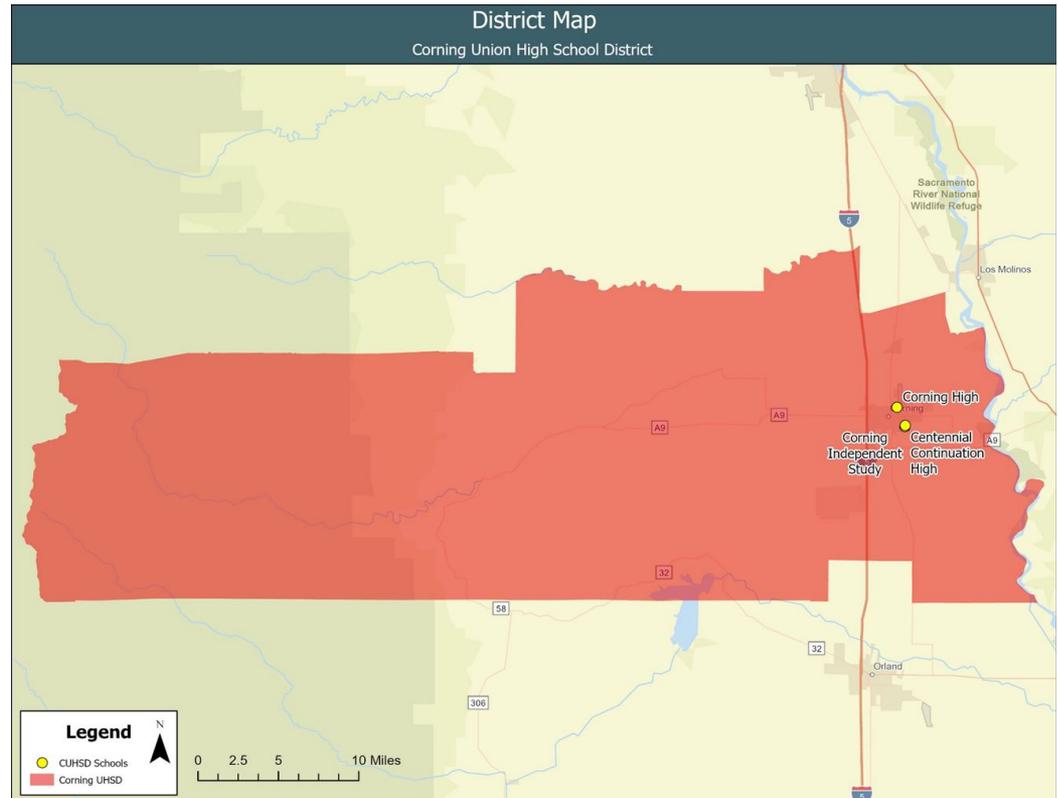
Demographic Analysis and Enrollment Projections Summary



Corning Union HSD Overview



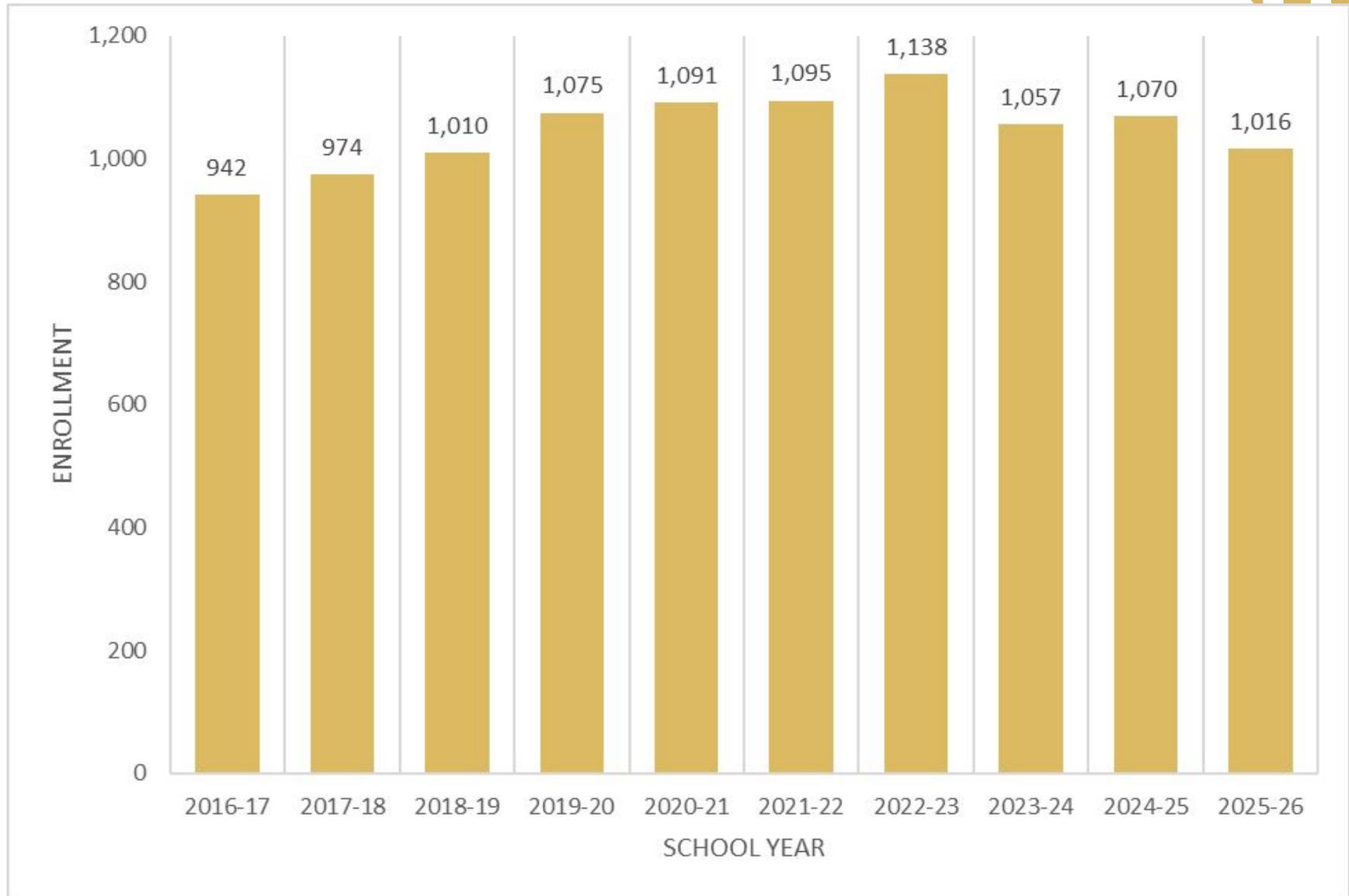
- Corning Union HSD's enrollment is strongly aligned to enrollment across the feeder elementary school districts.
 - *Current 7th and 8th grade cohorts are smaller, which will result in lower CUHSD enrollments over the next two years.*
 - *Enrollment will then begin to increase again, surpassing current levels in 2031-32 when the current 7th graders have graduated high school and are replaced with a larger cohort.*



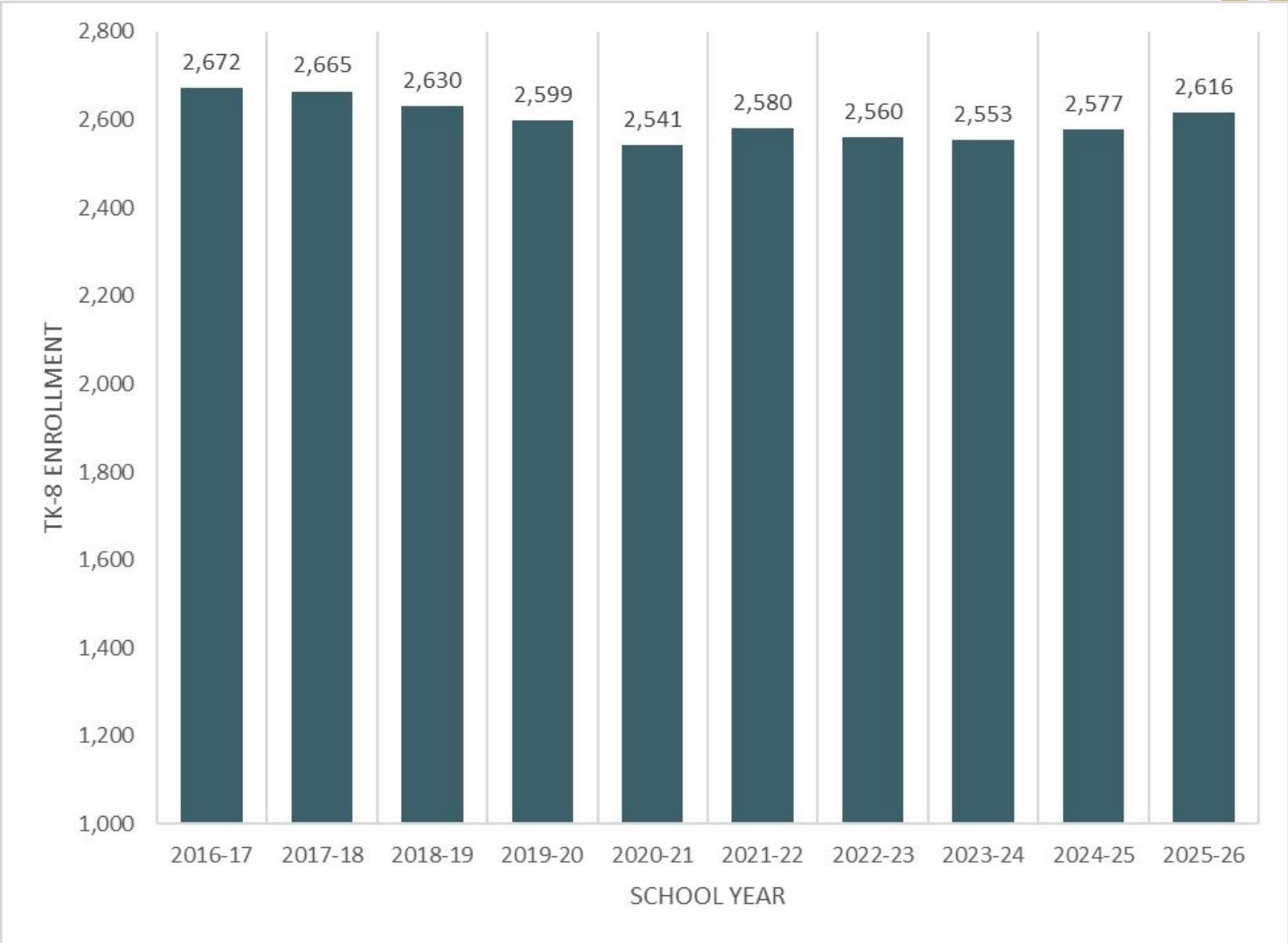
District and Community Demographics



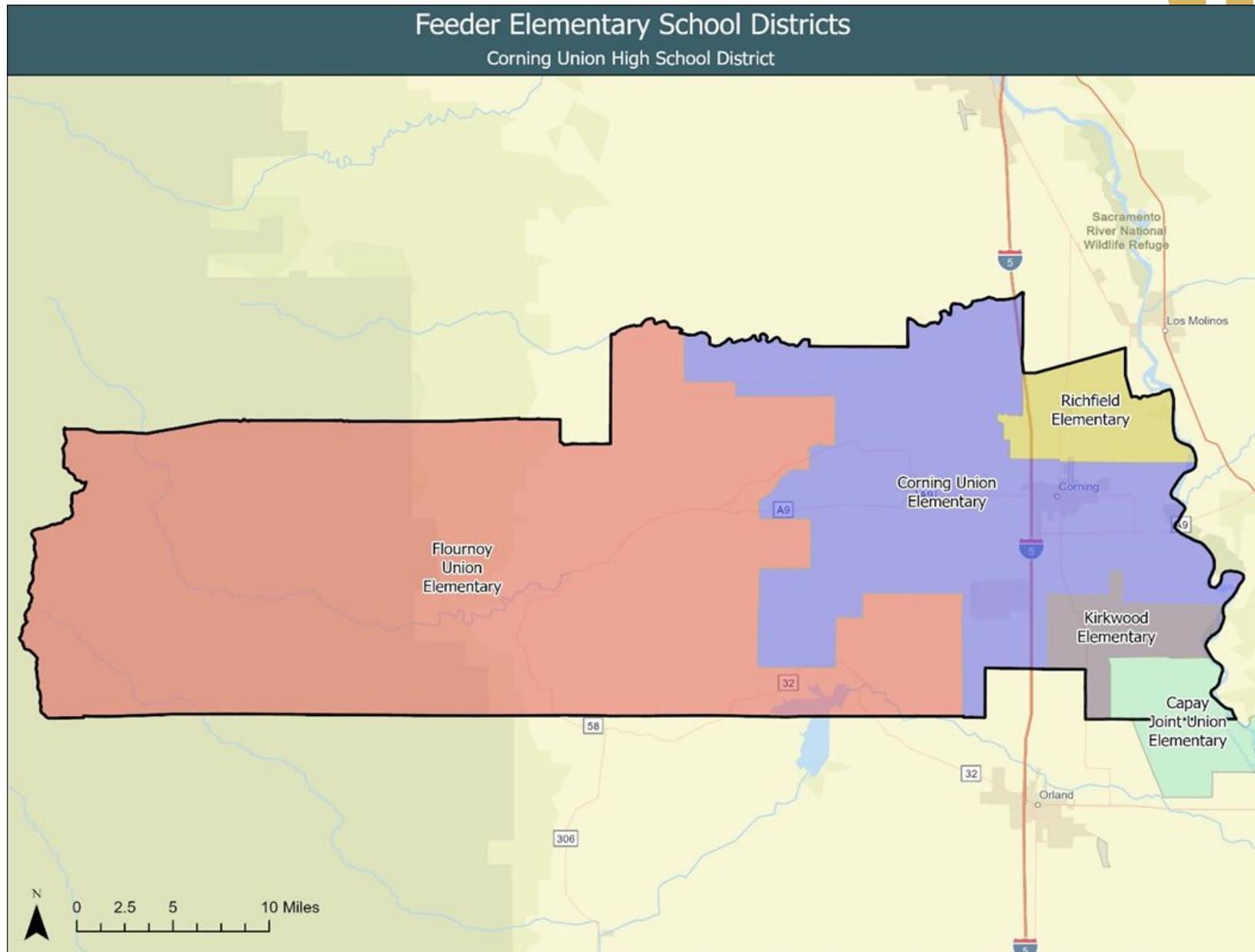
Historical Enrollment Trends



Historical Enrollments of Feeder Districts



Historical Enrollments of Feeder Districts

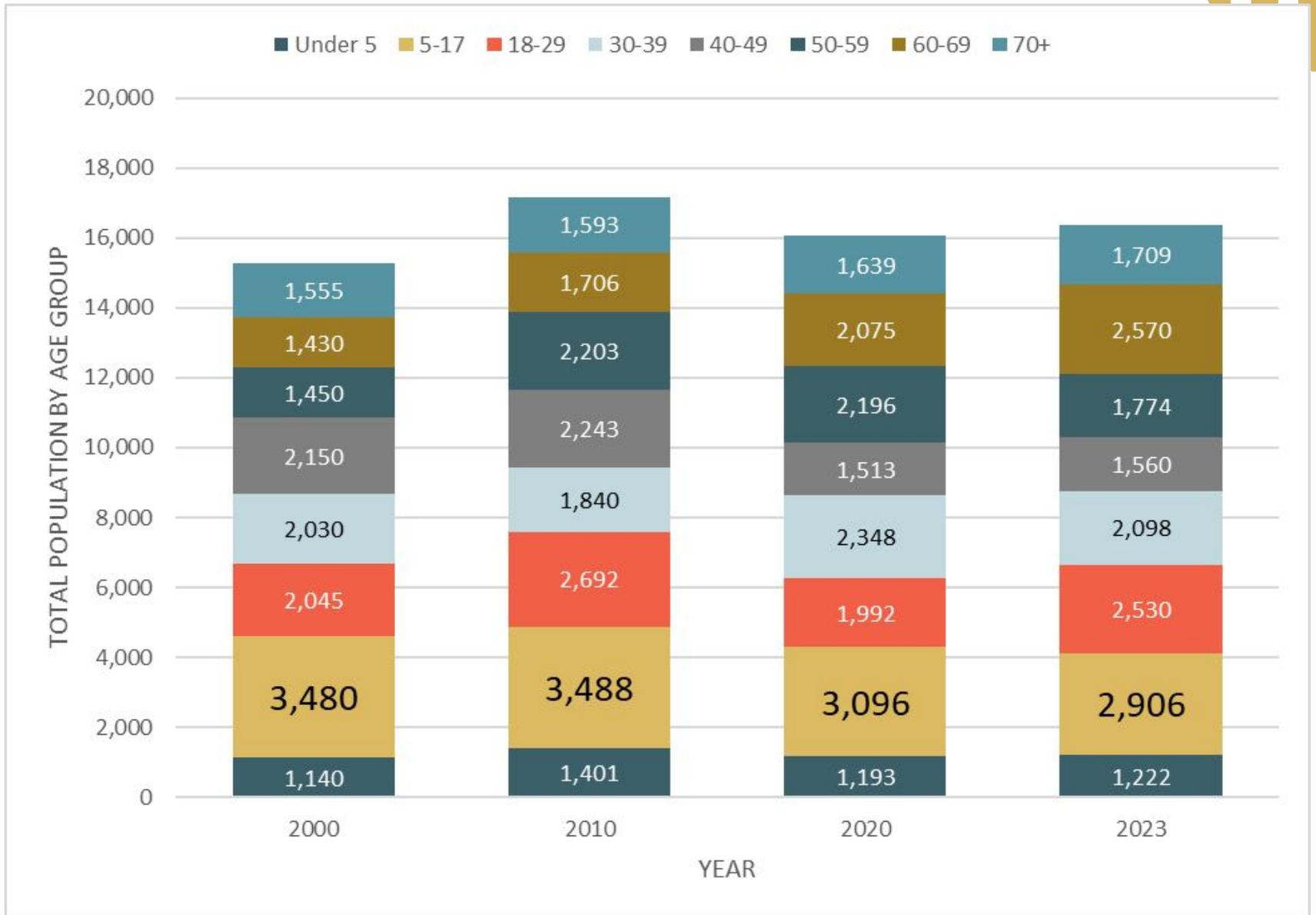


Historical Enrollments of Feeder Districts



Elementary Feeders	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	% Change
Corning	2,113	2,112	2,048	2,037	1,986	2,014	1,990	1,954	1,976	1,987	-6.0%
Flornoy	21	26	35	30	42	47	45	39	32	30	+41.6%
Kirkwood	104	97	96	99	100	99	102	103	105	110	+5.7%
Richfield	242	248	252	242	234	222	238	263	253	262	+8.3%
Capay	192	182	199	191	179	198	185	194	211	227	+18.3%
Total	2,672	2,665	2,630	2,599	2,541	2,580	2,560	2,553	2,577	2,616	-2.1%

Total Population of Community



Student Generation Rates and Residential Development



Student Generation Rates and Residential Development



- Student generation rates (SGRs) are calculated using actual recent development within CUHSD.
 - *Addresses are cross-referenced with the CUHSD student address list to see how many students enrolled in the District from the units that were built.*
 - *Multiple types of housing are analyzed separately, and these rates are used to predict how many students will be generated by future development.*

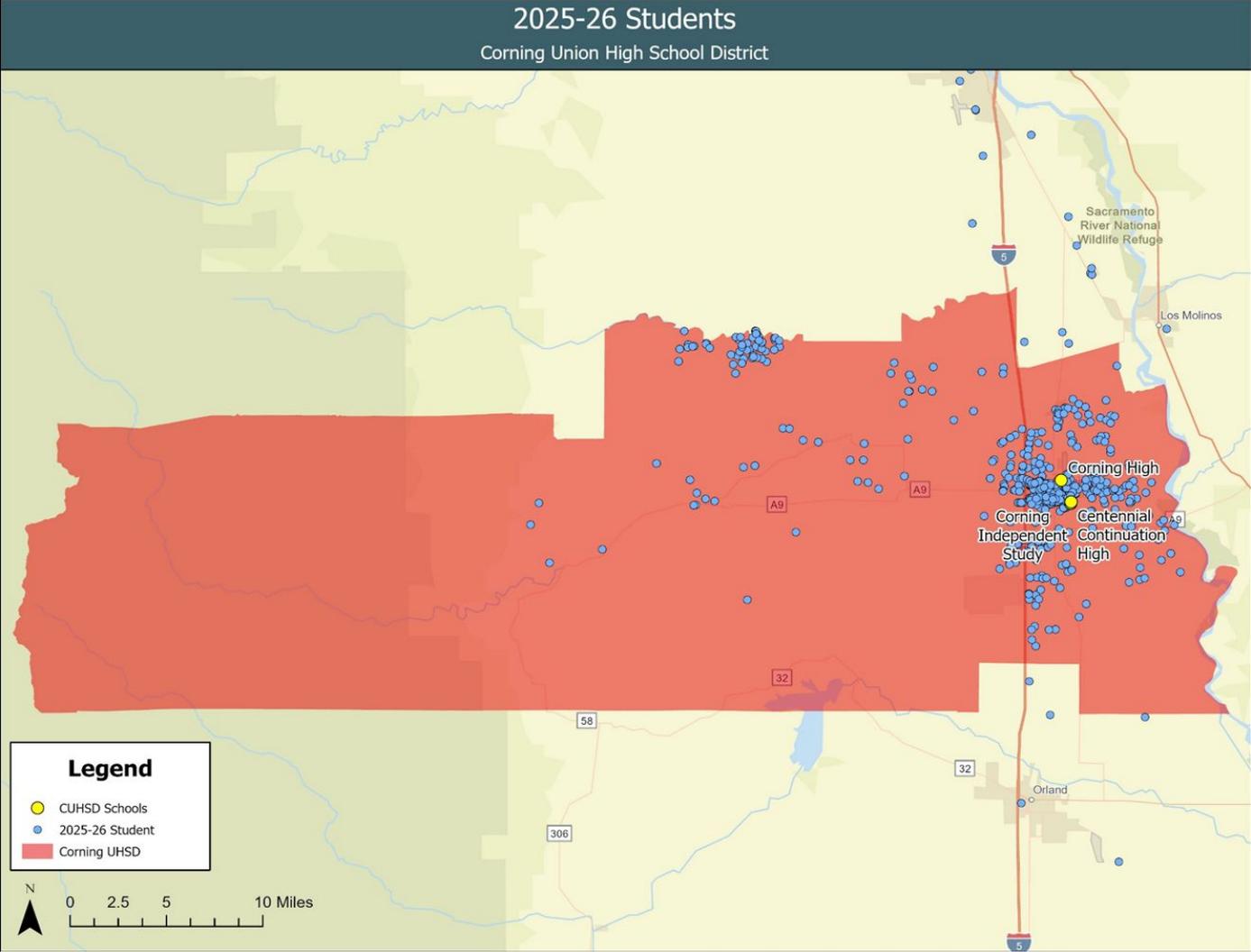
Housing Type	Units	9-12 Students	SGR
Single-Family Detached	124	25	0.202

Location	Expected Units
Blackburn east of Marguerite	14
Magnolia Meadows (remaining units)	21
071-020-018	28

Spatial Analysis



CUHSD Students



CUHSD Student Densities



Elementary District	Percent of CUHSD Enrollment
Corning	88.0%
Richfield	6.4%
Outside CUHSD	2.7%
Flournoy	2.3%
Kirkwood	0.6%
Capay	0.0%

Enrollment Projections



Local Births



Existing Cohort Net Growth



Net Cohort Growth measures how the size of existing cohorts who return from one year to the next change in size. If nobody moved into or out of the District, each cohort would have 0% change. In actuality, CUHSD usually experiences more students moving out than moving in every year.



Detailed Feeder Enrollment History



Grade	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25	25-26
TK	50	49	50	50	28	54	71	90	120	136
K	281	276	251	281	259	259	276	268	232	258
1	274	292	270	261	282	280	268	284	271	267
2	275	278	290	292	256	282	282	283	283	276
3	329	263	270	281	284	254	285	288	287	289
4	290	337	276	279	286	287	261	284	295	292
5	292	286	329	262	272	293	276	247	292	289
6	321	287	284	332	265	285	283	261	252	287
7	290	317	282	280	325	263	291	277	272	256
8	270	280	328	280	281	321	266	271	273	266

CUHSD Moderate Enrollment Projection



Grade	Actual			Projected							
	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33	
9	252	269	249	251	236	268	267	268	269	262	
10	284	247	258	241	243	228	260	259	259	261	
11	278	294	246	259	243	245	230	261	260	261	
12	243	260	263	225	238	222	224	210	239	238	
Total	1,057	1,070	1,016	976	960	963	981	998	1,027	1,022	

Thank You



Form 700 Filer Confirmation

1 message

Hassie Gilmore <hgilmore@tehama.gov>
To: "jmarquez@corningsh.org" <jmarquez@corningsh.org>
Cc: Nichole Bethurem <nbethurem@tehama.gov>

Wed, Dec 31, 2025 at 9:54 AM

Tehama County Elections has transitioned to Netfile for Form 700 (Statement of Economic Interests) filings. The filer portal can be accessed at <https://netfile.com/Filer>. Filers will be instructed to update their password the first time they log in.

As we prepare for the annual Form 700 filing period, we are requesting you review the attached list of 700 filers for your agency and/or commissions. Please note the attached list reflects the positions listed in the Conflict of Interest Code.

For those filers with an @bogus.zzz email, we could not locate an email address on their past filings to add to their account. If you provide an email address, we can update their profile so they can log into the system to complete their filings. If they do not have an email address, they will not be able to use the password reset feature and will need to contact Nichole Bethurem at 530.527.8190 to obtain their password.

Thank you,

Elections**Hassie Gilmore | Deputy County Clerk I**Tehama County Elections
hgilmore@tehama.gov633 Washington St., Room 17
PO Box 250
Red Bluff, CA 96080
Phone: 530.527.8190
elections@tehama.gov

2 attachments **Corning High School Dist.xlsx**
11K **COI_Revised_Reso2017-99.pdf**
409K

Terminated?	Name	Notification E-Mail	Log In E-Mail	Department
FALSE	Barriga, Migue	mbarriga@corning	mbarriga@cornings.org	Corning Union High School Dis
FALSE	Bingham, Jame	jbingham@cornin	jbingham@cornings.org	Corning Union High School Dis
FALSE	Davisson, Dian	ddavisson@cornir	ddavisson@cornings.org	Corning Union High School Dis
FALSE	Glover, Larry	lglover4729@sbcg	lglover4729@sbcglobal.net	Corning Union High School Dis
FALSE	Lamb, Cody	codylamb613@ya	codylamb613@yahoo.com	Corning Union High School Dis
FALSE	Lamson, Reid	tenderson@cornir	tenderson@cornings.org	Corning Union High School Dis
FALSE	Turri, William	tturri@cornings.	tturri@cornings.org	Corning Union High School Dis

Corning Union High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

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

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Corning Union High School is the only comprehensive 9-12 site in the city of Corning. CUHS is situated in a small agricultural and service-industry-based community with a diverse population of students comprised mostly of Hispanic and white ethnicity. We maintain a closed campus in an effort to promote safety and focus on priorities for education. We provide a comprehensive schedule of courses that students can take to develop their college and career readiness skills. We promote student involvement in a variety of activities on our campus with an effort to develop good citizens and lifelong learners. Our teachers and staff are committed to students and to making our school a positive place to learn and work. Corning Union High School's mission is "In partnership with families and the community, CUHSD develops students who are responsible, respectful, and ready for a globally connected society." The expectations we establish for students promote our basic educational purpose of student learning and good citizenship. The fundamental school wide learning outcomes (SLOs) for the school and our students revolve around the acronym "CARD" which acknowledges our cardinal mascot. Through the curricula, programs, and activities of our school, we seek to promote these four school-wide, overarching learning goals. The acronym represents Critical thinkers, Articulate communicators, Responsible citizens, and Deliberate learners. These goals are also aligned to the common core and college-career readiness goals of increased proficiency and independence in reading, writing, listening-speaking and use of academic language. We have programs in place that provide a variety of opportunities for students in academics, athletics, career technical education and the arts. Our school wide poster also reflects these goals for CUHS students. CUHS has become an AVID school with multiple efforts to implement strategies and practices that develop college and career readiness in our students school wide. The progress indicators for CUHS rest in the results of student grades, performance on testing with CAASPP, ELPAC, Renaissance Assessments in English and Math, and the five indicators from the prior LCAP; chronic absenteeism, suspension rate, EL progress, graduation rate, and college career readiness measurements.

About this School

2024-25 Student Enrollment by Grade Level

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

2024-25 Student Enrollment by Student Group

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

A. Conditions of Learning **State Priority: Basic**

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

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

2021-22 Teacher Preparation and Placement

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

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

2022-23 Teacher Preparation and Placement

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

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

2023-24 Teacher Preparation and Placement

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

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

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

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

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

Class Assignments

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

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

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

CUHS Textbooks & Supplemental Materials List 2024-25

English Language Arts: English I: Golding, Lord of the Flies; Lee, To Kill a Mockingbird; Shakespeare, Romeo and Juliet; Bradbury, A Medicine for Melancholy; Bradbury, All Summer in a Day; Cisneros, The House on Mango Street. The Lottery, Jackson; English 1A: Text: Zutell, Word Wisdom (Zaner-Bloser); DuPrau, City of Ember; other new books/novels are selected each year due to repeat students (w/admin approval); National Geographic Explorer Magazine English II: ID Anthology Scholastic: Shakur, The Rose That Grew From Concrete; Stokes, Students on Strike; Kormon, The Juvie Three; Myers, Sunrise Over Fallujah; Soto, Accidental Love; Saldana, The Whole Sky Full of Stars; Other Novels: Hansberry, A Raisin in the Sun; Knowles, A Separate Peace; Collins, Hunger Games; Upfront Magazine (Scholastic). English III: Miller, Death of a Salesman;; Fitzgerald, The Great Gatsby; Grande, The Distance Between Us. ---English III AP: Twain, The Adventures of Huckleberry Finn; Beals, Warriors Don't Cry; Steinbeck, The Grapes of Wrath; Miller, Death of a Salesman; Shakespeare, A Mid-Summer Night's Dream; Fitzgerald, The Great Gatsby; Grande, The Distance Between Us; college board resources. English IV: Kennedy & Gioia, Literature: An Introduction to Fiction, Poetry, and Drama; Shakespeare, Hamlet, The Prince of Denmark; McCarthy, All the Pretty Horses; Jim Burke, Uncharted Territory, A High School Reader; Sophocles, Oedipus Rex; Multiple online sites & articles. English IV AP*: Kennedy & Gioia, Literature: An Introduction to Fiction, Poetry, and Drama; Stoppard, Rosencrantz and Guildenstern Are Dead; Albee, The Zoo Story; Shelly, Frankenstein; Faulkner, The Sound and the Fury; Hardy, Tess of D'Urbervilles; college board resources; English IV Non-Fiction: Scholastic's Upfront Magazine; New books/novels each year, often connected to a movie or live performance. Some English teachers also tap into the online resource of NewsELA to provide particular articles for students to read. Other online articles are accessed for stand-alone reading & interaction around various themes.

Mathematics: Integrated I, II, III: Core Connections Integrated 1, Second Edition, Version 6.0, CPM Inc., 2013; Spanish Book 2015; Core Connections Integrated 2, second edition, version 6.0, 2015; Core Connections Integrated 3, second edition, version 5.0, 2015; Advanced Math: Pre-Calculus with Trigonometry, second edition, version 4.0, CPM, Inc. 2009; AP Statistics: The Practice of Statistics, Fourth Edition, Starnes, Yates, Moore, W.H. Freeman & Co., 2012; Consumer Math: Financial Algebra: Advanced Algebra with Financial Applications, Gerver & Sgroi, South-Western, Cengage Learning, 2014; multiple other online and teacher-created materials are being used to supplement the various textbooks; CPM online resources also utilized by teachers & students.

Science: Medical Biology: Biology, Stephen Nowicki, Holt McDougal, 2015; HASPI curriculum and kits for medical bio; AP Biology: Campbell Biology in focus Urry, L. A., Cain, M. L., Wasserman, S. A., Minorsky, P. V., & Orr, R. B: 2020, Pearson. Physics: Holt Physics (Serway and Faughn 2009). Living Earth: Chemistry in the Earth's System: AP Chemistry: Chemistry, fifth edition, Zumdahl, 2000. Natural Resources: Managing Our Natural Resources, William G. Camp, 2016. Natural Resources 2: Introduction to Forestry Science, I. Devere Burton, 2013. Nutritional Science: Food, Nutrition & Wellness, McGraw Hill, 2016. Health Science: Glencoe Health, McGraw-Hill Co., 2018 Digital; Social Science: Geography: The Human and Physical World, McGraw Hill, 2018; Atlas of the World Rand McNally online 13th edition, 2018; World History: The Modern World, California Edition, Prentice Hall 2007/9; U.S. History: The American Nation, Holt, Rinehart & Winston, 2001; NewsELA articles; History.com resources; History 17B/Pols II Shasta College dual enrollment: We the People, 15th edition McGraw Hill, Government in America, People, Politics, and Policy 18th edition. Principles of American Government, 11th Edition, Edward Sidlow & Beth Henschen, Cengage Learning, 2022. American Government: United States Government, McGraw Hill, 2018; Economics: Economics, Holt, Rinehart & Winston, 1999. All Social Science teachers have created or adapted many different supplemental curricula and instructional materials from a variety of digital resources for literacy-based purposes that students access through Google Classroom.

ELD/Foreign Language: Spanish 1 & 2: Realidades, Pearson, 2014; Fluency Matters: Esperanza (Span.2) Spanish 3 & 4 Fiorot-Peek: teacher-created materials plus El Mundo en Tus Manos,(news summaries for Sp. Students; Spanish 5 & AP Spanish: Primarily teacher-created materials and Spanish novels; Sendas Literarias Levels 1 & 2, Heinle and Heinle

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

Visual Arts:

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

CTE:

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

Agriculture:

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

Special Education:

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

Year and month in which the data were collected August 2025

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

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

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

School Facility Conditions and Planned Improvements

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

Year and month of the most recent FIT report November 2025

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2024-25 CAASPP Test Results in ELA by Student Group

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

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

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

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

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

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

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

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	19.95	21.34	17.44	19.32	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

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

2024-25 Career Technical Education Programs

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

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

2024-25 Career Technical Education Programs

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

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

2024-25 Career Technical Education (CTE) Participation

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

2024-25 Course Enrollment/Completion

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

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

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

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

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

C. Engagement

State Priority: Pupil Engagement

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

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

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

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

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

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

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

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

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

2024-25 Chronic Absenteeism by Student Group

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

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

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

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

This table displays expulsions data.

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

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

2024-25 Suspensions and Expulsions by Student Group

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

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

2025-26 School Safety Plan

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

2022-23 Secondary Average Class Size and Class Size Distribution

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

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

2023-24 Secondary Average Class Size and Class Size Distribution

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

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

2024-25 Secondary Average Class Size and Class Size Distribution

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

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

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	318.67

2024-25 Student Support Services Staff

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

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

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

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

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

Fiscal Year 2024-25 Types of Services Funded

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

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

Fiscal Year 2024-25 Types of Services Funded

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

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

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

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

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	14.6
--	------

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

Subject	Number of AP Courses Offered
Computer Science	0
English	3
Fine and Performing Arts	0
Foreign Language	4
Mathematics	1
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	12

Professional Development

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

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

Professional Development

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

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

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

Centennial Continuation High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Centennial Continuation High School
Street	250 E. Fig Lane
City, State, Zip	Corning, Ca. 96021
Phone Number	530-824-7400
Principal	Audri Bakke
Email Address	abakke@corningshs.org
School Website	https://www.cuhsdistrict.org/centennial
Grade Span	
County-District-School (CDS) Code	52-71506-5231675

2025-26 District Contact Information

District Name	Corning Union High School District
Phone Number	530 824-8000
Superintendent	Miguel Barriga
Email Address	mbarriga@corningshs.org
District Website	www.cuhsdistrict.org

2025-26 School Description and Mission Statement

Centennial Continuation High School is committed to providing a quality educational setting with a variety of options for students to be ready for all post-secondary opportunities, whether it be continuing at a community college, vocational school, or joining the workforce. Our small, tight knit setting allows students to work in a variety of ways to complete the necessary work to attain a high school diploma. Our focus is on helping students who are credit deficient earn their missing credits by completing work that demonstrates mastery in that subject and grade level standard. The school day is shorter than the comprehensive high school so that students have opportunities to work, help with family obligations, and attend important medical or court appointments without needing to miss school. Centennial also offers an academic program for students who are not extremely credit deficient but struggle with behavior. Students are encouraged to earn their missing credits and/or complete the behavior program and return to the district's comprehensive school for graduation but many choose to stay and graduate as a Centennial Tiger. The school supports all students in their educational choices and helps them to meet their academic goals.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	1
Grade 10	4
Grade 11	27
Grade 12	35
Total Enrollment	67

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	37.3
Male	61.2
Non-Binary	1.5
American Indian or Alaska Native	3
Asian	1.5
Hispanic or Latino	64.2
Two or More Races	1.5
White	29.9
English Learners	34.3
Foster Youth	1.5
Homeless	3
Socioeconomically Disadvantaged	83.6
Students with Disabilities	13.4

A. Conditions of Learning **State Priority: Basic**

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.3	43.67	50.3	88.17	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	33.33	1.7	3.07	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.6	22.67	4.1	7.29	11953.1	4.28
Unknown/Incomplete/NA	0	0	0.8	1.44	15831.9	5.67
Total Teaching Positions	3	100	57	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.8	29.43	48.2	84.31	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.3	2.43	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.3	2.39	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.1	70.57	2.4	4.31	11746.9	4.23
Unknown/Incomplete/NA	0	0	3.7	6.48	14303.8	5.15
Total Teaching Positions	2.9	100	57.2	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	1.4	36.09	45.7	78.95	230039.4	100
Intern Credential Holders Properly Assigned	0	0	0.7	1.31	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.6	16.29	1.1	2.05	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.9	47.62	3.3	5.84	12112.8	4.34
Unknown/Incomplete/NA	0	0	6.8	11.79	13705.8	4.91
Total Teaching Positions	3.9	100	58	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0.6
Misassignments	1.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	0	0.6

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.60	2.1	1.9
Total Out-of-Field Teachers	0.60	2.1	1.9

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	31.8	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

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

Year and month in which the data were collected: December 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McDougal Littell Language of Literature (2005)	0
Mathematics	Pre-Algebra (2006) Glencoe Mathematics Algebra 1 (2005)	0
Science	Glencoe Science Life Science (2005), Prentice Hall, Focus on Earth Science, California Edition (2001)	0
History-Social Science	Pacemaker Economics (2001) Glencoe World Geography (2000) Prentice Hall World History, The Modern World, California (2007) Holt McDougal US Government (2012) Holt McDougal The Americans (2012)	0
Foreign Language	NA	0
Health	Glencoe Health (2007)	0
Visual and Performing Arts	NA	0
Science Laboratory Equipment (grades 9-12)	N/A	0

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

School Facility Conditions and Planned Improvements

The current facilities at Centennial High School are in good condition. Maintenance staff continues to make the necessary repairs to keep the facilities functioning.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

November 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		HVAC upgrades are needed and planned for the near future. It is recommended that the main sewer line be replaced; the district is in the process of gathering estimates for the work.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	8	9	34	38	47	48
Mathematics (grades 3-8 and 11)	0	0	10	14	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	27	22	81.48	18.52	9.09
Female	13	10	76.92	23.08	--
Male	14	12	85.71	14.29	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	22	18	81.82	18.18	11.11
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	26	21	80.77	19.23	9.52
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	28	21	75.00	25.00	0.00
Female	13	9	69.23	30.77	--
Male	15	12	80.00	20.00	0.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	23	17	73.91	26.09	0.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	27	20	74.07	25.93	0.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	2	2.38	17.44	19.32	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	48	43	89.58	10.42	2.38
Female	17	15	88.24	11.76	7.14
Male	31	28	90.32	9.68	0.00
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	36	32	88.89	11.11	3.23
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	11	10	90.91	9.09	--
English Learners	15	13	86.67	13.33	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	42	37	88.10	11.90	2.78
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

Centennial High School provides a variety of services funded through a number of different grants and supplemental sources. We offer multiple sections of woodshop and technical art electives to students. The district CTE Coordinator is working closely with school admin to develop more CTE opportunities for students. We currently have the following industries represented: Building, Construction and Trade, Manufacturing, Business, Agriculture, Marketing, and Hospitality, Tourism, and Recreation in CUHSD.

2024-25 Career Technical Education (CTE) Participation

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

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	2.99
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

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

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Centennial High School maintains an open door policy for parents to meet with the administration and staff. The staff is always looking for input and support from the family, school, and district to assist at-risk students. Parents attend an enrollment meeting with their student and the school counselor when new students come to our school. During the enrollment meeting, parents can ask questions, raise concerns, meet staff, tour the school, and learn more about the every day expectations for

2025-26 Opportunities for Parental Involvement

their student. This puts parents and students at ease and lets them know that they are a welcome, important part of our campus. Parents whose students attend Centennial can also choose to attend the District English Learners Advisory Committee (DELAC) events that are held four times each year on the Corning High School campus to promote communication with parents whose students are limited English speakers. The school hosts a Back to School Family BBQ and a Hispanic Heritage Month Celebration for families to meet staff, share a meal, and build stronger connections to the school. We also host an evening event once a month for families to attend that allows them to complete fun activities while also building relationships with school staff.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	13.6	11.1	14.6	3.3	3.1	4.1	8.2	8.9	8
Graduation Rate	84.7	83.3	83.3	95	94.5	94.1	86.2	86.4	87.5

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	48	40	83.3
Female	12	11	91.7
Male	36	29	80.6
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	32	28	87.5
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	--	--	--
White	13	9	69.2
English Learners	21	18	85.7
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	47	39	83.0
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	--	--

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

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	102	89	71	79.8
Female	35	32	27	84.4
Male	66	56	43	76.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	64	55	44	80.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	32	29	23	79.3
English Learners	37	31	23	74.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	90	77	62	80.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	18	17	14	82.4

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
24.44	25	38.24	10.27	8.79	7.59	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	38.24	0.00
Female	40.00	0.00
Male	37.88	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	39.06	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	40.63	0.00
English Learners	32.43	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	41.11	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	27.78	0.00

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

2025-26 School Safety Plan

Centennial has a Comprehensive School Safety Plan that is a separate, stand-alone document available to preview in the main office of the high school. This plan is update annually, and is approved by the school board in February of each year. The plan outlines committee membership, school vision, suspension/expulsion data, and goals and action plans related to safety on our campus. The school safety plan also highlights plans for addressing such situations as disaster response, child abuse, dangerous students, sexual harassment, and school discipline. The school wide safety plan identifies various practices and protocols that Centennial has in place to ensure safety for all students as well as staff. We have direct communication with and support from the Corning Police Department, and they provide our district with a community resource officer on site through a special grant. The school administrator, campus supervisor, and a team of both certificated and classified staff regularly supervise our campus before and after school, between classes, at lunch and after school. We maintain a closed campus, which means that students cannot leave the school grounds without a verified pass from the office and any non-student must register at the main office when entering the campus between 8:00 a.m. and 3:30p.m. Emergency signals are established for fire, lockdown and evacuation procedures.

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	19	0	0
Mathematics	4	18	0	0
Science	4	10	0	0
Social Science	2	29	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	18		
Mathematics	3	19		
Science	4	9		
Social Science	4	23		

2024-25 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	18		
Mathematics	4	16		
Science	4	9		
Social Science	3	12		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	74

2024-25 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	25,232.92	10,819.96	14,412.96	66,374.60
District	N/A	N/A	34,855.04	81,442.34
Percent Difference - School Site and District	N/A	N/A	-83.0	-14.9
State	N/A	N/A	\$11,146	\$84,462
Percent Difference - School Site and State	N/A	N/A	28.9	-34.2

Fiscal Year 2024-25 Types of Services Funded

Centennial provides a variety of services funded through a number of different grants and supplemental sources beyond the basic funds we receive from the State based on ADA & LCFF formulas. Our school provides additional counseling and student support services through an 1802 grant that provides an additional counselor on staff. The district also funds additional counseling services with the HOPE Center through a community schools grant to meet the needs of students with behavior challenges or other personal hardships. The district also works with local law enforcement to provide a school resource officer on our campus to assist with safety other student and family challenges on site and in the community. We offer an opportunity program for 9th and 10th grade students who have been suspended through a safety grant. We receive funding to support school improvement due to our status with the Comprehensive Support and Improvement/ESSA program and are receiving ongoing support from the Tehama County Department of Education to promote best instructional practices, to update our program documentation, and to implement Multi-Tiered Systems of Support. We continue to use our district funds to operate most all of our programs on campus with assistance from the federal entitlement programs in a few categories such as Title I and Title III.

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

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

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
--	---

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

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

Professional Development

The Centennial Continuation High School teaching and support staff participate in one day of official staff development at the beginning of the academic year. Then, most Monday afternoons throughout the school year, teachers participate in follow up, collaborative activities to reflect on classroom practices and focus on student learning within each of their respective departments. In addition, various teachers engage in subject-specific professional development opportunities through like-subject collaboration, and through other workshops, conferences, and seminars. The District has also provided specific training and follow up professional development with our staff during these collaboration days and during other scheduled opportunities. Many staff members are involved in professional development centered on restorative practices and implementing MTSS at the school site. The principal practices classroom walk-through's with feedback given to teachers. This is an ongoing process of professional development with a goal of improving the regular instruction and classroom management of teachers. Some of the most productive professional development happens through regular teacher interaction and collaboration in both informal and structured contexts. Members of the administration, student support services, and other staff also participate in professional development, as needed.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	1

Corning Independent Study High School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Corning Independent Study High School
Street	250 East Fig Lane
City, State, Zip	Corning CA 96021
Phone Number	530-824-7400
Principal	Audri Bakke
Email Address	abakke@corninghs.org
School Website	
Grade Span	
County-District-School (CDS) Code	52-7150-0137414

2025-26 District Contact Information

District Name	Corning Union High School District
Phone Number	530-824-8000
Superintendent	Miguel Barriga
Email Address	mbarriga@corninghs.org
District Website	https://corninguhsd-ca.schoolloop.com/

2025-26 School Description and Mission Statement

Corning Independent Study High School meets the needs of those students who cannot attend a full day comprehensive program for a variety of reasons. Students are enrolled in 7 classes as they would at the district's comprehensive high school, do their work at home and meet with a supervising teacher weekly. CISHS students must meet the same academic standards as enforced students at the comprehensive site. The school fosters academic growth and postsecondary options for students who sometimes have difficulty succeeding in the traditional high school.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	2
Grade 10	12
Grade 11	6
Grade 12	9
Total Enrollment	29

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	65.5
Male	34.5
Hispanic or Latino	65.5
Two or More Races	3.4
White	27.6
English Learners	10.3
Socioeconomically Disadvantaged	69
Students with Disabilities	10.3

A. Conditions of Learning **State Priority: Basic**

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

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.7	37.19	50.3	88.17	234405.2	84
Intern Credential Holders Properly Assigned	0	0	0	0	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.7	3.07	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.2	62.81	4.1	7.29	11953.1	4.28
Unknown/Incomplete/NA	0	0	0.8	1.44	15831.9	5.67
Total Teaching Positions	1.9	100	57	100	279044.8	100

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

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.2	17.74	48.2	84.31	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1.3	2.43	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.3	2.39	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	2.4	4.31	11746.9	4.23
Unknown/Incomplete/NA	1	82.26	3.7	6.48	14303.8	5.15
Total Teaching Positions	1.2	100	57.2	100	277698	100

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

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	0.3	20.57	45.7	78.95	230039.4	100
Intern Credential Holders Properly Assigned	0	0.57	0.7	1.31	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1.1	2.05	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	77.71	3.3	5.84	12112.8	4.34
Unknown/Incomplete/NA	0	0	6.8	11.79	13705.8	4.91
Total Teaching Positions	1.7	100	58	100	278927.1	100

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

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	1.20	0	1.3
Total Out-of-Field Teachers	1.20	0	1.3

Class Assignments

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

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

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

Year and month in which the data were collected		December 2025
Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	The Language of Literature, McDougal Littell (2005)	0
Mathematics	The Practice of Statistics, W.H. Freeman & Co., (2012) Statistics through Applications, Starnes, (2015) Consumer Math, AGS (2003) Algebra, AGS (2004) Algebra 2, AGS (2004)	0
Science	Biology: The Study of Life, Prentice Hall (1999) Biology Holt McDougal, (2015) Earth Science, Holt Rinehart Winston (2007) Food, Nutrition & Wellness, McGraw Hill (2016) Food for Today, Glenco (2006)	0
History-Social Science	The Modern World, Prentice Hall (2009) McGruder's American Government, Prentice Hall, (1999) Economics, Holt, Rinehart & Winston, (1999) The Modern World, Pearson (2007) World Geography, Glenco (2005) The Americans, Houghton Mifflin (2012)	0
Foreign Language	NA	NA
Health	Glencoe Health, McGraw-Hill, (2012)	0
Visual and Performing Arts	Art In Focus, Glencoe McGraw-Hill (2000) Art Talk, Glenco (2005)	0
Science Laboratory Equipment (grades 9-12)	NA	NA

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

School Facility Conditions and Planned Improvements

The current facilities at Centennial High School / Corning Independent Study High School are in good condition and the maintenance staff continues to make the necessary repairs to keep the facilities functioning.

Year and month of the most recent FIT report

November 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		X		HVAC upgrades are needed and planned for the near future. It is recommended that the main sewer line be replaced; the district is in the process of gathering estimates for the work.
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

College and Career Ready

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	19	0	34	38	47	48
Mathematics (grades 3-8 and 11)	0	0	10	14	35	37

2024-25 CAASPP Test Results in ELA by Student Group

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

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	11	7	63.64	36.36	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

2024-25 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	12	8	66.67	33.33	--
Female	--	--	--	--	--
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	--	--	--	--	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

CAASPP Test Results in Science for All Students

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

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

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

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

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	4.55	9.09	17.44	19.32	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	25	22	88.00	12.00	9.09
Female	16	14	87.50	12.50	7.14
Male	--	--	--	--	--
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	16	13	81.25	18.75	7.69
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	16	14	87.50	12.50	7.14
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2024-25 Career Technical Education Programs

No programs

2024-25 Career Technical Education (CTE) Participation

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

2024-25 Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
Pupils Enrolled in Courses Required for UC/CSU Admission	89.66
Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2024-25 California Physical Fitness Test Participation Rates

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

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

C. Engagement

State Priority: Parental Involvement

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

2025-26 Opportunities for Parental Involvement

Students do their work off campus and return weekly to review their work with their supervising teacher. Parental involvement at home is crucial as the parent is the one responsible for ensuring that students both comprehend and complete the assignments. Parents are also responsible for supplying a work space conducive to learning. Parents are welcome to attend the weekly meetings with their student and are invited to many of the family engagement events that are offered at the continuation high school, the district's other school for alternative education options.

C. Engagement

State Priority: Pupil Engagement

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

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

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

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	15.4	--	--	3.3	3.1	4.1	8.2	8.9	8
Graduation Rate	76.9	--	--	95	94.5	94.1	86.2	86.4	87.5

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

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

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	--	--	--
Female	--	--	--
Male	0	0	0.00
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0	0	0.00
Asian	0	0	0.00
Black or African American	0	0	0.00
Filipino	0	0	0.00
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	0	0	0.00
Two or More Races	0	0	0.00
White	--	--	--
English Learners	--	--	--
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

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

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

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	73	65	39	60.0
Female	42	39	23	59.0
Male	31	26	16	61.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	43	40	25	62.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	25	20	14	70.0
English Learners	11	--	--	--
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	57	51	35	68.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	--	--	--	--

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

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	10.27	8.79	7.59	3.6	3.28	2.94

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

This table displays expulsions data.

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

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

2024-25 Suspensions and Expulsions by Student Group

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

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

2025-26 School Safety Plan

Corning Independent Study High School is housed on the Centennial High School campus which has a comprehensive safety plan that is a separate, stand-alone document available to preview in the main office of the high school. This plan is updated annually, and is approved by the school board in February of each year. The plan outlines committee membership, school vision, suspension/expulsion data, and goals and action plans related to safety on our campus. The school safety plan also highlights plans for addressing such situations as disaster response, child abuse, dangerous students, sexual harassment, and school discipline. The school wide safety plan identifies various practices and protocols that Centennial has in place to ensure safety for all students as well as staff. We have direct communication with and support from the Corning Police Department, and they provide our district with a community resource officer on site through a special grant. The school administrator, campus supervisor, and a team of both certificated and classified staff regularly supervise our campus before and after school, between classes, at lunch and after school. We maintain a closed campus, which means that students cannot leave the school grounds without a verified pass from the office and any non-student must register at the main office when entering the campus between 8:00 a.m. and 3:30p.m. Emergency signals are established for fire, lockdown and evacuation procedures.-

2022-23 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	13	0	0
Mathematics	1	18	0	0
Science	2	10	0	0
Social Science	2	18	0	0

2023-24 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	3	9		
Mathematics	1	19		
Science	1	7		
Social Science	2	16		

2024-25 Secondary Average Class Size and Class Size Distribution

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

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	2	12		
Mathematics	1	24		
Science	1	14		
Social Science	2	16		

2024-25 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	0

2024-25 Student Support Services Staff

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

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

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

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,896.35	615.58	7,280.77	110,958.21
District	N/A	N/A	17,186.74	81,442.34
Percent Difference - School Site and District	N/A	N/A	-81.0	36.0
State	N/A	N/A	\$11,146	\$84,462
Percent Difference - School Site and State	N/A	N/A	-38.7	16.8

Fiscal Year 2024-25 Types of Services Funded

Corning Independent Study High School provides a variety of services funded through a number of different grants and supplemental sources beyond the basic funds we receive. The community schools grant enables the district to operate the HOPE center with counselors to meet the needs of students with mental health hardships. Students who attend CISHS are able to arrange meetings with these counselors on the Centennial campus. A safety grant also supports Corning PD's school resource officer on our campus to assist with safety and other student and family challenges on site and in the community, including those who attend CISHS. We continue to use our district funds to operate most all of our programs on campus with assistance from the federal entitlement programs in a few categories such as Title I and Title III.

Fiscal Year 2023-24 Teacher and Administrative Salaries

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

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

2024-25 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	0
--	---

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

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

Professional Development

Corning Independent Study High School staff is required to attend the same number of professional development days as other teachers in the district. Independent Study teachers often collaborate and attend PD with Centennial High School staff members.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	1	1	1

**CORNING UNION HIGH
SCHOOL DISTRICT
COUNTY OF TEHAMA
CORNING, CALIFORNIA**

AUDIT REPORT

JUNE 30, 2025



Chavan & Associates, LLP
Certified Public Accountants
16450 Monterey Road, Suite #5
Morgan Hill, CA 95037

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**CORNING UNION HIGH SCHOOL DISTRICT
TEHAMA COUNTY**

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**CORNING UNION HIGH SCHOOL DISTRICT
TEHAMA COUNTY**

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**FINANCIAL
SECTION**



INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Corning Union High School District
Corning, California

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Corning Union High School District (the District), as of and for the fiscal year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District, as of June 30, 2025 and the respective changes in financial position and, where applicable, cash flows thereof for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

District management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.



Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and GAGAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and GAGAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, schedule of CalPERS pension contributions, schedule of CalPERS proportionate share of net pension liability, schedule of STRS pension contributions, schedule of STRS proportionate share of net pension liability, schedule of contributions for other postemployment benefits, and schedule of changes in net OPEB liability, as listed in the table of contents, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate



operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The combining and individual nonmajor fund financial statements, as required by the *Governmental Accounting Standards Board*; schedule of average daily attendance, schedule of instructional time, schedule of financial trends and analysis, schedule of charter schools, the reconciliation of the Annual Financial and Budget report to the audited financial statements, as required by the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*; and the schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, are presented for purposes of additional analysis and are not a required part of the basic financial statements.

Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. This information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with GAAS. In our opinion, the combining and individual fund financial statements and schedules are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information included in the financial report. The other information comprises the organization schedule but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon. In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.



Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 5, 2025 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering The District's internal control over financial reporting and compliance.

C & A LLP

December 5, 2025
Morgan Hill, California

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Management's Discussion and Analysis

Corning Union High School District
Management's Discussion and Analysis
June 30, 2025

This discussion and analysis of Corning Union High School District's (the District's) financial performance provides an overall review of the District's financial activities for the fiscal year ended June 30, 2025. The intent of this discussion and analysis is to look at the District's financial performance as a whole. Readers should also review the notes to the basic financial statements and financial statements to enhance their understanding of the District's financial performance.

Financial Highlights

Key financial highlights for the fiscal year 2025 are as follows:

- Total net position increased by \$3,068,604 (11%) from June 30, 2024 to June 30, 2025, mainly due to an increase in federal and state grants.
- The District recorded deferred outflows of resources of \$4,679,724 and deferred inflows of resources of \$1,458,434 as required by GASB 68 and GASB 75 for pension and other postemployment benefit accounting and reporting. Deferred outflows of resources are technically not assets but increase the Statement of Net Position similar to an asset and deferred inflows of resources are technically not liabilities but decrease the Statement of Net Position similar to liabilities. See Note 1 in the notes to financial statements for a definition.
- The District had \$23,946,782 in government-wide expenses which is 89% of total government-wide revenues. Program specific revenues in the form of operating grants and contributions, capital grants and contributions, and charges for services accounted for \$7,450,208 (28%) of the total revenues of \$27,015,386.
- General revenue of \$19,565,178, which includes property taxes, unrestricted federal and state grants and LCFF sources, was 72% of total revenues in 2025, as compared to 76% in 2024.
- The fund balances in all funds decreased by \$1,724,553, which is a 7% decrease from 2024, mostly due to increase in expenditures related to facility acquisition and construction in County School Facilities Fund.
- Total governmental fund revenues and expenditures totaled \$27,015,386 and \$28,739,939, respectively.

Using the Annual Report

This annual report consists of a series of basic financial statements and notes to those statements. These statements are organized so the reader can understand Corning Union High School District as a financial whole, an entire operating entity. The statements provide an increasingly detailed look at specific financial activities.

The Statement of Net Position and Statement of Activities comprise the government-wide financial statements and provide information about the activities of the entire District, presenting both an aggregate view of the District's finances and a longer-term view of those finances. Fund financial statements provide the next level of detail. For governmental funds, these statements tell how services were financed in the short-term as well as what remains for future spending. The fund financial statements also look at the District's most significant funds with all other non-major funds presented in total in one column. In the case of Corning Union High School District, the General Fund is by far the most significant fund.

Corning Union High School District
Management's Discussion and Analysis
June 30, 2025

The basic financial statements also include notes that explain some of the information in the financial statements and provide more detailed data.

Overview of the Financial Statements

The full annual financial report is a product of three separate parts: the basic financial statements, supplementary information, and this section, the Management Discussion and Analysis. These three sections together provide a comprehensive financial overview of the District. The basic financials are comprised of two kinds of statements that present financial information from different perspectives, Government-wide and funds.

- Government-wide financial statements, which comprise the first two statements, provide both short-term and long-term information about the District's overall financial position.
- Individual parts of the District, which are reported as fund financial statements, focus on reporting the District's operations in more detail. These fund financial statements comprise the remaining statements.
- Notes to the financials, which are included in the financial statements, provide more detailed data and explain some of the information in the statements. The required supplementary information section provides further explanations and provides additional support for the financial statements.

Government-wide Financial Statements - Statement of Net Position and the Statement of Activities

While this document contains the large number of funds used by the District to provide programs and activities, the view of the District as a whole looks at all financial transactions and asks the question, "How did we do financially during the fiscal year 2025?" The Statement of Net Position and the Statement of Activities answer this question. These statements include all assets and liabilities using the accrual basis of accounting similar to the accounting practices used by most private-sector companies. This basis of accounting takes into account all of the current year's revenues and expenses, regardless of when cash is received or paid.

These two statements report the District's net position and changes in those assets. This change in net position is important because it tells the reader that, for the District as a whole, the financial position of the District has improved or diminished. The causes of this change may be the result of many factors, some financial, and some not. Non-financial factors include the District's property tax base, current property tax laws in California restricting revenue growth, facility conditions, and required educational programs.

In the Statement of Net Position and the Statement of Activities, the District reports governmental activities. Governmental activities are the activities where most of the District's programs and services are reported including, but not limited to, instruction, support services, operation and maintenance of plant, pupil transportation and extracurricular activities.

Corning Union High School District
Management's Discussion and Analysis
June 30, 2025

Reporting the District's Most Significant Funds

Fund Financial Statements

The analysis of the District's major funds begins with the Balance Sheet. Fund financial reports provide detailed information about the District's major funds. The District uses many funds to account for a multitude of financial transactions. These fund financial statements focus on each of the District's most significant funds. The District's major governmental funds are the General Fund, the Foundation Special Revenue Fund, and the County School Facilities Fund.

Governmental Funds

Most of the District's activities are reported in governmental funds, which focus on how money flows into and out of those funds and the balances left at year-end available for spending in the future periods. These funds are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the District's general government operations and the basic services it provides. Governmental fund information helps determine whether there are more or fewer financial resources that can be spent in the future to finance educational programs. The relationship (or differences) between governmental activities (reported in the Statement of Net Position and the Statement of Activities) and governmental funds is reconciled in the financial statements.

Proprietary Funds

Services for which the District charges a fee are generally reported in proprietary funds on a full accrual basis. The District did not have any proprietary funds.

Fiduciary Funds

The District is the trustee, or fiduciary, for its scholarship fund. The District's fiduciary activities are reported in separate Statements of Fiduciary Net Position. We exclude these activities from the District's other financial statements because the District cannot use these assets to finance its operations. The District is responsible for ensuring that the assets reported in these funds are used for their intended purposes.

Corning Union High School District
Management's Discussion and Analysis
June 30, 2025

The District as a Whole

Recall that the Statement of Net Position provides a perspective of the District as a whole. Table 1 provides a summary of the District's net position as of June 30, 2025 compared to June 30, 2024:

Table 1 - Summary of Net Position				
	Governmental Activities		\$ Change	% Change
	2025	2024		
Assets				
Current and Other Assets	\$ 28,202,295	\$ 27,163,538	\$ 1,038,757	4%
Capital Assets	26,792,471	22,445,000	4,347,471	19%
Total Assets	\$ 54,994,766	\$ 49,608,538	\$ 5,386,228	10%
Deferred Outflows	\$ 4,679,724	\$ 5,024,459	\$ (344,735)	-7%
Liabilities				
Current Liabilities	\$ 5,472,310	\$ 2,709,188	\$ 2,763,122	102%
Long-Term Liabilities	24,918,036	26,282,580	(1,364,544)	-5%
Total Liabilities	\$ 30,390,346	\$ 28,991,768	\$ 1,398,578	5%
Deferred Inflows	\$ 1,458,434	\$ 884,123	\$ 574,311	39%
Net Position				
Net Investment in Capital Assets	\$ 17,907,755	\$ 13,345,689	\$ 4,562,066	34%
Restricted	9,936,164	11,189,554	(1,253,390)	-11%
Unrestricted	(18,209)	221,863	(240,072)	-108%
Total Net Position	\$ 27,825,710	\$ 24,757,106	\$ 3,068,604	11%

Current and other assets increased by 4% mostly due to the additional government grants received during the year. Current liabilities increased by 102% mostly due to the increases in accounts payable and unearned revenue balances. During the year, deferred outflows of resources decreased by 7%, deferred inflows of resources increased by 39%, and long-term liabilities decreased by 5% mostly because of changes in pension amounts and actuarial assumptions related to GASB 68. GASB 68 requires all local governments that participate in cost sharing pension plans to record its proportionate share of net pension liabilities from pension plans in the government-wide financial statements. There was no impact on fund balance as a result of GASB 68.

Corning Union High School District
Management's Discussion and Analysis
June 30, 2025

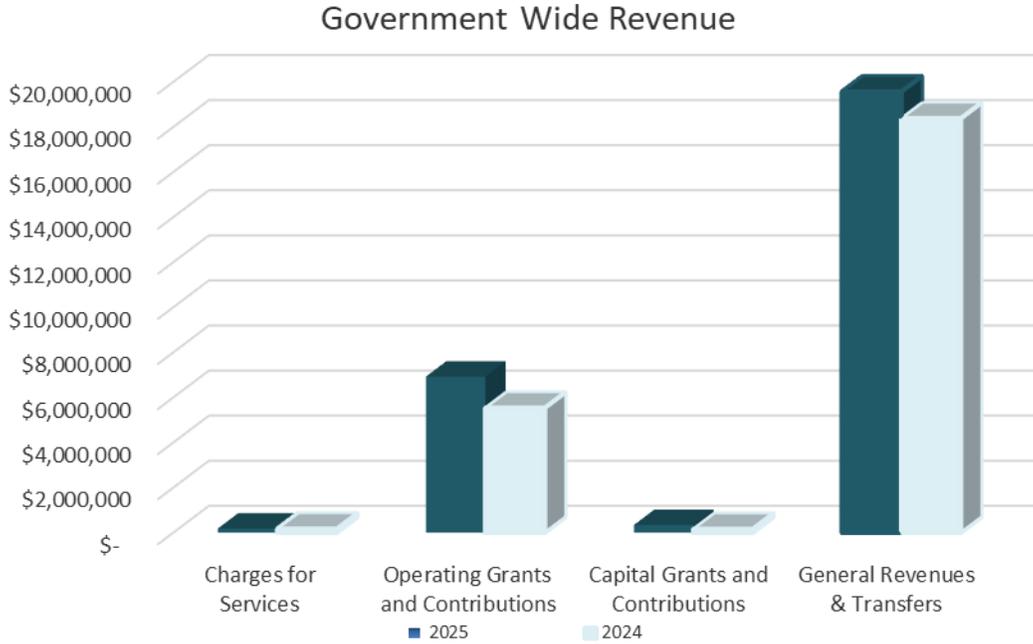
Table 2 compares the components of changes in net position for the fiscal year 2025 versus 2024:

Table 2 - Change in Net Position				
	Governmental Activities		\$ Change	% Change
	2025	2024		
Revenues				
Program Revenues:				
Charges for Services	\$ 185,812	\$ 167,963	\$ 17,849	11%
Operating Grants and Contributions	6,923,419	5,535,352	1,388,067	25%
Capital Grants and Contributions	340,977	162,636	178,341	110%
General Revenues & Transfers	19,565,178	18,381,015	1,184,163	6%
Total Revenues	27,015,386	24,246,966	2,768,420	11%
Program Expenses				
Instruction	11,416,489	10,888,806	527,683	5%
Instruction-Related Services	1,447,912	1,381,369	66,543	5%
Pupil Services	3,247,087	3,117,751	129,336	4%
General Administration	1,848,190	1,777,983	70,207	4%
Plant Services	3,739,884	3,466,570	273,314	8%
Ancillary Services	1,198,432	1,184,992	13,440	1%
Community Services	119,916	317,026	(197,110)	-62%
Other Outgo	602,756	331,522	271,234	82%
Interest on Long-term Debt	326,116	332,251	(6,135)	-2%
Total Expenses	23,946,782	22,798,270	1,148,512	5%
Change in Net Position	3,068,604	1,448,696	1,619,908	112%
Beginning Net Position	24,757,106	23,308,410	1,448,696	6%
Ending Net Position	\$ 27,825,710	\$ 24,757,106	\$ 3,068,604	12%

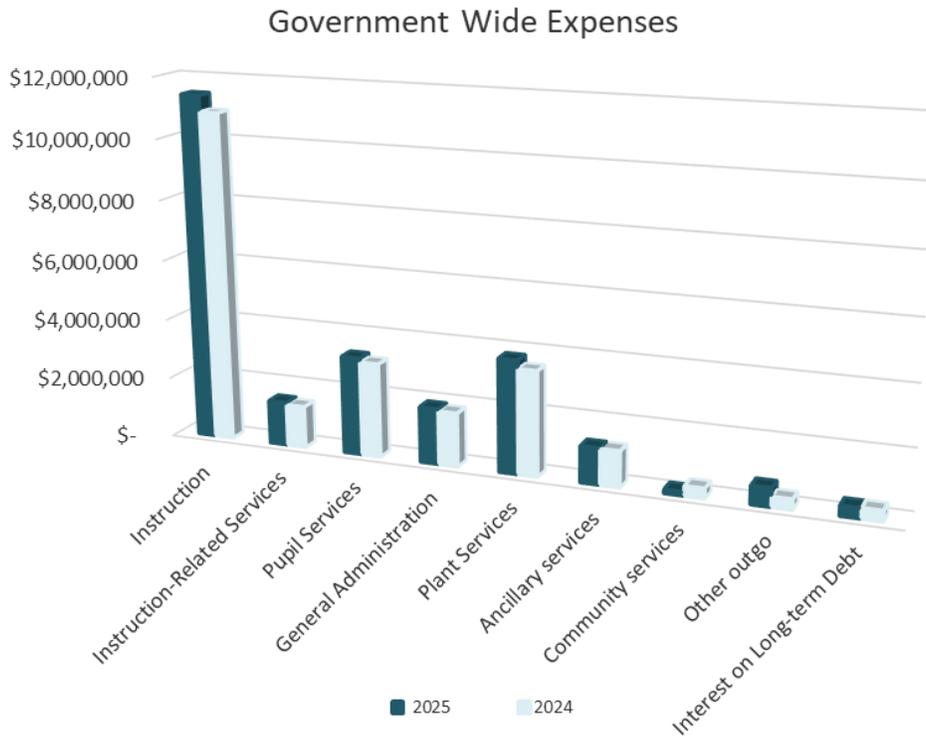
Operating grants and contributions increased by 25% mostly due to increase in other state and local revenue. Capital grants and contributions increased by 110% mostly due to local funding received for capital projects and facilities maintenance. Expenses increased by \$1,148,512, or 5%, mostly due to the overall increase in program expenses, particularly other outgo.

Corning Union High School District
Management's Discussion and Analysis
 June 30, 2025

The following chart compares government-wide revenue by category for 2025 and 2024:



The next chart compares government-wide expenses by category for 2025 and 2024:



Corning Union High School District
Management's Discussion and Analysis
June 30, 2025

Governmental Activities

Direct Instruction, Instruction-Related Services, and Pupil Services represent 67% of total expenses in 2025 versus 67% in 2024. The Statement of Activities shows the cost of program services and the charges for services and grants offsetting those services. Table 2 shows the total cost of services while Table 3 shows the net cost of services and identifies the cost of these services supported by revenues.

Table 3 - Net Cost of Services				
Function	2025	2024	Increase (Decrease)	Percent
Instruction	\$ 7,124,709	\$ 8,178,964	\$ (1,054,255)	-12.9%
Instruction-Related Services	1,069,507	1,141,586	(72,079)	-6.3%
Pupil Services	1,521,044	1,455,337	65,707	4.5%
General Administration	1,711,852	1,643,999	67,853	4.1%
Plant Services	3,497,237	3,296,405	200,832	6.1%
Ancillary services	715,728	640,373	75,355	11.8%
Community services	119,916	74,345	45,571	61.3%
Other outgo	410,465	169,059	241,406	142.8%
Interest on Long-term Debt	326,116	332,251	(6,135)	-1.8%
Total Net Cost of Services	\$ 16,496,574	\$ 16,932,319	\$ (435,745)	-2.6%

The District's Funds

Table 4 provides an analysis of the District's fund balances and the total change in fund balances from the prior year.

Table 4 - Change in Fund Balances				
Funds	2025	2024	Increase (Decrease)	Percent
General Fund	\$ 12,529,670	\$ 12,910,666	\$ (380,996)	-3.0%
Foundation Fund	3,246,541	3,234,678	11,863	0.4%
County School Facilities Fund	4,421,255	6,169,397	(1,748,142)	-28.3%
Nonmajor Governmental Funds	2,667,310	2,274,588	392,722	17.3%
Total Fund Balances	\$ 22,864,776	\$ 24,589,329	\$ (1,724,553)	-7.0%

The \$1,748,142 decrease in the County School Facilities Fund from the prior year is mainly attributable to reduced state and local funding, lower capital project revenues, and a decline in developer fee collections.

Corning Union High School District
Management's Discussion and Analysis
June 30, 2025

Capital Assets

Table 5 shows June 30, 2025 capital asset balances compared to June 30, 2024:

Table 5 - Summary of Capital Assets Net of Depreciation				
Capital Asset	2025	2024	Increase (Decrease)	Percent
	Net Capital Assets	Net Capital Assets		
Land	\$ 357,500	\$ 357,500	\$ -	0.0%
Work-in-Progress	4,327,082	693,913	3,633,169	523.6%
Buildings	14,650,796	14,806,155	(155,359)	-1.0%
Site Improvements	5,684,960	5,208,531	476,429	9.1%
Vehicles and Equipment	1,772,133	1,378,901	393,232	28.5%
Totals	\$ 26,792,471	\$ 22,445,000	\$ 4,347,471	19.4%

See Note 5 for additional information related to the changes in capital assets.

Long Term Debt

Table 6 reports the balance and changes of long-term liabilities during the fiscal year 2025.

Table 6 - Long-term Liabilities				
Type	2025	2024	Increase (Decrease)	Percent
General obligation bonds	\$ 7,420,000	\$ 7,440,000	\$ (20,000)	-0.3%
Bond premiums	513,646	534,411	(20,765)	-3.9%
Direct borrowing - note payable	1,464,716	1,659,311	(194,595)	-11.7%
Net pension liabilities	13,285,708	14,296,419	(1,010,711)	-7.1%
Total OPEB liability	2,160,154	2,278,784	(118,630)	-5.2%
Compensated absences	73,812	73,655	157	0.2%
Total	\$ 24,918,036	\$ 26,282,580	\$ (1,364,544)	-5.2%

See Notes 6, 7, 8, 11 and 12 to the financial statements for additional information.

Corning Union High School District
Management's Discussion and Analysis
June 30, 2025

General Fund Budgetary Highlights

The District's budget is prepared in accordance with California law and is based on the modified accrual basis of accounting. Over the course of the year, the District revised its budget based on updated financial information. The original budget, approved at the end of June for July 1, is based on May Revise figures and updated 45 days after the State approves its final budget. In addition, the District revised its budget at First and Second Interim. The original budget presented in the required supplementary information section includes only new revenues for 2025. During the budget revision process the District accounts for prior year ending balances by budgeting to use the carryover. Budgeted revenue increased by \$2,920,673 from adopted to final and budgeted expenditures increased by \$5,145,722 from adopted to final during the year.

Factors Bearing on the District's Future

At the time these financial statements were prepared and audited, the District was aware of the following circumstances that could significantly affect its financial health in the future:

- The district is aware and monitoring one-time money from the state and federal government.
- The district is monitoring funded ADA calculations and the potential impact it can have on future LCFF calculations as it corresponds to declining ADA.
- The district is experiencing declining enrollment. Projections show continued decline through 29.30 school year, returning to current year figures by 32.33.
- Overall increase in expenses.
- Continued increases to CalPERS retirement costs.
- Continued increase to Special Education costs.
- The district is in the early stages of modernizing the current CTE workshop. This project will span multiple school years.

Contacting the District's Financial Management

This financial report is designed to provide our citizens, taxpayers, parents, investors, and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions regarding this report or need additional financial information, contact:

Diana Davisson, Chief Business Official
Corning Union High School District
643 Blackburn Avenue
Corning, CA 96021
Phone: 530.824.8002

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Basic Financial Statements

CORNING UNION HIGH SCHOOL DISTRICT
STATEMENT OF NET POSITION
JUNE 30, 2025

	Governmental Activities
Assets	
Current Assets:	
Cash and investments	\$ 26,661,029
Accounts receivable	1,476,023
Other assets	65,243
Total Current Assets	28,202,295
Noncurrent Assets:	
Capital assets:	
Non-depreciable capital assets	4,684,582
Capital assets, net of depreciation	22,107,889
Total Noncurrent Assets	26,792,471
Total Assets	\$ 54,994,766
 Deferred Outflows of Resources	
Pension adjustments	\$ 4,679,724
Total Deferred Outflows of Resources	\$ 4,679,724
 Liabilities	
Current Liabilities:	
Accounts payable	\$ 2,362,521
Accrued salaries and benefits	178,166
Unearned revenue	2,796,832
Accrued interest	134,791
Total Current Liabilities	5,472,310
Long-term Liabilities:	
Due within one year	266,933
Due beyond one year	24,651,103
Total long-term Liabilities	24,918,036
Total Liabilities	\$ 30,390,346
 Deferred Inflows of Resources	
Pension adjustments and changes	\$ 1,136,977
OPEB Adjustments	321,457
Total Deferred Inflows of Resources	\$ 1,458,434
 Net Position	
Net investment in capital assets	\$ 17,907,755
Restricted for:	
Capital projects	4,877,571
Cafeteria program	1,097,160
Adult education	552
Educational programs	3,960,881
Total restricted net position	9,936,164
Unrestricted	(18,209)
Total Net Position	\$ 27,825,710

The notes to financial statements are an integral part of this statement.

**CORNING UNION HIGH SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

	Expenses	Program Revenues		Net (Expense) Revenue and Changes in Net Position	
		Charges for Services	Operating Grants and Contributions		Capital Grants and Contributions
Governmental activities					
Instruction	\$ 11,416,489	\$ 6,507	\$ 3,944,296	\$ 340,977	\$ (7,124,709)
Instruction-related services:					
Supervision of instruction	302,470	1,687	155,900	-	(144,883)
Instruction library, media and technology	150,195	-	2,830	-	(147,365)
School site administration	995,247	-	217,988	-	(777,259)
Pupil services:					
Home-to-school transportation	491,440	-	-	-	(491,440)
Food services	997,300	121,661	981,032	-	105,393
All other pupil services	1,758,347	37,073	586,277	-	(1,134,997)
General administration:					
Data processing	389,625	-	-	-	(389,625)
All other general administration	1,458,565	2,582	133,756	-	(1,322,227)
Plant services	3,739,884	16,302	226,345	-	(3,497,237)
Ancillary services	1,198,432	-	482,704	-	(715,728)
Community services	119,916	-	-	-	(119,916)
Transfers to other agencies	602,756	-	192,291	-	(410,465)
Interest on long-term debt	326,116	-	-	-	(326,116)
Total governmental activities	<u>\$ 23,946,782</u>	<u>\$ 185,812</u>	<u>\$ 6,923,419</u>	<u>\$ 340,977</u>	<u>(16,496,574)</u>
General revenues:					
Taxes and subventions:					
Taxes levied for general purposes					3,649,926
Taxes levied for debt service					361,650
Federal and state aid not restricted to specific purposes					14,048,256
Interest and investment earnings					816,876
Interagency revenues					360,051
Miscellaneous					328,419
Total general revenues					<u>19,565,178</u>
Change in net position					3,068,604
Net position beginning					<u>24,757,106</u>
Net position ending					<u>\$ 27,825,710</u>

The notes to financial statements are an integral part of this statement.

**CORNING UNION HIGH SCHOOL DISTRICT
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2025**

	General Fund	Foundation Special Revenue Fund	County School Facilities Fund	Other Nonmajor Governmental Funds	Total Governmental Funds
Assets					
Cash and investments	\$ 15,681,534	\$ 3,291,860	\$ 5,219,506	\$ 2,468,129	\$ 26,661,029
Accounts receivable	1,330,352	4,558	-	141,113	1,476,023
Due from other funds	42,961	175	-	-	43,136
Prepaid	894	-	-	64,349	65,243
Total Assets	\$ 17,055,741	\$ 3,296,593	\$ 5,219,506	\$ 2,673,591	\$ 28,245,431
Liabilities and Fund Balances					
Liabilities:					
Accounts payable	\$ 1,550,898	\$ 9,032	\$ 798,251	\$ 4,340	\$ 2,362,521
Accrued salaries and benefits	178,166	-	-	-	178,166
Due to other funds	175	41,020	-	1,941	43,136
Unearned revenue	2,796,832	-	-	-	2,796,832
Total Liabilities	4,526,071	50,052	798,251	6,281	5,380,655
Fund balances:					
Nonspendable:					
Revolving fund	1,000	-	-	500	1,500
Prepaid expenditures	894	-	-	64,349	65,243
Restricted for:					
Educational programs	3,960,513	368	-	-	3,960,881
Debt service	-	-	-	218,017	218,017
Adult education	-	-	-	552	552
Cafeteria programs	-	-	-	1,097,160	1,097,160
Capital projects	-	-	4,421,255	456,316	4,877,571
Assigned for:					
Facility projects	1,598,128	-	-	-	1,598,128
Capital projects	-	-	-	217,962	217,962
Site repairs	-	-	-	504,940	504,940
Adult education	-	-	-	107,514	107,514
Equipment replacement	334,867	-	-	-	334,867
STRS/PERS increases	167,433	-	-	-	167,433
Agricultural education	-	3,246,173	-	-	3,246,173
Educational programs	167,433	-	-	-	167,433
Unassigned:					
Economic uncertainties	6,299,402	-	-	-	6,299,402
Total Fund Balances	12,529,670	3,246,541	4,421,255	2,667,310	22,864,776
Total Liabilities and Fund Balances	\$ 17,055,741	\$ 3,296,593	\$ 5,219,506	\$ 2,673,591	\$ 28,245,431

The notes to financial statements are an integral part of this statement.

**CORNING UNION HIGH SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS
BALANCE SHEET TO THE STATEMENT OF NET POSITION
JUNE 30, 2025**

Total fund balances - governmental funds		\$ 22,864,776
Amounts reported for governmental activities are not financial resources and therefore are not reported as assets in governmental funds. The cost of the assets is \$45,257,651 and the accumulated depreciation is \$18,465,180.		26,792,471
To recognize accrued interest at year end which is not reported in the governmental funds		(134,791)
Deferred outflows of resources include amounts that will not be included in the calculation of the District's net pension liability of the plan year included in this report such as current fiscal year contributions as recorded in the fund statements.		4,679,724
The differences from pension plan assumptions in actuarial valuations are not included in the plan's actuarial study until the next fiscal year and are reported as deferred inflows of resources in the Statement of Net Position.		(1,136,977)
The differences from OPEB plan assumptions in actuarial valuations are not included in the plan's actuarial study until the next fiscal year and are reported as deferred inflows of resources in the Statement of Net Position.		(321,457)
Long-term liabilities are not due and payable in the current period and therefore are not reported as liabilities in the funds. Long-term liabilities at year-end consists of:		
General obligation bonds	\$ 7,420,000	
Note payable	1,464,716	
Unamortized bond premiums	513,646	
Net pension liabilities	13,285,708	
Total OPEB liability	2,160,154	
Compensated absences (vacation)	73,812	(24,918,036)
Total net position - governmental activities		\$ 27,825,710

The notes to financial statements are an integral part of this statement.

**CORNING UNION HIGH SCHOOL DISTRICT
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCES - GOVERNMENTAL FUNDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

	General Fund	Foundation Special Revenue Fund	County School Facilities Fund	Other Nonmajor Governmental Funds	Total Governmental Funds
Revenues:					
LCFF sources	\$ 17,013,460	\$ -	\$ -	\$ 250,000	\$ 17,263,460
Federal	1,402,082	-	-	655,941	2,058,023
Other state	3,511,887	72,027	-	545,899	4,129,813
Other local	2,454,098	104,734	340,978	664,280	3,564,090
Total revenues	24,381,527	176,761	340,978	2,116,120	27,015,386
Expenditures:					
Instruction	11,531,754	13,716	-	33,071	11,578,541
Instruction-related services:					
Supervision of instruction	302,303	-	-	-	302,303
Instruction library, media and technology	151,608	-	-	-	151,608
School site administration	876,737	2,200	-	109,199	988,136
Pupil services:					
Home-to-school transportation	420,262	-	-	-	420,262
Food services	7,746	-	-	989,415	997,161
All other pupil services	1,774,894	-	-	-	1,774,894
General administration:					
Data processing	393,292	-	-	-	393,292
All other general administration	1,463,105	-	-	5,282	1,468,387
Plant services	2,882,721	89,407	-	194,717	3,166,845
Facility acquisition and construction	2,827,220	-	2,089,120	118,514	5,034,854
Ancillary services	1,194,797	-	-	-	1,194,797
Community services	44,864	59,575	-	-	104,439
Transfers to other agencies	602,756	-	-	-	602,756
Debt service:					
Principal	194,595	-	-	20,000	214,595
Interest and fees	23,869	-	-	323,200	347,069
Total expenditures	24,692,523	164,898	2,089,120	1,793,398	28,739,939
Excess (deficiency) of revenues over (under) expenditures	(310,996)	11,863	(1,748,142)	322,722	(1,724,553)
Other financing sources (uses):					
Transfers in	-	-	-	70,000	70,000
Transfers out	(70,000)	-	-	-	(70,000)
Total other financing sources (uses)	(70,000)	-	-	70,000	-
Net change in fund balances	(380,996)	11,863	(1,748,142)	392,722	(1,724,553)
Fund balances beginning	12,910,666	3,234,678	6,169,397	2,274,588	24,589,329
Fund balances ending	\$ 12,529,670	\$ 3,246,541	\$ 4,421,255	\$ 2,667,310	\$ 22,864,776

The notes to financial statements are an integral part of this statement.

**CORNING UNION HIGH SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF
REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCES
OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

Total net change in fund balances - governmental funds \$ (1,724,553)

Capital outlays are reported in governmental funds as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives as depreciation expense.

Capital assets additions	5,615,796	
Depreciation expense	(1,268,325)	4,347,471

The governmental funds report debt proceeds as an other financing source, while repayment of debt principal is reported as an expenditure. Interest is recognized as an expenditure in the governmental funds when it is due. The net effect of these differences in the treatment of long-term debt and related items is as follows:

Repayment of note payable	194,595	
Repayment of bond principal	20,000	214,595

In governmental funds, actual contributions to pension plans are reported as expenditures in the year incurred. However, in the government-wide statement of activities, only the current year pension expense as noted in the plans' valuation reports is reported as an expense, as adjusted for deferred inflows and outflows of resources. 268,607

In governmental funds, if debt is issued at a premium or at a discount, the premium or discount is recognized as an other financing source or other financing use in the period it is incurred. In the government-wide statements, the premium or discount is amortized as interest over the life of the debt. The difference between premiums or discounts recognized in the current period and amortized over future periods is: 20,765

In the statement of activities, compensated absences are measured by the amount earned during the year. In governmental funds, however, expenditures for those items are measured by the amount of financial resources used (essentially the amounts paid). This year vacation earned exceeded the amounts used by: (155)

In governmental funds, actual contributions to OPEB plans are reported as expenditures in the year incurred. However, in the government-wide statement of activities, only the current year OPEB expense as noted in the plan's valuation reports is reported as an expense, as adjusted for deferred inflows and outflows of resources. (58,314)

Interest on long-term debt in the statement of activities differs from the amount reported in the governmental funds because interest is recognized as an expenditure in the funds when it is due and thus requires the use of current financial resources. In the statement of activities, however, interest expense is recognized as the interest accrues, regardless of when it is due. 188

Changes in net position of governmental activities \$ 3,068,604

The notes to financial statements are an integral part of this statement.

**CORNING UNION HIGH SCHOOL DISTRICT
STATEMENT OF FIDUCIARY NET POSITION
FIDUCIARY FUNDS
JUNE 30, 2025**

	Foundation Private- Purpose Trust Fund
Assets	
Cash on hand and in banks	\$ 25,869
Cash in county treasury	21
Investments	285,038
Total Assets	\$ 310,928
Net Position	
Restricted - held in trust for scholarships	\$ 310,928
Total Net Position	\$ 310,928

The notes to financial statements are an integral part of this statement.

**CORNING UNION HIGH SCHOOL DISTRICT
 STATEMENT OF CHANGES IN FIDUCIARY NET POSITION
 FIDUCIARY FUNDS
 FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

	Foundation Private-Purpose Trust Fund
Additions	
Investment earnings	\$ 25,573
Deductions	
Financial assistance to students	16,250
Changes in net position	9,323
Net position beginning	301,605
Net position ending, as adjusted	\$ 310,928

The notes to financial statements are an integral part of this statement.

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Notes to the Basic Financial Statements

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

NOTE 1 - SIGNIFICANT ACCOUNTING POLICIES

A. Accounting Principles

The Corning Union High School District (the “District”) accounts for its financial transactions in accordance with the policies and procedures of the Department of Education’s *California School Accounting Manual*. The accounting policies of the district conform to generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

B. Reporting Entity

The District is the level of government primarily accountable for activities related to public education. The governing authority consists of five elected officials who, together, constitute the Board of Trustees. The District’s combined financial statements include the accounts of all its operations. The District evaluated whether any other entity should be included in these financial statements using the criteria established by GASB. The basic, but not the only, criterion for including a governmental department, agency, institution, commission, public authority, or other governmental organization in a governmental unit’s reporting entity for general purpose financial reports is the ability of the governmental unit’s elected officials to exercise oversight responsibility over such agencies. Oversight responsibility implies that one governmental unit is dependent on another and that the dependent unit should be reported as part of the other. Oversight responsibility is derived from the governmental unit’s power and includes, but is not limited to:

- Financial interdependency
- Selection of governing authority
- Designation of management
- Ability to significantly influence operations
- Accountability for fiscal matters

Accordingly, for the fiscal year ended June 30, 2025, the District is financially accountable for the Corning Union High School Master Endowment Trust (the Trust) and has included the Trust’s financial information in the Foundation Special Revenue Fund as a blended component unit. The Trust is a tax-exempt corporation under Internal Revenue Code, Section 501(c)(3) and was formed to manage the bequest of Rodgers Ranch to the District. The purpose of the Trust is to maintain Rodgers Ranch, promote agriculture education at the District, and to provide scholarships to District students. The scholarship portion of the Trust is reported as a private-purpose trust fund, and the remaining portion of the Trust is reported as the Foundation Special Revenue Fund in the District’s financial statements. Individually prepared financial statements are not available for the Trust. The District does not have any other component units and is not a component unit of any other reporting entity.

C. Basis of Presentation

Government-wide Financial Statements:

The government-wide financial statements (i.e., the Statement of Net Position and the Statement of Activities) report information on all of the non-fiduciary activities of the District. The Statement of Net Position reports all assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position.

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

The government-wide statements are prepared using the economic resources measurement focus. This is the same approach used in the preparation of the proprietary fund and fiduciary fund financial statements but differs from the manner in which governmental fund financial statements are prepared. Governmental fund financial statements, therefore, include the reconciliation with brief explanations to better identify the relationship between the government wide statements and the statements for the governmental funds.

The government-wide Statement of Activities presents a comparison between direct expenses and program revenues for each function or program of the District's governmental activities. Direct expenses are those that are specifically associated with a service, program, or department and are therefore clearly identifiable to a particular function. The District does not allocate indirect expenses to functions in the statement of activities. Program revenues include charges paid by the recipients of goods or services offered by a program, as well as grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues of the District, with certain exceptions. The comparison of direct expenses with program revenues identifies the extent to which each governmental function is self-financing or draws from the general revenues of the District.

Fund Financial Statements:

Fund financial statements report detailed information about the District. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Each major governmental fund is presented in a separate column, and all nonmajor funds are aggregated into one column. Fiduciary funds are reported by fund type.

The accounting and financial treatment applied to a fund is determined by its measurement focus. All governmental funds are accounted for using a flow of current financial resources measurement focus. With this measurement focus, only current assets, deferred outflows of resources, current liabilities and deferred inflows of resources are generally included on the balance sheet. The Statement of Revenues, Expenditures, and Changes in Fund Balances for these funds present increases (i.e., revenues and other financing sources) and decreases (i.e., expenditures and other financing uses) in net current assets.

Fiduciary funds are reported using the economic resources measurement focus except for agency funds, which have no measurement focus.

D. Basis of Accounting

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Government-wide financial statements are prepared using the accrual basis of accounting. Governmental funds use the modified accrual basis of accounting. Fiduciary funds use the accrual basis of accounting.

Revenues – Exchange and Non-exchange Transactions:

Revenue resulting from exchange transactions, in which each party gives and receives essentially equal value, is recorded under the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. "Available" means the resources will be collected within the current fiscal year or are

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. To achieve comparability of reporting among California districts, and so as not to distort normal revenue patterns with specific respect to reimbursement grants and correction to state-aid apportionments, the California Department of Education has defined available for district as collectible within one year.

Non-exchange transactions, in which the District receives value without directly giving equal value in return, include property taxes, grants, and entitlements. Under the accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants and entitlements is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are to be used or the fiscal year when use is first permitted; matching requirements, in which the District must provide local resources to be used for a specific purpose; and expenditure requirements, in which the resources are provided to the District on a reimbursement basis. Under the modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized.

Deferred Outflows/Deferred Inflows:

In addition to assets, the Statement of Net Position includes a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net position that applies to a future period(s), and as such will not be recognized as an outflow of resources (expense/expenditures) until then. The District has recognized a deferred outflow of resources related to the recognition of the net pension liability and net OPEB liability reported in the Statement of Net Position.

In addition to liabilities, the Statement of Net Position reports a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net position that applies to a future period(s) and as such, will not be recognized as an inflow of resources (revenue) until that time. The District has recognized a deferred inflow of resources related to the recognition of the District's benefit plans liability reported which is in the Statement of Net Position.

Unearned Revenue:

Unearned revenue arises when assets, such as cash, are received before revenue recognition criteria have been satisfied. Grants and entitlements received before eligibility requirements, such as qualified expenditures, are met are recorded as liabilities from unearned revenue.

Unavailable Revenue:

In the governmental fund financial statements, receivables associated with non-exchange transactions that will not be collected within the availability period have been recorded as deferred inflows of resources as unavailable revenue.

Expenses/Expenditures:

On the accrual basis of accounting, expenses are recognized at the time a liability is incurred. On the modified accrual basis of accounting, expenditures are generally recognized in the accounting period in which the related fund liability is incurred, as under the accrual basis of accounting. However,

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

under the modified accrual basis of accounting, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due. Allocations of cost, such as depreciation and amortization, are not recognized in the governmental funds. When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

E. Fund Accounting

The accounts of the District are organized on the basis of funds, each of which is considered to be a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, deferred outflows, liabilities, deferred inflows, fund equity or retained earnings, revenues, and expenditures or expenses, as appropriate. District resources are allocated to and accounted for in individual funds based upon the purpose for which they are to be spent and the means by which spending activities are controlled. The District's accounts are organized into major, nonmajor, and fiduciary funds as follows:

Major Governmental Funds:

The *General Fund* is the general operating fund of the District. It is used to account for all financial resources except those required to be accounted for in another fund.

The *Foundation Special Revenue Fund* is used to account for resources received from gifts or bequests pursuant to California Education Code, Section 41031, under which both earnings and principal may be used for purposes that support the District's own programs.

The *County School Facilities Fund* is used to account for apportionments from the State Schools Facilities Fund authorized by the State Allocation Board for new school facility construction, modernization projects and facility hardship grants.

Non-major Governmental Funds:

Special Revenue Funds are used to account for the proceeds of specific revenue sources that are restricted or committed for purposes other than debt service or capital projects. The restricted or committed resources need to comprise a substantial portion of the inflows reported in the special revenue fund. The District maintains the following non-major special revenue funds:

- The *Adult Education Fund* is used to account for resources committed to adult education programs maintained by the District.
- The *Cafeteria Fund* is used to account for revenues received and expenditures made to operate the District's food service programs.
- The *Deferred Maintenance Fund* is used for the purpose of major repair or replacement of District property.
- The *Pupil Transportation Equipment Fund* is used to account for resources specifically for the acquisition, rehabilitation, or replacement of equipment used to transport students.

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

Capital Projects Funds are used to account for resources restricted, committed or assigned for capital outlays. The District maintains the following non-major capital projects funds:

- *The Building Fund* is used to account for proceeds from the sale of real property and account for the acquisition of major governmental capital facilities and buildings from the sale of bond proceeds.
- *The Capital Facilities Fund* is used to account for resources received from developer impact fees assessed under provisions of the California Environmental Quality Act (CEQA).

Debt Service Funds are established to account for the accumulation of resources for the payment of the principal and interest on long-term debt.

- *The Bond Interest and Redemption Fund* is maintained by the County Treasurer and is used to account for both the accumulation of resources from ad valorem tax levies and the interest and redemption of principal of the funding of general obligation bonds issued by the District.

Fiduciary Funds:

Fiduciary Fund reporting focuses on net position and changes in net position. Fiduciary funds are used to report assets held in a trustee or agency capacity for others and therefore cannot be used to support the District's own programs.

The District maintains the following fiduciary funds:

- *Foundation Private-Purpose Trust Funds* are used to account for assets held by the District as trustee pursuant to formal agreements with donors and under which neither principal nor income may be used for purposes that support the District's own programs. The Foundation Private-Purpose Trust Fund is used to account separately for gifts or bequests that provide scholarships to students of the District.

F. Budgets and Budgetary Accounting

Annual budgets are adopted on a basis consistent with generally accepted accounting principles for all governmental funds. By state law, the District's governing board must adopt a final budget no later than July 1. A public hearing must be conducted to receive comments prior to adoption. The District's governing board satisfied these requirements.

These budgets are revised by the District's governing board and District Superintendent during the year to give consideration to unanticipated income and expenditures. The original and final revised budgets for the General Fund and major special revenue funds are presented as Required Supplementary Information.

Formal budgetary integration was employed as a management control device during the year for all budgeted funds. The District employs budget control by minor object and by individual appropriation accounts. Expenditures cannot legally exceed appropriations by major object account.

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

G. Encumbrances

Encumbrance accounting is used in all budgeted funds to reserve portions of applicable appropriations for which commitments have been made. Encumbrances are recorded for purchase orders, contracts, and other commitments when they are written. Encumbrances are liquidated when the commitments are paid. All encumbrances are liquidated on June 30.

H. Benefit Plans

Pensions:

For purposes of measuring the net pension liability and deferred outflows/inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the District's California Public Employees' Retirement System (CalPERS) and California State Teachers' Retirement System (CalSTRS) plans and additions to/deductions from the plans' fiduciary net position have been determined on the same basis as they are reported by CalPERS and CalSTRS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

GASB Statement No. 68, *Accounting and Financial Reporting for Pensions - an amendment of GASB Statement No. 27* requires that the reported results must pertain to liability and asset information within certain defined time frames. For this period, the following time frames were used:

Valuation Date	June 30, 2023
Measurement Date	June 30, 2024
Measurement Period	July 1, 2023 to June 30, 2024

Other Postemployment Benefits Other Than Pensions (OPEB):

For purposes of measuring the total OPEB liability, deferred outflows of resources and deferred inflows of resources, and OPEB expense, information about the District's Retiree Benefits Plan (the OPEB Plan) and additions to/deductions are based on when they are due and payable in accordance with the benefit terms for the measurement period included in the OPEB plan's actuarial reports.

Valuation Date	June 30, 2024
Measurement Date	June 30, 2025
Measurement Period	July 1, 2024 to June 30, 2025

I. Assets, Liabilities, and Equity

1. Cash and Investments

Cash balances held in banks and in revolving funds are insured to \$250,000 by the Federal Deposit Insurance Corporation.

In accordance with *Education Code* Section 41001, the District maintains substantially all of its cash in the County Treasury. The county pools these funds with those of other districts in the county and invests the cash. These pooled funds are carried at cost, which approximates market value. Interest earned is deposited quarterly into participating funds. Any investment losses are

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

proportionately shared by all funds in the pool.

All district-directed investments are governed by Government Code Section 53601 and Treasury investment guidelines. The guidelines limit specific investments to government securities, domestic chartered financial securities, domestic corporate issues, and California municipal securities. The District's securities portfolio is held by the County Treasurer. Interest earned on investments is recorded as revenue of the fund from which the investment was made.

The county is authorized to deposit cash and invest excess funds by California Government Code Section 53648. The funds maintained by the county are either secured by federal depository insurance or are collateralized.

2. Fair Value Measurements

Investments are recorded at fair value in accordance with GASB Statement No. 72, *Fair Value Measurement and Application*. Accordingly, the change in fair value of investments is recognized as an increase or decrease to investment assets and investment income. Fair value is defined as the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction.

In determining this amount, three valuation techniques are available:

- Market approach - This approach uses prices generated for identical or similar assets or liabilities. The most common example is an investment in a public security traded in an active exchange such as the NYSE.
- Cost approach - This technique determines the amount required to replace the current asset. This approach may be ideal for valuing donations of capital assets or historical treasures.
- Income approach - This approach converts future amounts (such as cash flows) into a current discounted amount.

Each of these valuation techniques requires inputs to calculate a fair value. Observable inputs have been maximized in fair value measures, and unobservable inputs have been minimized.

3. Stores Inventories and Prepaid Expenditures

Store Inventories:

Stores inventories consist of supplies and materials. Expenses are recorded as the supplies and materials are consumed. Inventories are valued on the average cost method for purchased supplies and materials. Donated commodities inventory is valued at its fair value at the time of donation. Reported inventories are equally offset by a fund balance reserve, which indicates that these amounts are not "available for appropriation and expenditure" even though they are a component of net current assets.

Prepaid Expenditures:

The District has the option of reporting expenditure in governmental funds for prepaid items

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

either when purchased or during the benefiting period. The District has chosen to report the expenditure during the benefiting period.

4. Capital Assets

Capital assets, which include sites, improvement of sites, buildings and improvements, equipment, and construction in progress, are reported in the government-wide financial statements. Capital assets are defined by the District as assets with an initial, individual cost of \$25,000 or more and an estimated useful life in excess of one year, except for buildings and improvements for which a higher capitalization threshold of \$50,000 or more is used. All fixed assets are valued at historical cost, or estimated historical cost if actual is unavailable, except for donated fixed assets, which are recorded at their estimated fair value at the date of donation.

Projects under construction are recorded at cost as construction in progress and transferred to the appropriate asset account when substantially complete. Costs of major improvements and rehabilitation of buildings are capitalized. Repair and maintenance costs are charged to expense when incurred. Equipment disposed of, or no longer required for its existing use, is removed from the records at actual or estimated historical cost, net of accumulated depreciation.

Depreciation of all exhaustible fixed assets is recorded as an allocated expense in the statement of activities, with accumulated depreciation reflected in the statement of net position. All capital assets, except land and construction in progress, are depreciated using the straight-line method over the following estimated useful lives:

<u>Assets</u>	<u>Years</u>
School buildings	10-50
Portable buildings	25
Site improvements	20
Vehicles	8-20
Equipment	5-20

5. Compensated Absences

The District recognizes a liability for compensated absences for leave time that (1) has been earned for services previously rendered by employees, (2) accumulates and is allowed to be carried over to subsequent years, and (3) is more likely than not to be used as time off or settled during or upon separation from employment. Based on the criteria listed, two types of leave qualify for liability recognition for compensated absences – vacation and sick leave. The liability for compensated absences is reported as incurred in the government-wide and proprietary fund financial statements. The liability for compensated absences includes salary-related taxes and benefits, where applicable.

Vacation

All vacation pay is accrued when incurred in the government-wide financial statements. A liability for these amounts is reported in the governmental funds only if they have matured, for example, as a result of employee resignations and retirements.

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Sick Leave

The District's policy permits employees to accumulate earned but unused sick leave. All sick leave lapses when employees leave the employ of the City and, upon separation from service, no monetary obligation exists. However, a liability for estimated value of sick leave that will be used by employees as time off is included in the liability for compensated absences.

6. Long-Term Liabilities

In the government-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the Statement of Net Position. Bond premiums and discounts as well as issuance costs if related to prepaid insurance costs, are deferred and amortized over the life of the bonds. Bonds payable are reported net of applicable bond premium or discount. Issuance costs, not related to prepaid insurance costs, are expensed in the period incurred.

In the fund financial statements, governmental funds recognize bond premiums and discounts as well as bond issuance costs, during the current period. The face amount of the debt issued, premiums, or discounts are reported as other financing sources or uses.

7. Fund Balance Classifications

The District is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures. The District's minimum fund balance policy requires a reserve for economic uncertainties, consisting of unassigned amounts, equal to no less than three percent of general fund operating expenditures and other financing uses.

In accordance with Government Accounting Standards Board 54, *Fund Balance Reporting and Governmental Fund Type Definitions*, the District classifies governmental fund balances as follows:

- *Non-spendable* fund balance includes fund balance amounts that cannot be spent either because it is not in spendable form or because of legal or contractual constraints.
- *Restricted* fund balance includes amounts that are constrained for specific purposes which are externally imposed by providers, such as creditors or amounts constrained due to constitutional provisions or enabling legislation.
- *Committed* fund balance includes amounts that are constrained for specific purposes that are internally imposed by the government through formal action of the highest level of decision-making authority and does not lapse at year-end. Committed fund balances are imposed by the District's board of education.
- *Assigned* fund balance includes amounts that are intended to be used for specific purposes that are neither considered restricted or committed. Fund balance may be assigned by the District's Board of Trustees or a designee of the District's Board of Trustees.
- *Unassigned* fund balance includes positive amounts within the general fund which has not been classified within the above-mentioned categories and negative fund balances in other governmental funds.

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The District uses restricted/committed amounts to be spent first when both restricted and unrestricted fund balance is available unless there are legal documents/contracts that prohibit doing this, such as a grant agreement requiring dollar for dollar spending. Additionally, the District would first use committed, then assigned, and lastly unassigned amounts of unrestricted fund balance when expenditures are made.

8. Net Position

Net position represents the difference between assets, deferred outflows, liabilities and deferred inflows. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. In addition, deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or improvement of those assets or related debt also are included in the net investment in capital assets component of net position. As of June 30, 2025, capital assets net of accumulated depreciation totaling \$26,792,471 was reduced by related debt of \$8,884,716, which excluded premiums attributed to cash reserves for debt service of \$513,646.

Net position is reported as restricted when there are limitations imposed on its use either through the enabling legislation adopted by the District or through external restrictions imposed by creditors, grantors, laws or regulations of other governments. The District applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net position is available.

Capital Projects restrictions will be used for the acquisition and construction of capital facilities.

Charter School Programs restrictions reflect the cash balances in the charter schools fund that are restricted to the charter school programs.

Cafeteria program restrictions reflect the amounts to be expended for federal and state funded school lunch and breakfast programs.

Educational Programs restrictions reflect the amounts to be expended for federal and state funded educational programs.

Debt service restrictions reflect the cash balances in the debt service funds that are restricted for debt service payments by debt covenants, as applicable.

Unrestricted net position reflects amounts that are not subject to any donor-imposed restrictions. This class also includes restricted gifts whose donor-imposed restrictions were met during the fiscal year. A deficit unrestricted net position may result when significant cash balances restricted for capital projects exist. Once the projects are completed, the restriction on these assets are released and converted to capital assets.

9. Local Control Funding Formula and Property Taxes

The Local Control Funding Formula (LCFF) creates base, supplemental, and concentration grants in place of most previously existing K-12 funding streams, including revenue limits general purpose block grants, and most of the 50-plus state categorical programs. The revenue limit was a

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combination of local property taxes, state apportionments, and other local sources.

The county is responsible for assessing, collecting, and apportioning property taxes. Taxes are levied for each fiscal year on taxable real and personal property in the county. The levy is based on the assessed values as of the preceding January 1, which is also the lien date. Property taxes on the secured roll are due on November 1 and February 1, and taxes become delinquent after December 10 and April 10, respectively. Property taxes on the unsecured roll are due on the lien date (July 1) and become delinquent if unpaid by August 31.

Secured property taxes are recorded as revenue when apportioned, in the fiscal year of the levy. The county apportions secured property tax revenue in accordance with the alternate method of distribution prescribed by Section 4705 of the *California Revenue and Taxation Code*. This alternate method provides for crediting each applicable fund with its total secured taxes upon completion of the secured tax roll - approximately October 1 of each year. The County Auditor reports the amount of the District's allocated property tax revenue to the California Department of Education. Property taxes are recorded as local revenue limit sources by the District.

10. Risk Management

The District is exposed to various risks, including loss or damage to property, general liability, and injuries to employees. The District participates in risk pools under joint powers agreements for property, liability, workers' compensation, health care, and excess liability coverage. Settled claims resulting from these risks have not exceeded insurance coverage in any of the past three years and there were no significant reductions in insurance coverage from coverage in the prior year.

11. Interfund Transactions

Interfund transactions are reported as either loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables, as appropriate, and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers among governmental funds are eliminated as part of the reconciliation to the government-wide financial statements.

12. Eliminations and Reclassifications

In the process of aggregating data for the Statement of Net Position and the Statement of Activities, some amounts reported as interfund activity and balances in the funds were eliminated and reclassified. Interfund receivables and payables were eliminated to minimize the "grossing up" effect on assets and liabilities within the governmental activities column.

13. Accounting Estimates

The presentation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts reported in the financial statements and

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
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accompanying notes. Actual results may differ from those estimates.

J. Implemented Accounting Pronouncements

GASB Statement No. 101, *Compensated Absences*

This Statement requires that liabilities for compensated absences be recognized for (1) leave that has not been used and (2) leave that has been used but not yet paid in cash or settled through noncash means. A liability should be recognized for leave that has not been used if (a) the leave is attributable to services already rendered, (b) the leave accumulates, and (c) the leave is more likely than not to be used for time off or otherwise paid in cash or settled through noncash means. Leave is attributable to services already rendered when an employee has performed the services required to earn the leave. Leave that accumulates is carried forward from the reporting period in which it is earned to a future reporting period during which it may be used for time off or otherwise paid or settled. In estimating the leave that is more likely than not to be used or otherwise paid or settled, a government should consider relevant factors such as employment policies related to compensated absences and historical information about the use or payment of compensated absences. However, leave that is more likely than not to be settled through conversion to defined benefit postemployment benefits should not be included in a liability for compensated absences.

This Statement requires that a liability for certain types of compensated absences—including parental leave, military leave, and jury duty leave—not be recognized until the leave commences. This Statement also requires that a liability for specific types of compensated absences not be recognized until the leave is used. A liability for leave that has been used but not yet paid or settled should be measured at the amount of the cash payment or noncash settlement to be made. Certain salary-related payments that are directly and incrementally associated with payments for leave also should be included in the measurement of the liabilities.

The requirements of this Statement are effective for fiscal years beginning after December 15, 2023, and all reporting periods thereafter. The implementation of this standard did not have a material impact on the District's financial statements.

GASB Statement No. 102, *Certain Risk Disclosures*

This Statement requires a government to assess whether a concentration or constraint makes the primary government reporting unit or other reporting units that report a liability for revenue debt vulnerable to the risk of a substantial impact. Additionally, this Statement requires a government to assess whether an event or events associated with a concentration or constraint that could cause the substantial impact have occurred, have begun to occur, or are more likely than not to begin to occur within 12 months of the date the financial statements are issued.

If a government determines that those criteria for disclosure have been met for a concentration or constraint, it should disclose information in notes to financial statements in sufficient detail to enable users of financial statements to understand the nature of the circumstances disclosed and the government's vulnerability to the risk of a substantial impact. The disclosure should include descriptions for (1) the concentration or constraint (2) each event associated with the concentration or constraint that could cause a substantial impact if the event had occurred or had begun to occur prior to the issuance of the financial statements (3) actions taken by the government prior to the issuance of the financial statements to mitigate the risk. The requirements of this Statement are effective for fiscal

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years beginning after June 15, 2024, and all reporting periods thereafter. The implementation of this standard did not have a material impact on the District's financial statements.

K. Upcoming Accounting and Reporting Changes

The District is currently analyzing its accounting practices to determine the potential impact on the financial statements of the following recent GASB Statements:

GASB Statement No. 103, *Financial Reporting Model Improvements*

This Statement is to improve key components of the financial reporting model to enhance its effectiveness in providing information that is essential for decision making and assessing a government's accountability.

This Statement establishes new accounting and financial reporting requirements or modifies existing requirements related to (a) Management's discussion and analysis (MD&A) (b) Unusual or infrequent items (c) Presentation of the proprietary fund statement of revenues, expenses, and changes in fund net position (d) Information about major component units in basic financial statements (e) Budgetary comparison information (f) Financial trend information in the statistical section.

The requirements of this Statement are effective for fiscal years beginning after June 15, 2025, and all reporting periods thereafter.

GASB Statement No. 104, *Disclosure of Certain Capital Assets*

This Statement requires certain types of capital assets to be disclosed separately in the capital assets note disclosures required by Statement 34. Lease assets recognized in accordance with Statement No. 87, Leases, and intangible right-to-use assets recognized in accordance with Statement No. 94, Public-Private and Public-Public Partnerships and Availability Payment Arrangements, should be disclosed separately by major class of underlying asset in the capital as-sets note disclosures. Subscription assets recognized in accordance with Statement No. 96, Subscription-Based Information Technology Arrangements, also should be separately disclosed. In addition, this Statement requires intangible assets other than those three types to be disclosed separately by major class.

This Statement also requires additional disclosures for capital assets held for sale. A capital asset is a capital asset held for sale if (a) the government has decided to pursue the sale of the capital asset and (b) it is probable that the sale will be finalized within one year of the financial statement date. Governments should consider relevant factors to evaluate the likelihood of the capital asset being sold within the established time frame. This Statement requires that capital assets held for sale be evaluated each reporting period. Governments should disclose (1) the ending balance of capital assets held for sale, with separate disclosure for historical cost and accumulated depreciation by major class of asset, and (2) the carrying amount of debt for which the capital assets held for sale are pledged as collateral for each major class of asset. The requirements of this Statement are effective for fiscal years beginning after June 15, 2025, and all reporting periods thereafter.

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

NOTE 2 - CASH AND INVESTMENTS

A summary of cash and investments as of June 30, 2025 is as follows:

Description	Carrying Amount	Fair Value
Government-Wide Statements:		
Cash on hand and in banks	\$ 460,584	\$ 460,584
Cash in revolving fund	1,500	1,500
Cash with County	23,091,775	23,091,775
Total Cash Deposits	23,553,859	23,553,859
Investments:		
Endowment Trust Fund	3,107,170	3,107,170
Total Investments	3,107,170	3,107,170
Total Cash and Investments	\$ 26,661,029	\$ 26,661,029
Fiduciary Funds:		
Cash on hand and in banks	\$ 25,869	\$ 25,869
Investments	285,038	285,038
Cash with County	21	21
Total Cash and Investments	\$ 310,928	\$ 310,928

As of June 30, 2025, the bank balances of the District's accounts totaled \$572,887, which exceeded FDIC insurance by \$102,030.

Fair Value Measurements

GASB 72 established a hierarchy of inputs to the valuation techniques above. This hierarchy has three levels:

- Level 1 inputs are quoted prices in active markets for identical assets or liabilities.
- Level 2 inputs are quoted market prices for similar assets or liabilities, quoted prices for identical or similar assets or liabilities in markets that are not active, or other than quoted prices that are not observable.
- Level 3 inputs are unobservable inputs, such as a property valuation or an appraisal.

The District has the following recurring fair value measurements as of June 30, 2025:

Investments in the Tehama County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at \$1.00 net asset value per share.

Cash in County Treasury

The District is considered to be an involuntary participant in an external investment pool as the District is required to deposit all receipts and collections of monies with their County Treasurer in accordance with Education Code Section 41001. The fair value of the District's investment in the pool is reported in the

**CORNING UNION HIGH SCHOOL DISTRICT
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accounting financial statements at amounts based upon the District's pro rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

Policies and Practices

The District is authorized under California Government Code Section 53635 to make direct investments in local agency bonds, notes, or warrants within the State; U.S. Treasury instruments; registered State warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; and collateralized mortgage obligations.

Limitations as they relate to interest rate risk, credit risk, custodial credit risk – deposits, and concentration of credit risk are described below:

1. Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District manages its exposure to interest rate risk by investing in the County Treasury. The District maintains an investment with the Tehama County Investment Pool with a fair value of approximately \$293 million and an amortized book value of \$292 million.

2. Credit Risk

Credit risk is the risk of loss due to the failure of the security issuer. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The investment with the Tehama County Investment Pool is governed by the County's general investment policy. The investment with the Tehama County Investment Pool is rated at least BBB by Standards & Poor's Investor Service.

3. Custodial Credit Risk – Deposits

Custodial credit risk is the risk that in the event of a bank failure, the District's deposits may not be returned to it. The District does not have a policy for custodial credit risk for deposits. However, the California Government code requires that a financial institution secure deposits made by State or local governmental units by pledging securities in an undivided collateral pool held by a depository regulated under State law (unless so waived by the governmental unit). The market value of the pledged securities in the collateral pool must equal at least 110 percent of the total amount deposited by the public agencies. California law also allows financial institutions to secure public deposits by pledging first trust deed mortgage notes having a value of 150 percent of the secured public deposits and letters of credit issued by the Federal Home Loan Bank of San Francisco having a value of 105 percent of the secured deposits.

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

4. Concentration of Credit Risk

The investment policy of the District contains no limitations on the amount that can be invested in any one issuer beyond the amount stipulated by the California Government code. District investments that are greater than 5 percent of total investments are in either an external investment pool or mutual funds and are therefore exempt.

NOTE 3 - ACCOUNTS RECEIVABLE

Accounts receivable consisted of the following as of June 30, 2025:

Receivables	General Fund	Foundation Special Revenue Fund	Other Nonmajor Governmental Funds	Total Governmental Funds
Unrestricted	\$ 255,282	\$ 4,558	\$ -	\$ 259,840
Federal Restricted	425,849	-	134,484	560,333
State Restricted	511,136	-	-	511,136
Local Restricted	138,085	-	6,629	144,714
Totals	\$ 1,330,352	\$ 4,558	\$ 141,113	\$ 1,476,023

NOTE 4 - INTERFUND TRANSACTIONS

Interfund transactions are reported as loans, services provided, reimbursements, or transfers. Loans are reported as interfund receivables and payables (Due From/To), as appropriate, and are subject to elimination upon consolidation. Services provided, deemed to be at market or near market rates, are treated as revenues and expenditures/expenses. Reimbursements occur when one fund incurs a cost, charges the appropriate benefiting fund, and reduces its related cost as a reimbursement. All other interfund transactions are treated as transfers. Transfers among governmental funds are netted as part of the reconciliation to the government-wide financial statements.

As of June 30, 2025, interfund receivables and payables were as follows:

Fund	Due From	Due To
General Fund	\$ 42,961	\$ 175
Foundation Fund	175	41,020
Nonmajor Funds	-	1,941
Totals	\$ 43,136	\$ 43,136

Interfund transfers consist of operating transfers from funds receiving revenues to funds through which the resources are to be expended.

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During the fiscal year ended June 30, 2025, the District's interfund transfers consisted of the following:

Fund	Transfers In	Transfers Out
General Fund	\$ -	\$ 70,000
Nonmajor Funds	70,000	-
Totals	<u>\$ 70,000</u>	<u>\$ 70,000</u>

NOTE 5 - CAPITAL ASSETS AND DEPRECIATION

Capital asset activity for the fiscal year ended June 30, 2025, is shown below:

Capital Assets	Balance June 30, 2024	Additions	Adjustments & Deletions	Balance June 30, 2025
Land - not depreciable	\$ 357,500	\$ -	\$ -	\$ 357,500
Construction in progress - not depreciable	693,913	4,327,082	(693,913)	4,327,082
Buildings	27,801,731	688,518	-	28,490,249
Site improvements	7,607,367	707,407	-	8,314,774
Vehicles and equipment	3,181,344	586,702	-	3,768,046
Total capital assets	39,641,855	6,309,709	(693,913)	45,257,651
Less accumulated depreciation for:				
Buildings	12,995,576	843,877	-	13,839,453
Site improvements	2,398,836	230,978	-	2,629,814
Vehicles and equipment	1,802,443	193,470	-	1,995,913
Total accumulated depreciation	17,196,855	1,268,325	-	18,465,180
Total capital assets - net depreciation	<u>\$ 22,445,000</u>	<u>\$ 5,041,384</u>	<u>\$ (693,913)</u>	<u>\$ 26,792,471</u>

Depreciation expense was charged to governmental activities as follows:

Governmental Activity	Depreciation Expense
Instruction	\$ 526,832
Supervision of instruction	2,985
School site administration	16,323
Home-to-school transportation	75,096
All other general administration	3,867
Plant services	602,562
Ancillary services	14,774
Child nutrition	9,435
Athletic services	16,451
Total depreciation expense	<u>\$ 1,268,325</u>

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

NOTE 6 - SCHEDULE OF CHANGES IN LONG-TERM LIABILITIES

A schedule of changes in long-term liabilities for the fiscal year ended June 30, 2025, is shown below:

Description	Balance July 01, 2024	Additions	Deletions	Balance June 30, 2025	Due Within One Year
General obligation bonds	\$ 7,440,000	\$ -	\$ 20,000	\$ 7,420,000	\$ 30,000
Bond premiums	534,411	-	20,765	513,646	20,765
Direct borrowing - note payable	1,659,311	-	194,595	1,464,716	216,168
Net pension liabilities	14,296,419	6,725,927	7,736,638	13,285,708	-
Total OPEB liability	2,278,784	347,223	465,853	2,160,154	-
Compensated absences	73,657	155	-	73,812	-
Total Long-term Liabilities	<u>\$ 26,282,582</u>	<u>\$ 7,073,305</u>	<u>\$ 8,437,851</u>	<u>\$ 24,918,036</u>	<u>\$ 266,933</u>

Payments on the general obligation bonds are made by the Bond Interest and Redemption Fund from local revenues. Capital leases, note payable, and the line of credit are paid out of the General Fund. The retirement incentives, compensated absences, net pension liabilities and other postemployment benefits will be paid by the fund for which the employee worked.

NOTE 7 - GENERAL OBLIGATION BONDS

In November 2016, the District received authorization through Measure K to issue \$8,300,000 of bonds. The bonds are general obligation bonds of the District, and the County is obligated to annually levy ad valorem taxes for the payment of interest on, and the principal of, the bonds. Bond proceeds are to be used to improve the quality of education by repairing and replacing leaky roofs; making health, safety, and security improvements; updating inadequate electrical and technology infrastructure; modernizing and renovating outdated classrooms, restrooms, and school facilities; and replacing temporary portables with permanent classrooms.

In April of 2017, the District issued \$3,000,000 of 2017 Series A General Obligation Bonds, under the Measure K authorization, to finance the acquisition, construction, furnishing and equipping of District facilities. The bonds were issued with \$123,251 in premiums, and issuance costs of \$118,315. The bonds bear fixed interest rates ranging between 3.0% and 5.0% with annual maturities from August 1, 2018 through August 1, 2046.

In November of 2018, the District issued \$2,700,000 of 2018 Series B General Obligation Bonds, under the Measure K authorization, to finance the acquisition, construction, furnishing and equipping of District facilities. The bonds were issued with \$142,085 in premiums, and issuance costs of \$199,728. The bonds bear fixed interest rates ranging between 4.0% and 5.3% with annual maturities from August 1, 2020 through August 1, 2048.

In July of 2020, the District issued \$2,600,000 of 2020 Series C General Obligation Bonds, under the Measure K authorization, to finance the acquisition, construction, furnishing and equipping of District facilities. The bonds were issued with \$352,643 in premiums, and issuance costs of \$206,172. The bonds bear fixed interest rates ranging between 4.0% and 5.0% with annual maturities from August 1, 2021 through August 1, 2049.

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

The outstanding General Obligation Bond debt of the District as of June 30, 2025, is as follows:

Description	Issue Date	Maturity Date	Interest Rate	Original Issue	Bonds			Bonds
					Outstanding July 01, 2024	Issued	Redeemed	Outstanding June 30, 2025
2016 Series A	2017	2046	3.0-5.0%	\$ 3,000,000	\$ 2,600,000	\$ -	\$ 20,000	\$ 2,580,000
2016 Series B	2018	2048	4.0-5.3%	2,700,000	2,510,000	-	-	2,510,000
2016 Series C	2020	2049	4.0-5.0%	2,600,000	2,330,000	-	-	2,330,000
Subtotal				8,300,000	7,440,000	-	20,000	7,420,000
Bond Premiums					534,411	-	20,765	513,646
Total General Obligation Bonds					\$ 7,974,411	\$ -	\$ 40,765	\$ 7,933,646

The annual debt service requirements of the bonds as of June 30, 2025 are as follows:

For the Fiscal Year Ending June 30,	Principal	Interest	Total
2026	\$ 30,000	\$ 322,425	\$ 352,425
2027	40,000	321,300	361,300
2028	50,000	319,825	369,825
2029	65,000	317,925	382,925
2030	85,000	315,400	400,400
2031-2035	710,000	1,516,084	2,226,084
2036-2040	1,310,000	1,327,447	2,637,447
2041-2045	2,140,000	965,250	3,105,250
2046-2050	2,990,000	337,763	3,327,763
Total Debt Service	\$ 7,420,000	\$ 5,743,419	\$ 13,163,419

NOTE 8 – NOTE PAYABLE

In November 2013, the District was selected to receive a loan under the provisions of California Education Code, Section 17456, totaling \$2,864,000 to be used toward solar panel construction. The loan bears interest at 1.5%. At June 30, 2025, the principal balance outstanding was \$1,464,716. The amount of interest cost incurred during the year ended June 30, 2025, was \$23,868, all of which was charged to expenses.

Future minimum debt service payments on the note are as follows:

Fiscal Year Ending June 30,	Principal	Interest	Total
2026	\$ 216,168	\$ 54,549	\$ 270,717
2027	219,429	37,051	256,480
2028	222,739	22,863	245,602
2029	226,099	12,035	238,134
2030	229,509	4,618	234,127
2031-2035	350,772	664	351,436
Total	\$ 1,464,716	\$ 131,780	\$ 1,596,496

**CORNING UNION HIGH SCHOOL DISTRICT
 NOTES TO THE BASIC FINANCIAL STATEMENTS
 FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

NOTE 9 - JOINT VENTURES (JOINT POWERS AGREEMENTS)

The District participates in joint ventures under joint powers agreements with the following joint powers authorities (JPAs): Northern California Schools Insurance Group (NCSIG), North Valley Schools Insurance Group (NVSIG), California’s Valued Trust (CVT), Schools Excess Liability Fund (SELF), Northern California Regional Liability Excess Fund (ReLiEF), and Tri-County Schools Insurance Group (TCSIG). The relationship between the District and the JPAs is such that the JPAs are not component units of the District for financial reporting purposes.

The JPAs arrange for and provide property, liability, health care, workers’ compensation, and excess liability coverage for their members. Each JPA is governed by a board consisting of representatives from the members. The boards control the operations of the JPAs, including selection of management and approval of operating budgets, independent of any influence by the members beyond their representation on the boards. Each member pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionate to its participation in the JPA. The District’s share of year-end assets, liabilities, or fund equity is not calculated by the JPAs. Separately issued financial statements can be requested from each JPA.

NOTE 10 - COMMITMENTS AND CONTINGENCIES

State and Federal Allowances, Awards, and Grants

The District has received federal and state funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursement will not be material.

Litigation

The District is involved in certain legal matters that arose out of the normal course of business. The District has not accrued a liability for any potential litigation against it because it does not meet the criteria to be considered a liability at June 30, 2025.

NOTE 11 - EMPLOYEE RETIREMENT SYSTEMS

Qualified employees are covered under cost-sharing, multi-employer defined benefit pension plans maintained by agencies of the State of California. Classified employees are members of the California Public Employees’ Retirement System (CalPERS), and certificated employees are members of the California State Teachers’ Retirement System (CalSTRS).

For the fiscal year ended June 30, 2025, the District reported net pension liability, deferred outflows of resources, deferred inflows of resources, and pension expense for CalPERS and CalSTRS as follows:

	PERS	STRS	Total
Deferred outflows of resources	\$ 2,539,303	\$ 2,140,420	\$ 4,679,723
Deferred inflows of resources	\$ 76,041	\$ 1,060,936	\$ 1,136,977
Net pension liabilities	\$ 7,241,038	\$ 6,044,670	\$ 13,285,708
Pension expense (credit)	\$ 1,433,933	\$ 1,291,425	\$ 2,725,358

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

California Public Employees Retirement System (CalPERS/PERS) Pension Plan

General Information about the PERS Pension Plan

Plan Description - All qualified permanent and probationary employees are eligible to participate in the District's CalPERS Employee Pension Plan (the Plan), a cost-sharing multiple employer defined benefit pension plans administered by the California Public Employees' Retirement System (CalPERS). Benefit provisions under the Plans are established by State statute and District resolution. CalPERS issues publicly available reports that include a full description of the pension plans regarding benefit provisions, assumptions and membership information that can be found on the CalPERS website.

Benefits Provided - CalPERS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of credited service, equal to one year of full-time employment. Members with five years of total service are eligible to retire at age 50 with statutorily reduced benefits. All members are eligible for non-duty disability benefits after 10 years of service. The death benefit is one of the following: the Basic Death Benefit, the 1957 Survivor Benefit, or the Optional Settlement 2W Death Benefit. The cost of living adjustments for the Plan are applied as specified by the Public Employees' Retirement Law.

The Plans' provisions and benefits in effect at June 30, 2025, are summarized as follows:

	CalPERS	
	Classic	PEPRA
Benefit formula	2% @ 55	2% @ 62
Benefit vesting schedule	5 Years	5 Years
Benefit payments	Monthly for Life	Monthly for Life
Retirement age: minimum	50	52
Monthly benefits as a % of eligible compensation	(1)	(1)
Required employee contribution rates	7.000%	8.000%
Required employer contribution rates	27.050%	27.050%

(1) Monthly benefit is a product of benefit factor, years of service, and final compensation

Contributions - Section 20814(c) of the California Public Employees' Retirement Law requires that the employer contribution rates for all public employers be determined on an annual basis by the actuary and shall be effective on the July 1 following notice of a change in the rate. Funding contributions for the Plan are determined annually on an actuarial basis as of June 30 by CalPERS. The actuarially determined rate is the estimated amount necessary to finance the costs of benefits earned by employees during the year, with an additional amount to finance any unfunded accrued liability. The District is required to contribute the difference between the actuarially determined rate and the contribution rate of employees.

For the fiscal year ended June 30, 2025, the District's contributions were as follows:

	CalPERS
Contributions - employer	\$ 1,234,476

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

Pension Liabilities, Pension Expenses and Deferred Outflows/Inflows of Resources Related to PERS

As of June 30, 2025, the District reported net pension liabilities for its proportionate shares of the net pension liability of the Plan as follows:

	Proportionate Share of Net Pension Liability/(Asset)
CalPERS	<u>\$ 7,241,038</u>

The District's net pension liability for the Plan is measured as the proportionate share of the net pension liability. The net pension liability of the Plan is measured as of June 30, 2024, and the total pension liability for the Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2023 rolled forward to June 30, 2024 using standard update procedures. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined.

The District's proportionate share of the net pension liability for the Plan as of measurement dates, June 30, 2024 and 2025, was as follows:

	CalPERS
Proportion - June 30, 2024	<u>0.01978%</u>
Proportion - June 30, 2025	<u>0.02026%</u>
Change - Increase/(Decrease)	<u>0.00049%</u>

For the fiscal year ended June 30, 2025, the District recognized pension expense of \$1,433,933 for the Plan.

At June 30, 2025, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes of Assumptions	\$ 160,051	\$ -
Differences between Expected and Actual Experience	607,055	51,824
Differences between Projected and Actual Investment Earnings	281,273	-
Differences between Employer's Contributions and Proportionate Share of Contributions	-	24,217
Change in Employer's Proportion	256,448	-
Pension Contributions Made Subsequent to Measurement Date	1,234,476	-
Total	\$ 2,539,303	\$ 76,041

The District reported \$1,234,476 as deferred outflows of resources related to contributions subsequent to the measurement date that will be recognized as a reduction of the net pension liability in the fiscal year

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

ended June 30, 2026. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

Fiscal Year Ending June 30:	Deferred Outflows/ (Inflows) of Resources
2026	\$ 476,432
2027	741,922
2028	99,431
2029	(88,999)
2030	-
Thereafter	-
Total	<u>\$ 1,228,786</u>

Actuarial Assumptions - The total pension liabilities in the June 30, 2023 actuarial valuations were determined using the following actuarial assumptions:

Valuation Date	June 30, 2023
Measurement Date	June 30, 2024
Actuarial Cost Method	Entry-Age Normal Cost Method
Actuarial Assumptions:	
Discount Rate	6.90%
Inflation	2.30%
Payroll Growth	2.80%
Projected Salary Increase	(1)
Investment Rate of Return	6.8% (2)
Mortality	(3)

- (1) Varies by entry age and service
- (2) Net of pension plan investment expenses, including inflation
- (3) Derived using CalPERS' membership data for all funds

Discount Rate - The discount rate used to measure the total pension liability was 6.90%. To determine whether the municipal bond rate should be used in the calculation of a discount rate for the Plan, CalPERS stress tested employer rate plans within the Plan that would most likely result in a discount rate that would be different from the actuarially assumed discount rate. Based on the testing, none of the tested employer rate plans run out of assets. Therefore, the current 6.90% discount rate is adequate and the use of the municipal bond rate calculation is not necessary.

According to Paragraph 30 of GASB 68, the long-term discount rate should be determined without reduction for pension plan administrative expense. For the CalPERS Plan, the 6.8% investment return assumption used in this accounting valuation is net of administrative expenses. Administrative expenses are assumed to be 15 basis points. An investment return excluding administrative expenses would have

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

been 7.05%. Using this lower discount rate has resulted in a slightly higher total pension liability and net pension liability. CalPERS checked the materiality threshold for the difference in calculation and did not find it to be a material difference.

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class.

In determining the long-term expected rate of return, CalPERS took into account both short-term and long-term market return expectations as well as the expected pension fund cash flows. Such cash flows were developed assuming that both members and employers will make their required contributions on time and as scheduled in all future years. Using historical returns of all the Plan's asset classes, expected compound (geometric) returns were calculated over the short-term (first 11 years) and the long-term (60 years) using a building-block approach. Using the expected nominal returns for both short-term and long-term, the present value of benefits was calculated for the Plan. The expected rate of return was set by calculating the single equivalent expected return that arrived at the same present value of benefits for cash flows as the one calculated using both short-term and long-term returns. The expected rate of return was then set equivalent to the single equivalent rate calculated above and rounded down to the nearest one quarter of one percent.

The table below reflects the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These geometric rates of return are net of administrative expenses.

<u>Asset Class (a)</u>	<u>Assumed Asset Allocation</u>	<u>Long-Term Expected Real Return (1)(2)</u>
Global Equity Cap Weighted	30.00%	4.54%
Global Equity NonCap Weighted	12.00%	3.84%
Private Equity	13.00%	7.28%
Treasury	5.00%	0.27%
Mortgage-backed Securities	5.00%	0.50%
Investment Grade Corporates	10.00%	1.56%
High Yield	5.00%	2.27%
Emerging Market Debt	5.00%	2.48%
Private Debt	5.00%	3.57%
Real Assets	15.00%	3.21%
Leverage	-5.00%	-0.59%
Total	<u>100.00%</u>	

- (1) An expected inflation of 2.3% used for this period.
- (2) Figures are based on the 2021-22 Asset Liability Study.

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

Sensitivity of the Proportionate Share of the Net Pension Liability to Changes in the Discount Rate - The following presents the District's proportionate share of the net pension liability for the Plan, calculated using the discount rate for the Plan, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower or 1-percentage point higher than the current rate:

	CalPERS
1% Decrease	5.90%
Net Pension Liability	\$ 10,756,623
Current	6.90%
Net Pension Liability	\$ 7,241,038
1% Increase	7.90%
Net Pension Liability	\$ 4,336,886

Pension Plan Fiduciary Net Position - Detailed information about each pension plan's fiduciary net position is available in the separately issued CalPERS financial reports.

California State Teachers' Retirement System (STRS) Pension Plan

General Information about the STRS Pension Plan

Plan Description - The District contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information.

Benefits Provided - STRS provides service retirement and disability benefits, annual cost of living adjustments and death benefits to plan members, who must be public employees and beneficiaries. Benefits are based on years of credited service, equal to one year of full-time employment. The cost of living adjustments for the Plan are applied as specified by the retirement Law.

The Plan's provisions and benefits in effect at June 30, 2025, are summarized as follows:

	CalSTRS	
	Tier 1	Tier 2
Benefit formula	2% @ 60	2% @ 62
Benefit vesting schedule	5 Years	5 Years
Benefit payments	Monthly for Life	Monthly for Life
Retirement age:	60	62
Monthly benefits as a % of eligible compensation	2%	2%
Required employee contribution rates	10.250%	10.205%
Required employer contribution rates	19.100%	19.100%
Required State contribution rates	10.828%	10.828%

**CORNING UNION HIGH SCHOOL DISTRICT
 NOTES TO THE BASIC FINANCIAL STATEMENTS
 FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

Contributions - As part of the annual valuation process, the Normal Cost rate is determined as the basis for setting the base member contribution rate for the following fiscal year. Generally, the base member contribution rate is one-half of the Normal Cost rate within certain parameters. Required member, employer and state contribution rates are set by the California Legislature and Governor and detailed in Teachers' Retirement Law. Contribution rates are expressed as a level percentage of payroll using the entry age normal actuarial cost method.

For the fiscal year ended June 30, 2025 the District's contributions were as follows:

	CalSTRS
Employer Contributions	\$ 1,182,418
State Contributions	563,862
Total	\$ 1,746,280

Pension Liabilities, Pension Expenses and Deferred Outflows/Inflows of Resources Related to STRS

As of June 30, 2025, the District reported net pension liabilities for its proportionate shares of the net pension liability of the Plan as follows:

	Proportionate Share of Net Pension Liability/(Asset)
District	\$ 6,044,670
State	2,773,295
Total	\$ 8,817,965

The District's net pension liability for the Plan is measured as the proportionate share of the net pension liability. The net pension liability of the Plan is measured as of June 30, 2024, and the total pension liability for the Plan used to calculate the net pension liability was determined by an actuarial valuation as of June 30, 2023 rolled forward to June 30, 2024 using standard update procedures. The District's proportion of the net pension liability was based on a projection of the District's long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined. The state contributed 10.828 percent of the members' creditable earnings from the fiscal year ending in the prior calendar year. Also, as a result of AB 1469, the additional state appropriation required to fully fund the benefits in effect as of 1990 by 2046 is specific in subdivision (b) of Education Code Section 22955.1. The increased contributions end as of fiscal year 2045-2046.

The District's proportionate share of the net pension liability for the Plan as of measurement dates, June 30, 2024 and 2025, was as follows:

	CalSTRS
Proportion - June 30, 2024	0.00937%
Proportion - June 30, 2025	0.00900%
Change - Increase/(Decrease)	-0.00112%

For the fiscal year ended June 30, 2025, the District recognized pension expense of \$1,291,425 for the Plan, of which, a total of \$563,862 came from state contributions.

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
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At June 30, 2025, the District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Changes of Assumptions	\$ 26,460	\$ 412,830
Differences between Expected and Actual Experience	683,730	264,330
Differences between Projected and Actual Investment Earnings	-	24,390
Differences between Employer's Contributions and Proportionate Share of Contributions	78,557	91,453
Change in Employer's Proportion	169,255	267,933
Pension Contributions Made Subsequent to Measurement Date	1,182,418	-
Total	\$ 2,140,420	\$ 1,060,936

The District reported \$1,182,418 as deferred outflows of resources related to contributions subsequent to the measurement date that will be recognized as a reduction of the net pension liability in the year ended June 30, 2026.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as pension expense as follows:

Fiscal Year Ending June 30:	Deferred Outflows/ (Inflows) of Resources
2026	\$ (440,684)
2027	476,686
2028	(41,041)
2029	(72,247)
2030	36,351
Thereafter	(61,997)
Total	\$ (102,932)

**CORNING UNION HIGH SCHOOL DISTRICT
 NOTES TO THE BASIC FINANCIAL STATEMENTS
 FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

Actuarial Assumptions - The total pension liabilities in the June 30, 2023 actuarial valuations were determined using the following actuarial assumptions:

Valuation Date	June 30, 2023
Measurement Date	June 30, 2024
Actuarial Cost Method	Entry-Age Normal Cost Method

Actuarial Assumptions:

Discount Rate	7.10%
Inflation	2.75%
Payroll Growth	3.25%
Wage Growth	3.50%
Postretirement Benefit Increases ⁽¹⁾	
Investment Rate of Return ⁽²⁾	7.10%
Mortality ⁽³⁾	

- ⁽¹⁾ 2% simple for DB (annually), maintain 85% purchasing power level for DB. Not applicable for DBS/CBB
- ⁽²⁾ Net of investment expense but gross of administrative expenses.
- ⁽³⁾ Uses a base year of 2023 and projected improvement is based on the MP-2021 Ultimate Projection Scale.

Discount Rate - The discount rate used to measure the total pension liability was 7.10 percent. The projection of cash flows used to determine the discount rate assumed that contributions from plan members and employers will be made at statutory contribution rates in accordance with the rate increases per AB 1469. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (7.10 percent) and assuming that contributions, benefit payments, and administrative expense occur midyear. Based on those assumptions, the plan's fiduciary net position was projected to be available to make all projected future benefit payments to current plan members. Therefore, the long-term assumed investment rate of return was applied to all periods of projected benefit payments to determine the total pension liability.

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

The table below reflects the long-term expected real rate of return by asset class. The rate of return was calculated using the capital market assumptions applied to determine the discount rate and asset allocation. These rates of return are net of administrative expenses.

<u>Asset Class</u>	<u>Assumed Asset Allocation</u>	<u>Long-Term Expected Real Rate of Return (a) (b)</u>
Public Equity	38.00%	5.25%
Real Estate	15.00%	4.05%
Private Equity	14.00%	6.75%
Fixed Income	14.00%	2.45%
Risk Mitigation Strategies	10.00%	2.25%
Inflation Sensitive	7.00%	3.65%
Liquidity	2.00%	0.05%
Total	<u>100.00%</u>	

- (a) In the System's ACFR, Fixed Income is included in Global Debt Securities; Liquidity is included in Short-term Investments; Inflation Assets are included in both Global Equity Securities and Global Debt Securities.
- (b) Real return is net of assumed 2.75% inflation.
- (c) 20-to 30-year geometric average.

Sensitivity of the Proportionate Share of the Net Pension Liability to Changes in the Discount Rate - The following presents the District's proportionate share of the net pension liability for the Plan, calculated using the discount rate for the Plan, as well as what the District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage point lower or 1-percentage point higher than the current rate:

	<u>CalSTRS</u>
1% Decrease	6.10%
Net Pension Liability	\$ 10,751,490
Current	7.10%
Net Pension Liability	\$ 6,044,670
1% Increase	8.10%
Net Pension Liability	\$ 2,114,280

Pension Plan Fiduciary Net Position - Detailed information about each pension plan's fiduciary net position is available in the separately issued STRS financial reports.

**CORNING UNION HIGH SCHOOL DISTRICT
 NOTES TO THE BASIC FINANCIAL STATEMENTS
 FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

NOTE 12 - POSTEMPLOYMENT HEALTHCARE PLAN (OPEB)

Plan Description and Benefits - The District currently provides retiree medical, dental, and vision benefits. The Plan is a single-employer defined benefit healthcare plan administered by the District. These benefits are offered as a package through California's Valued Trust (CVT). Certificated, Administrative, and Unrepresented Classified employees may retire with District-paid health benefits after the later of age 55 and completion of at least 10 years of District service, until age 65. Medical, dental and vision coverage, including spousal and dependent coverage, is payable up to the premium in effect in the year of the employee's retirement, subject to the District cap on benefits. Classified employees covered by the CTA-ESP bargaining agreement are eligible for the same benefits as described above for other groups. All CTA-ESP employees are eligible for District-paid retiree health benefits, regardless of hire date.

Employees Covered by Benefit Terms - At June 30, 2024 (the valuation date), the benefit terms covered the following employees:

Active employees	119
Inactive employees	10
Total employees	129

Contributions - The District makes contributions based on an actuarially determined rate and are approved by the authority of the District's Board. Total contributions to the OPEB plan during the year were \$135,450. Total benefit payments included in the measurement period were \$144,396. The actuarially determined contribution for the measurement period was \$330,140. The District's contributions were 1.65% of covered employee payroll during the measurement period June 30, 2025 (reporting period June 30, 2025). Employees are not required to contribute to the plan. There have been no assets accumulated in a trust to provide for the benefits of this plan as of measurement date June 30, 2025.

Actuarial Assumptions - The following summarized the actuarial assumptions for the OPEB plan included in this fiscal year:

Valuation Date:	June 30, 2024
Measurement Date:	June 30, 2025
Actuarial Cost Method:	Entry-Age, Level % of Pay
Amortization Period:	20 years
Actuarial Assumptions:	
Discount Rate	5.20%
Inflation	2.50%
Salary Increases	2.75%
Healthcare Trend Rate	4.00%
Mortality	Certificated-2020 CalSTRS Mortality Classified and Miscellaneous-2021 CalPERS Mortality for Miscellaneous and School Employees
Retirement	
Certificated	Hired 2012 and before, 2020 CalSTRS 2.0%@60 Hired 2013 and after, 2020 CalSTRS 2.0%@62
Classified	Hired 2012 and before, 2021 CalPERS 2.0%@55 Hired 2013 and after, 2021 CalPERS 2.0%@62

Discount Rate - The discount rate was based on the Bond Buyer 20-bond General Obligation Index.

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

Changes in the Total OPEB Liability - The following summarizes the changes in the total OPEB liability during the year ended June 30, 2025:

Fiscal Year Ended June 30, 2025 (Measurement Date June 30, 2025)	Total OPEB Liability	Plan Fiduciary Net Position	Net OPEB Liability (Asset)
Balance at June 30, 2024	\$ 2,278,783	\$ -	\$ 2,278,783
Service cost	153,852	-	153,852
Interest in Total OPEB Liability	89,742	-	89,742
Balance of changes in assumptions	(217,827)	-	(217,827)
Benefit payments	(144,396)	-	(144,396)
Net changes	(118,629)	-	(118,629)
Balance at June 30, 2025	\$ 2,160,154	\$ -	\$ 2,160,154
Covered Employee Payroll	\$ 8,770,444		
Total OPEB Liability as a % of Covered Employee Payroll	25.31%		
Service Cost as a % of Covered Employee Payroll	1.75%		

The District's plan is nonfunded, meaning there have not been assets placed into an irrevocable trust, therefore the plan fiduciary net position is zero.

Deferred Inflows and Outflows of Resources - At June 30, 2025, the District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Difference between actual and expected experience	\$ -	\$ 18,945
Change in assumptions	-	302,512
Totals	\$ -	\$ 321,457

Amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Year Ended June 30,	
2026	\$ (46,843)
2027	(46,843)
2028	(46,843)
2029	(21,693)
2030	(15,406)
Thereafter	(143,829)
Total	\$ (321,457)

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO THE BASIC FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

OPEB Expense - The following summarizes the OPEB expense by source during the year ended June 30, 2025, for measurement date of June 30, 2025:

Service cost	\$ 153,852
Interest in TOL	89,742
Difference between actual and expected experience	(22,262)
Change in assumptions	<u>(18,623)</u>
OPEB Expense	<u>\$ 202,709</u>

The following summarizes changes in the total OPEB liability as reconciled to OPEB expense during the year ended June 30, 2025, for the measurement date of June 30, 2025:

Total OPEB liability ending	\$ 2,160,154
Total OPEB liability beginning	<u>(2,278,783)</u>
Change in total OPEB liability	(118,629)
Changes in deferred inflows	176,943
Employer contributions and implicit subsidy	<u>144,395</u>
OPEB Expense	<u>\$ 202,709</u>

Sensitivity to Changes in the Municipal Bond Rate - The total OPEB liability of the District, as well as what the District's total OPEB liability would be if it were calculated using a municipal bond rate (used to determine the discount rate) that is one percentage point lower or one percentage point higher, is as follows:

	Municipal Bond Rate		
	(1% Decrease)	(Current Rate)	(1% Increase)
Total OPEB Liability	\$ 2,438,944	\$ 2,160,154	\$ 2,128,425

Sensitivity to Changes in the Healthcare Cost Trend Rates - The total OPEB liability of the District, as well as what the District's net OPEB liability would be if it were calculated using healthcare cost trend rates that are one percentage point lower or one percentage point higher than current healthcare cost trend rates, is as follows:

	Trend Rate		
	(1% Decrease)	(Current Rate)	(1% Increase)
Total OPEB Liability	\$ 2,043,410	\$ 2,160,154	\$ 2,558,018

**REQUIRED
SUPPLEMENTARY
INFORMATION**

**CORNING UNION HIGH SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCE - BUDGET AND ACTUAL (GAAP)
GENERAL FUND
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

	Budgeted Amounts			Variance with Final Budget Positive - (Negative)
	Original	Final	Actual (GAAP Basis)	
Revenues:				
LCFF sources	\$ 16,949,173	\$ 17,009,470	\$ 17,013,460	\$ 3,990
Federal	2,232,911	2,413,795	1,402,082	(1,011,713)
Other state	1,885,336	4,529,292	3,511,887	(1,017,405)
Other local	1,906,698	1,942,234	2,454,098	511,864
Total revenues	<u>22,974,118</u>	<u>25,894,791</u>	<u>24,381,527</u>	<u>(1,513,264)</u>
Expenditures:				
Certificated salaries	6,842,544	7,394,052	7,027,101	366,951
Classified salaries	4,154,660	4,343,218	4,037,379	305,839
Employee benefits	5,583,337	5,911,179	5,562,231	348,948
Books and supplies	1,756,651	2,586,337	1,650,419	935,918
Services and other operating expenditures	2,031,817	2,580,922	2,265,433	315,489
Capital outlay	2,788,888	5,284,920	3,332,741	1,952,179
Other outgo	614,228	817,219	817,219	-
Total expenditures	<u>23,772,125</u>	<u>28,917,847</u>	<u>24,692,523</u>	<u>4,225,324</u>
Excess (deficiency) of revenues over (under) expenditures	<u>(798,007)</u>	<u>(3,023,056)</u>	<u>(310,996)</u>	<u>2,712,060</u>
Net change in fund balance	(868,007)	(3,093,056)	(380,996)	2,712,060
Fund balances beginning	<u>12,910,666</u>	<u>12,910,666</u>	<u>12,910,666</u>	<u>-</u>
Fund balances ending	<u>\$ 12,042,659</u>	<u>\$ 9,817,610</u>	<u>\$ 12,529,670</u>	<u>\$ 2,712,060</u>

The District employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The budgets are revised during the year by the Board of Education to provide for revised priorities. Expenditures cannot legally exceed appropriations by major object code. The originally adopted and final revised budgets for the General Fund are presented as Required Supplementary Information. The basis of budgeting is the same as GAAP.

**CORNING UNION HIGH SCHOOL DISTRICT
SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES
IN FUND BALANCE - BUDGET AND ACTUAL (GAAP)
FOUNDATION SPECIAL REVENUE FUND
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

	<u>Budgeted Amounts</u>			Variance with Final Budget Positive - (Negative)
	<u>Original</u>	<u>Final</u>	<u>Actual (GAAP Basis)</u>	
Revenues:				
Other state	\$ 4,000	\$ 14,207	\$ 72,027	\$ 57,820
Other local	153,000	163,872	104,734	(59,138)
Total revenues	<u>157,000</u>	<u>178,079</u>	<u>176,761</u>	<u>(1,318)</u>
Expenditures:				
Certificated salaries	3,000	5,000	5,000	-
Classified salaries	-	3,781	3,781	-
Employee benefits	743	1,723	1,723	-
Books and supplies	66,232	22,405	22,404	1
Services and other operating expenditures	150,900	140,968	131,990	8,978
Total expenditures	<u>220,875</u>	<u>173,877</u>	<u>164,898</u>	<u>8,979</u>
Excess (deficiency) of revenues over (under) expenditures	<u>(63,875)</u>	<u>4,202</u>	<u>11,863</u>	<u>7,661</u>
Other financing sources (uses):				
All other financing sources	<u>62,375</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total other financing sources (uses)	<u>62,375</u>	<u>-</u>	<u>-</u>	<u>-</u>
Net change in fund balance	<u>(1,500)</u>	<u>4,202</u>	<u>11,863</u>	<u>7,661</u>
Fund balances beginning	<u>3,234,678</u>	<u>3,234,678</u>	<u>3,234,678</u>	<u>-</u>
Fund balances ending	<u><u>\$ 3,233,178</u></u>	<u><u>\$ 3,238,880</u></u>	<u><u>\$ 3,246,541</u></u>	<u><u>\$ 7,661</u></u>

The District employs budget control by object codes and by individual appropriation accounts. Budgets are prepared on the modified accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America as prescribed by the Governmental Accounting Standards Board. The budgets are revised during the year by the Board of Education to provide for revised priorities. Expenditures cannot legally exceed appropriations by major object code. Excess expenditure for classified salaries and services were due to unanticipated Covid-related costs. The originally adopted and final revised budgets for the Foundation Special Revenue Fund are presented as Required Supplementary Information. The basis of budgeting is the same as GAAP.

**CORNING UNION HIGH SCHOOL DISTRICT
SCHEDULE OF CALPERS PENSION PLAN CONTRIBUTIONS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

Plan Measurement Date Fiscal Year Ended	2015 2016	2016 2017	2017 2018	2018 2019	2019 2020
Contractually Required Contributions	\$ 244,153	\$ 305,470	\$ 361,758	\$ 449,092	\$ 509,312
Contributions in Relation to Contractually Required Contributions	244,153	305,470	361,758	449,092	509,312
Contribution Deficiency (Excess)	<u>\$ -</u>				
Covered Payroll	\$ 2,060,885	\$ 2,199,525	\$ 2,329,264	\$ 2,486,391	\$ 2,582,587
Contributions as a % of Covered Payroll	11.85%	13.89%	15.53%	18.06%	19.72%

Plan Measurement Date Fiscal Year Ended	2020 2021	2021 2022	2022 2023	2023 2024	2024 2025
Contractually Required Contributions	\$ 545,606	\$ 658,843	\$ 871,277	\$ 1,066,556	\$ 1,234,476
Contributions in Relation to Contractually Required Contributions	545,606	658,843	871,277	1,066,556	1,234,476
Contribution Deficiency (Excess)	<u>\$ -</u>				
Covered Payroll	\$ 2,635,778	\$ 2,875,788	\$ 3,434,281	\$ 3,997,586	\$ 4,563,682
Contributions as a % of Covered Payroll	20.70%	22.91%	25.37%	26.68%	27.05%

Notes to Schedule:

Valuation Date: June 30, 2023

Assumptions Used: Entry Age Method used for Actuarial Cost Method
 Level Percentage of Payroll and Direct Rate Smoothing
 3.9 Years Remaining Amortization Period
 Inflation Assumed at 2.30%
 Investment Rate of Returns set at 6.8
 CalPERS mortality table based on CalPERS' experience and include 15 years of projected ongoing mortality improvement using 90 percent of Scale MP 2016 published by the Society of Actuaries.

The CalPERS discount rate was increased from 7.5% to 7.65% in the District's fiscal year 2016, to 7.15% in FY18, and then decreased to 6.90% in FY22.

The CalPERS inflation assumption was decreased from 2.75% to 2.50% during the District's fiscal year 2019, and to 2.30% in FY23.

The CalPERS mortality assumptions was adjusted in the District's fiscal year 2021.

In 2019, the amortization period for actuarial gains and losses was shortened from 30 years to 20 years.

This schedule presents information on the District's portion of the net pension liability of CalPERS in compliance with GASB 68.

**CORNING UNION HIGH SCHOOL DISTRICT
SCHEDULE OF CALPERS PROPORTIONATE SHARE
OF NET PENSION LIABILITY
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

Plan Measurement Date Fiscal Year Ended	2015 2016	2016 2017	2017 2018	2018 2019	2019 2020
Proportion of Net Pension Liability	0.01850%	0.01720%	0.01726%	0.01755%	0.01789%
Proportionate Share of Net Pension Liability	\$ 2,726,918	\$ 3,397,011	\$ 4,120,418	\$ 4,679,383	\$ 5,213,907
Covered Payroll	\$ 2,054,082	\$ 2,060,885	\$ 2,199,525	\$ 2,329,264	\$ 2,486,391
Proportionate Share of NPL as a % of Covered Payroll	132.76%	164.83%	187.33%	200.90%	209.70%
Plan's Fiduciary Net Position as a % of the TPL	79.43%	73.90%	71.87%	70.85%	70.05%
Plan Measurement Date Fiscal Year Ended	2020 2021	2021 2022	2022 2023	2023 2024	2024 2025
District's Proportion of Net Pension Liability	0.01784%	0.01835%	0.01896%	0.01978%	0.02026%
Proportionate Share of Net Pension Liability	\$ 5,474,168	\$ 3,731,572	\$ 6,525,683	\$ 7,158,489	\$ 7,241,038
Covered Payroll	\$ 2,582,587	\$ 2,635,778	\$ 2,875,788	\$ 3,434,281	\$ 3,997,586
Proportionate Share of NPL as a % of Covered Payroll	211.96%	141.57%	226.92%	208.44%	181.14%
Plan's Fiduciary Net Position as a % of the TPL	70.00%	80.97%	69.76%	69.96%	72.29%

The CalPERS discount rate was increased from 7.5% to 7.65% in the District's fiscal year 2016, to 7.15% in FY18, and then decreased to 6.90% in FY22.

The CalPERS inflation assumption was decreased from 2.75% to 2.50% during the District's fiscal year 2019, and to 2.30% in FY22.

The CalPERS mortality assumptions was adjusted in the District's fiscal year 2018.

In 2019, the amortization period for actuarial gains and losses was shortened from 30 years to 20 years.

This schedule presents information on the District's portion of the net pension liability of CalPERS in compliance with GASB 68.

**CORNING UNION HIGH SCHOOL DISTRICT
SCHEDULE OF CALSTRS PENSION PLAN CONTRIBUTIONS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

Plan Measurement Date Fiscal Year Ended	2015 2016	2016 2017	2017 2018	2018 2019	2019 2020
Contractually Required Contributions	\$ 465,557	\$ 571,116	\$ 650,464	\$ 762,122	\$ 867,747
Contributions in Relation to Contractually Required Contributions	465,557	571,116	650,464	762,122	867,747
Contribution Deficiency (Excess)	<u>\$ -</u>				
Covered Payroll	\$ 4,338,835	\$ 4,539,873	\$ 4,507,720	\$ 4,681,339	\$ 5,074,544
Contributions as a % of Covered Payroll	10.73%	12.58%	14.43%	16.28%	17.10%
Plan Measurement Date Fiscal Year Ended	2020 2021	2021 2022	2022 2023	2023 2024	2024 2025
Contractually Required Contributions	\$ 843,799	\$ 929,516	\$ 1,126,199	\$ 1,176,451	\$ 1,182,418
Contributions in Relation to Contractually Required Contributions	843,799	929,516	1,126,199	1,176,451	1,182,418
Contribution Deficiency (Excess)	<u>\$ -</u>				
Covered Payroll	\$ 5,224,762	\$ 5,493,593	\$ 5,896,330	\$ 6,159,429	\$ 6,190,670
Contributions as a % of Covered Payroll	16.15%	16.92%	19.10%	19.10%	19.10%

Notes to Schedule:

Valuation Date: June 30, 2023

Assumptions Used: Entry Age Method used for Actuarial Cost Method
Level Percentage of Payroll Basis
7 Years Remaining Amortization Period
Inflation Assumed at 2.75%
Investment Rate of Returns set at 7.10%
Mortality tables use a base year of 2023 and projected improvement is based on the MP-2021 Ultimate Projection Scale.

The CalSTRS discount rate was decreased from 7.6% to 7.1% in the District's fiscal year 2017.
The CalSTRS investment rate of return was decreased from 7.6% to 7.1% during the District's fiscal year 2017.
The CalSTRS inflation rate was decreased from 3% to 2.75% during the District's fiscal year 2017.
The CalSTRS wage growth was decreased from 3.75% to 3.5% during the District's fiscal year 2017.
This schedule provides information about the District's required and actual contributions to CalSTRS during the year.

**CORNING UNION HIGH SCHOOL DISTRICT
SCHEDULE OF CALSTRS PROPORTIONATE SHARE
OF NET PENSION LIABILITY
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

Plan Measurement Date Fiscal Year Ended	2015 2016	2016 2017	2017 2018	2018 2019	2019 2020
Proportion of Net Pension Liability	0.01000%	0.00900%	0.00800%	0.00800%	0.00900%
Proportionate Share of Net Pension Liability	\$ 6,732,400	\$ 7,279,290	\$ 7,398,400	\$ 7,352,560	\$ 8,128,440
State's Proportionate Share of Net Pension Liability Associated with the District	<u>3,560,699</u> \$ 10,293,099	<u>4,143,954</u> \$ 11,423,244	<u>4,376,819</u> \$ 11,775,219	<u>4,209,708</u> \$ 11,562,268	<u>4,434,633</u> \$ 12,563,073
Covered Payroll	\$ 4,338,908	\$ 4,338,835	\$ 4,539,873	\$ 4,507,720	\$ 4,681,339
Proportionate Share of NPL as a % of Covered Payroll	155.16%	167.77%	162.96%	163.11%	173.63%
Plan's Fiduciary Net Position as a % of the TPL	74.02%	70.04%	69.46%	70.99%	72.56%
Plan Measurement Date Fiscal Year Ended	2020 2021	2021 2022	2022 2023	2023 2024	2024 2025
Proportion of Net Pension Liability	0.00900%	0.00943%	0.00936%	0.00937%	0.00900%
Proportionate Share of Net Pension Liability	\$ 8,721,810	\$ 4,293,600	\$ 6,504,790	\$ 7,137,930	\$ 6,044,670
State's Proportionate Share of Net Pension Liability Associated with the District	<u>4,496,093</u> \$ 13,217,903	<u>2,160,368</u> \$ 6,453,968	<u>3,257,599</u> \$ 9,762,389	<u>3,419,996</u> \$ 10,557,926	<u>2,773,295</u> \$ 8,817,965
Covered Payroll	\$ 5,074,544	\$ 5,224,762	\$ 5,493,593	\$ 5,896,330	\$ 6,159,429
Proportionate Share of NPL as a % of Covered Payroll	171.87%	82.18%	118.41%	121.06%	98.14%
Plan's Fiduciary Net Position as a % of the TPL	71.82%	87.21%	81.20%	80.62%	83.55%

The CalSTRS discount rate was decreased from 7.6% to 7.1% in the District's fiscal year 2017.
The CalSTRS investment rate of return was decreased from 7.6% to 7.1% during the District's fiscal year 2017.
The CalSTRS inflation rate was decreased from 3% to 2.75% during the District's fiscal year 2017.
The CalSTRS wage growth was decreased from 3.75% to 3.5% during the District's fiscal year 2017.

**CORNING UNION HIGH SCHOOL DISTRICT
SCHEDULE OF CHANGES IN TOTAL OPEB LIABILITY
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

Fiscal Year Ended	2018	2019	2020	2021
Total OPEB liability				
Service cost	\$ 152,452	\$ 147,152	\$ 151,567	\$ 167,165
Interest	52,070	61,734	60,362	38,370
Diff. between expected/actual experience	-	-	(321,162)	-
Changes of assumptions	(53,829)	57,030	31,944	5,435
Benefit payments	(86,343)	(88,646)	(127,646)	(102,246)
Implicit subsidy fulfilled	(23,057)	(22,867)	-	-
Other	-	-	3,000	-
Net change in Total OPEB Liability	41,293	154,403	(201,935)	108,724
Total OPEB Liability - beginning	1,717,852	1,759,145	1,913,548	1,711,613
Total OPEB Liability - ending	<u>\$ 1,759,145</u>	<u>\$ 1,913,548</u>	<u>\$ 1,711,613</u>	<u>\$ 1,820,337</u>
Covered Employee Payroll	\$ 6,504,047	\$ 7,211,365	\$ 7,211,365	\$ 7,409,678
TOL as % of covered employee payroll	27.05%	26.54%	23.73%	24.57%
Fiscal Year Ended	2022	2023	2024	2025
Total OPEB liability				
Service cost	\$ 172,846	\$ 173,934	\$ 175,575	\$ 153,852
Interest	40,245	78,048	85,529	89,742
Changes of benefit terms	-	-	-	-
Diff. between expected/actual experience	441,037	-	(259,519)	-
Changes of assumptions	(223,164)	(20,136)	69,494	(217,827)
Benefit payments	(87,116)	(92,790)	(95,537)	(144,396)
Implicit subsidy fulfilled	-	-	-	-
Other	-	-	-	-
Net change in Total OPEB Liability	343,848	139,056	(24,458)	(118,629)
Total OPEB Liability - beginning	1,820,337	2,164,185	2,303,241	2,278,783
Total OPEB Liability - ending	<u>\$ 2,164,185</u>	<u>\$ 2,303,241</u>	<u>\$ 2,278,783</u>	<u>\$ 2,160,154</u>
Covered Employee Payroll	\$ 8,084,927	\$ 8,307,262	\$ 8,535,712	\$ 8,535,712
TOL as % of covered employee payroll	26.77%	27.73%	26.70%	25.31%

Other Notes

GASB 75 requires a schedule of contributions for the last ten fiscal years, or for as many years as are available if less than ten years are available. GASB 75 was adopted as of June 30, 2024. There were no changes in benefit terms, inflation rate and healthcare trend rates. The discount rate increased from 3.65% to 5.20%, from June 30, 2023 to June 30, 2024.

**SUPPLEMENTARY
INFORMATION**

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***Nonmajor Governmental Funds
Combining Schedules***

**CORNING UNION HIGH SCHOOL DISTRICT
COMBINING BALANCE SHEET
NONMAJOR GOVERNMENTAL FUNDS
JUNE 30, 2025**

	Special Revenue Funds				Capital Projects Funds		Debt Service Funds	Total Nonmajor Funds
	Adult Education Fund	Cafeteria Fund	Deferred Maintenance Fund	Pupil Transportation Equipment Fund	Building Fund	Capital Facilities Fund	Bond Interest and Redemption Fund	
Assets								
Cash and investments	\$ 110,007	\$ 966,062	\$ 508,949	\$ 219,061	\$ 20,278	\$ 425,755	\$ 218,017	\$ 2,468,129
Accounts receivable	-	134,484	-	-	-	6,629	-	141,113
Prepaid	-	64,349	-	-	-	-	-	64,349
Total Assets	<u>\$ 110,007</u>	<u>\$ 1,164,895</u>	<u>\$ 508,949</u>	<u>\$ 219,061</u>	<u>\$ 20,278</u>	<u>\$ 432,384</u>	<u>\$ 218,017</u>	<u>\$ 2,673,591</u>
Liabilities and Fund Balances								
Liabilities:								
Accounts payable	\$ -	\$ 2,885	\$ 1,455	\$ -	\$ -	\$ -	\$ -	\$ 4,340
Due to other funds	1,941	-	-	-	-	-	-	1,941
Total Liabilities	<u>1,941</u>	<u>2,885</u>	<u>1,455</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>6,281</u>
Fund balances:								
Nonspendable revolving funds	-	500	-	-	-	-	-	500
Nonspendable prepaid expenditures	-	64,349	-	-	-	-	-	64,349
Restricted debt service	-	-	-	-	-	-	218,017	218,017
Restricted for adult education	552	-	-	-	-	-	-	552
Restricted for cafeteria programs	-	1,097,160	-	-	-	-	-	1,097,160
Restricted for capital projects	-	-	2,554	1,099	20,278	432,385	-	456,316
Assigned for capital projects	-	-	-	217,962	-	-	-	217,962
Assigned for site repairs	-	-	504,940	-	-	-	-	504,940
Assigned for adult education	107,514	-	-	-	-	-	-	107,514
Total Fund Balances	<u>108,066</u>	<u>1,162,010</u>	<u>507,494</u>	<u>219,061</u>	<u>20,278</u>	<u>432,384</u>	<u>218,017</u>	<u>2,667,310</u>
Total Liabilities and Fund Balances	<u>\$ 110,007</u>	<u>\$ 1,164,895</u>	<u>\$ 508,949</u>	<u>\$ 219,061</u>	<u>\$ 20,278</u>	<u>\$ 432,384</u>	<u>\$ 218,017</u>	<u>\$ 2,673,591</u>

**CORNING UNION HIGH SCHOOL DISTRICT
COMBINING SCHEDULE OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCES
NONMAJOR GOVERNMENTAL FUNDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

	Special Revenue Funds			Pupil Transportation Equipment Fund	Capital Projects Funds		Debt Service Funds	Total Nonmajor Funds
	Adult Education Fund	Cafeteria Fund	Deferred Maintenance Fund		Building Fund	Capital Facilities Fund	Bond Interest and Redemption Fund	
Revenues:								
LCFF Sources	\$ -	\$ -	\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ 250,000
Federal	-	655,941	-	-	-	-	-	655,941
Other state	144,246	398,406	-	-	-	-	3,247	545,899
Other local	4,939	189,754	24,541	8,933	497	69,037	366,579	664,280
Total revenues	149,185	1,244,101	274,541	8,933	497	69,037	369,826	2,116,120
Expenditures:								
Instruction	33,071	-	-	-	-	-	-	33,071
Instruction-related services:								
School site administration	109,199	-	-	-	-	-	-	109,199
Pupil services:								
Food services	-	989,415	-	-	-	-	-	989,415
General administration:								
All other general administration	4,001	-	-	-	-	1,281	-	5,282
Plant services	-	104,652	90,065	-	-	-	-	194,717
Facility acquisition and construction	-	-	114,814	-	3,700	-	-	118,514
Debt service:								
Principal	-	-	-	-	-	-	20,000	20,000
Interest	-	-	-	-	-	-	323,200	323,200
Total expenditures	146,271	1,094,067	204,879	-	3,700	1,281	343,200	1,793,398
Excess (deficiency) of revenues over (under) expenditures	2,914	150,034	69,662	8,933	(3,203)	67,756	26,626	322,722
Other financing sources (uses):								
Transfers in	-	-	-	70,000	-	-	-	70,000
Total other financing sources (uses)	-	-	-	70,000	-	-	-	70,000
Net change in fund balances	2,914	150,034	69,662	78,933	(3,203)	67,756	26,626	392,722
Fund balances beginning	105,152	1,011,976	437,832	140,128	23,481	364,628	191,391	2,274,588
Fund balances ending	\$ 108,066	\$ 1,162,010	\$ 507,494	\$ 219,061	\$ 20,278	\$ 432,384	\$ 218,017	\$ 2,667,310

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**STATE AND FEDERAL
AWARD COMPLIANCE
SECTION**

**CORNING UNION HIGH SCHOOL DISTRICT
 SCHEDULE OF AVERAGE DAILY ATTENDANCE
 FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

	Total ADA		Classroom Based	
	Second Period Report	Annual Report	Second Period Report	Annual Report
Regular ADA: Grades nine through twelve	989.62	981.53	957.14	944.89
ADA Totals	989.62	981.53	957.14	944.89

**CORNING UNION HIGH SCHOOL DISTRICT
SCHEDULE OF INSTRUCTIONAL TIME
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

Grade Level	Minutes Requirements	2025 Actual Minutes	Actual Number of Days Traditional Calendar	Number of Days Multitrack Calendar	Status
Grade 9	64,800	70,298	180	0	In compliance ⁽¹⁾
Grade 10	64,800	70,298	180	0	In compliance ⁽¹⁾
Grade 11	64,800	70,298	180	0	In compliance ⁽¹⁾
Grade 12	64,800	70,298	180	0	In compliance ⁽¹⁾

School districts and charter schools must maintain their instructional minutes as defined in Education Code Section 46207. This schedule is required of all districts and charter schools, including basic aid districts.

This schedule presents information on the amount of instruction time offered by the District and whether the District complied with the provisions of Education Code Sections 46200 through 46206.

**CORNING UNION HIGH SCHOOL DISTRICT
SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

	(Budget ¹) 2026	2025	2024	2023
<u>General Fund</u>				
Revenues and other financial sources	\$ 24,225,552	\$ 24,381,527	\$ 21,932,041	\$ 22,711,218
Expenditures	25,135,505	24,692,523	20,698,332	19,247,788
Other uses and transfers out	70,000	70,000	70,000	70,000
Total outgo	25,205,505	24,762,523	20,768,332	19,317,788
Change in fund balance	\$ (979,953)	\$ (380,996)	\$ 1,163,709	\$ 3,393,430
Ending fund balance	\$ 11,549,717	\$ 12,529,670	\$ 12,910,666	\$ 11,746,957
Available reserves ⁽²⁾	\$ 3,105,659	\$ 6,299,402	\$ 5,366,409	\$ 569,895
Designated for economic uncertainty	\$ 1,877,683	\$ 6,299,402	\$ 5,366,409	\$ 569,895
Unassigned fund balance	\$ 1,227,976	\$ -	\$ -	\$ -
Available reserves as a percentage of total outgo	12.3%	25.4%	25.8%	3.0%
Total long-term debt	\$ 24,651,103	\$ 24,918,036	\$ 26,282,580	\$ 25,325,072
Average daily attendance at P-2	940	990	975	1,031

Average daily attendance has decreased by 41 ADA over the past three years. The district anticipates a decrease of 50 ADA.

The general fund balance has increased by \$782,713 over the past three years. For a district this size, the state recommends available reserves of at least 3% of total general fund expenditures, transfers out, other uses (total outgo).

The district has shown an operating surplus in two of the past three years. Total long-term debt has decreased by \$407,036 over the past three years.

¹ Budget numbers are based on the first adopted budget of the fiscal year 2025/26

² Available reserves consists of all unassigned fund balances in the general fund, which includes the reserve for economic uncertainties.

**CORNING UNION HIGH SCHOOL DISTRICT
SCHEDULE OF CHARTER SCHOOLS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

The purpose of this schedule is to list all charter schools chartered by the District and displays information for each charter school on whether or not the charter school is included in the District audit. There were no charter schools to be reported.

**CORNING UNION HIGH SCHOOL DISTRICT
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

PROGRAM NAME	ASSISTANCE LISTING	PASS THROUGH NUMBER	PROGRAM EXPENDITURE
U. S. DEPARTMENT OF EDUCATION			
Passed Through California Department of Education			
<i>Special Education Cluster</i>			
Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611	84.027	13379	\$ 209,511
Special Ed: IDEA Mental Health Average Daily Attendance Alloc, Part B, Sec 611	84.027	15197	12,334
<i>Total Special Education Cluster</i>			<u>221,845</u>
ESEA (ESSA): Title I, Part A, Basic Grants Low-Income and Neglected	84.010	14329	374,969
ESEA: ESSA School Improvement (CSI) Funding for LEAs	84.010	15438	222,432
ESEA (ESSA): Title II, Part A, Supporting Effective Instruction Local Grants	84.367	14341	16,492
ESSA: Title III, English Learner Student Program	84.365	14346	36,980
ESSA: Title IV, Part A, Student Support and Academic Enrichment Grants	(1) 84.424	15396	27,219
Bipartisan Safer Communities Act-Stronger Connections Grant	(1) 84.424	15710	222,881
ESEA (ESSA): Title IV, Part B, 21st Century Community Learning Centers Program	(1) 84.287	14349	<u>276,397</u>
TOTAL U. S. DEPARTMENT OF EDUCATION			<u><u>1,399,215</u></u>
U. S. DEPARTMENT OF AGRICULTURE			
Passed Through California Department of Education			
<i>Child Nutrition Cluster</i>			
National School Lunch Program	10.555	13523	568,986
Child Nutrition: Supply Chain Assistance (SCA) Funds	10.555	15655	33,331
<i>Total Child Nutrition Cluster</i>			<u>602,317</u>
Child Nutrition: CACFP Claims - Centers and Family Day Care Homes	10.558	13529	<u>116,980</u>
TOTAL U. S. DEPARTMENT OF AGRICULTURE			<u><u>719,297</u></u>
U. S. DEPARTMENT OF THE INTERIOR			
Passed Through California Department of Education			
Wildlife Reserve	15.608	N/A	<u>2,867</u>
TOTAL U. S. DEPARTMENT OF THE INTERIOR			<u><u>2,867</u></u>
TOTAL FEDERAL PROGRAMS			<u><u>\$ 2,121,379</u></u>

(1) Audited as major program

**CORNING UNION HIGH SCHOOL DISTRICT
RECONCILIATION OF ANNUAL FINANCIAL AND BUDGET REPORT
TO THE AUDITED FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

	General Fund	Foundation Special Revenue Fund	County School Facilities Fund	Other Nonmajor Governmental Funds
June 30, 2025 Annual Financial and Budget Report Fund Balances	\$ 12,193,578	\$ 3,246,541	\$ 4,421,255	\$ 3,003,402
Adjustments and Reclassifications: Student Activity Special Revenue Fund	336,092	-	-	(336,092)
June 30, 2025 Audited Financial Statements Fund Balances	<u>\$ 12,529,670</u>	<u>\$ 3,246,541</u>	<u>\$ 4,421,255</u>	<u>\$ 2,667,310</u>

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO STATE AND FEDERAL AWARD COMPLIANCE SECTIONS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

1. PURPOSE OF SCHEDULES

A. Schedule of Average Daily Attendance

Average daily attendance is a measurement of the number of pupils attending classes in the District. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments in state funds are made to school districts. This schedule provides information regarding the attendance of students at various grade levels and in different programs.

B. Schedule of Instructional Time

The District has received incentive funding for increasing instructional time as provided by the Incentives for Longer Instructional Day and Longer Instructional Year. This schedule presents information on the amount of instructional time offered by the District and whether the District complied with the provisions of Education Code Sections 46201 through 46206 and whether the Charter School complied with Education Code Sections 47612 and 47612.5.

C. Schedule of Financial Trends and Analysis

This schedule discloses the District's financial trends by displaying past years' data along with current year budget information. These financial trend disclosures are used to evaluate the District's ability to continue as a going concern for a reasonable period of time.

D. Schedule of Charter Schools

This schedule is provided to list all charter schools chartered by the District and displays information for each charter school on whether or not the charter school is included in the District's financial statements.

E. Schedule of Expenditures of Federal Awards

Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Regulations, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requires a disclosure of the financial activities of all federally funded programs. This schedule was prepared to comply with Uniform Guidance requirements.

F. Reconciliation of Annual Financial and Budget Report with Audited Financial Statements

This schedule provides the information necessary to reconcile the fund balances of all funds as reported in the Unaudited Actual Financial Report in SACS to the audited financial statements.

2. RESULTS OF RECONCILIATIONS OF EXPENDITURES PER SCHEDULE OF GRANT ACTIVITY WITH THE DISTRICT'S ACCOUNTING SYSTEMS

There were no material unreconciled differences between the District's records and the schedule of federal grant activity as shown on the Schedule of Expenditures of Federal Awards.

**CORNING UNION HIGH SCHOOL DISTRICT
NOTES TO STATE AND FEDERAL AWARD COMPLIANCE SECTIONS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

3. BASIS OF PRESENTATION – SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The accompanying schedule of expenditures of federal awards includes the federal grant activity of the District and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of *Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Regulations, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

4. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES – SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

Expenditures reported on the schedule are reported on the modified accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowed or are limited as to reimbursement. Negative amounts shown on the schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years. The District has elected not to use the 10 percent de minimus indirect cost rate as allowed under Uniform Guidance.

**OTHER
INFORMATION**

**CORNING UNION HIGH SCHOOL DISTRICT
ORGANIZATION (UNAUDITED)
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

The Corning Union High School District is located in Tehama County and was established in 1907. There were no changes in the boundaries of the District during the current year. The District is currently operating one high school, one continuation high school, one adult education program, and one independent study program.

Governing Board

Name	Office	Term Expires
Tony Turri	President	2026
Cody Lamb	Clerk	2026
Reid Lamson	Member	2026
Larry Glover	Member	2026
James Bingham	Member	2026

Administration

Miguel Barriga
Superintendent

Diana Davisson
Chief Business Official

**OTHER INDEPENDENT
AUDITOR'S REPORTS**



**INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

Board of Trustees
Corning Union High School District
Corning, California

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Corning Union High School District (the District) as of and for the fiscal year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated December 5, 2025.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies, and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws,



regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

C & A LLP

December 5, 2025
Morgan Hill, California



**INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON
INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE
WITH UNIFORM GUIDANCE**

Board of Education
Corning Union High School District
Corning, California

Report on Compliance for Each Major Federal Program

Opinion on Each Major Federal Program

We have audited Corning Union High School District's (the District) compliance with the types of compliance requirements described in *OMB Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the fiscal year ended June 30, 2025. The District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the fiscal year ended June 30, 2025.

Basis for Opinion on Each Major Federal programs

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of Corning Union High School District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal programs. Our audit does not provide a legal determination of Corning Union High School District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the District's federal programs.



Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Corning Union High School District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about Corning Union High School District's compliance with the requirements of each major federal programs.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding Corning Union High School District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of Corning Union High School District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of Corning Union High School District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal



program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

C & A LLP

December 5, 2025
Morgan Hill, California



INDEPENDENT AUDITOR'S REPORT ON STATE COMPLIANCE AND ON INTERNAL CONTROL OVER COMPLIANCE

The Honorable Board of Trustees
Corning Union High School District
Corning, California

Report of State Compliance

Opinion

We have audited the Corning Union High School District's (the District) compliance with the types of compliance requirements described in the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, published by the Education Audit Appeals Panel, that could have a direct and material effect on each of the District's state programs identified below for the fiscal year ended June 30, 2025.

In our opinion the District complied, in all material respects, with the laws and regulations of the State Programs noted in the table below for the fiscal year ended June 30, 2025.

Basis for Opinion on State Compliance Requirements

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting (Audit Guide)*, published by the Education Audit Appeals Panel. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the Corning Union High School District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for the state programs identified in the *Audit Guide*. Our audit does not provide a legal determination of Corning Union High School District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the District's state programs.

Auditor's Responsibilities for the Audit of State Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on Corning Union High School District's compliance based on our audit. Reasonable assurance is a high



level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the *Audit Guide* will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the Corning Union High School District’s compliance with the requirements of applicable state programs as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit;
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District’s compliance with the compliance requirements referred to above and performing such other procedures as we consider necessary in the circumstances;
- Obtain an understanding of the District’s internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*, but not for the purpose of expressing an opinion on the effectiveness of the District’s internal controls over compliance. Accordingly, we express no such opinion; and
- Select and test transactions and records to determine the District’s compliance with the state laws and regulations applicable to the following items:

<u>2024-25 K-12 Audit Guide Procedures</u>	<u>Procedures Performed</u>
Local Education Agencies Other than Charter Schools:	
Attendance	Yes
Teacher Certification and Misassignments	Yes
Independent Study	Yes
Continuation Education	Yes
Instructional Time	Yes
Instructional Materials	Yes
Ratios of Administrative Employees to Teachers	Yes
Classroom Teacher Salaries	Yes
Early Retirement Incentive	N/A
Gann Limit Calculation	Yes
School Accountability Report Card	Yes
Juvenile Court Schools	N/A
Middle or Early College High Schools	N/A
K-3 Grade Span Adjustment	N/A
Apprenticeship: Related and Supplemental Instruction	N/A
Comprehensive School Safety Plan	Yes



<u>2024-25 K-12 Audit Guide Procedures</u>	<u>Procedures Performed</u>
District of Choice	N/A
Home to School Transportation Reimbursement	Yes
School Districts, County Offices of Education, and Charter Schools:	
Proposition 28 Arts and Music in Schools	Yes
After and Before School Education and Safety Program:	
General Requirements	N/A
After School	N/A
Before School	N/A
Proper Expenditure of Education Protection Account Funds	Yes
Unduplicated Local Control Funding Formula Pupil Counts	Yes
Local Control and Accountability Plan	Yes
Independent Study-Coursed Based	N/A
Immunization	N/A
Educator Effectiveness	Yes
Expanded Learning Opportunities Grant (ELOG)	Yes
Expanded Learning Opportunities Program	N/A
Career Technical Education Incentive Grant	Yes
Transitional Kindergarten	N/A
Kindergarten Continuance	Yes
Charter Schools:	
Attendance	N/A
Mode of Instruction	N/A
Nonclassroom-Based Instruction/Independent Study	N/A
Determination of Funding for Nonclassroom-Based Instruction	N/A
Annual Instructional Minutes - Classroom Based	N/A
Charter School Facility Grant Program	N/A

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that a material noncompliance with a compliance requirement will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention from those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor’s Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant



deficiencies in internal control over compliance. Given these limitations, during our audit, we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the *2024-25 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting*. Accordingly, this report is not suitable for any other purpose.

C & A LLP

December 5, 2025
Morgan Hill, California

**FINDINGS AND
RECOMMENDATIONS**

**CORNING UNION HIGH SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

Section I - Summary of Auditor's Results

Financial Statements

Type of auditor's report issued Unmodified

Internal control over financial reporting:

Material weaknesses? ___ Yes x No

Significant deficiencies identified not
considered to be material weaknesses? ___ Yes x None Reported

Non-compliance material to financial statements noted? ___ Yes x No

Federal Awards

Internal control over major programs:

Material weaknesses? ___ Yes x No

Significant deficiencies identified not
considered to be material weaknesses? ___ Yes x None Reported

Type of auditor's report issued on compliance over major programs Unmodified

Any audit findings disclosed that are required to be reported in
accordance with 2 CFR 200.516(a) ___ Yes x No

Identification of Major Programs:

<u>Assistance Listing</u>	<u>Name of Federal Program</u>
84.424	Bipartisan Safer Communities Act-Stronger Connections Grant
84.287	ESEA (ESSA): Title IV, Part B, 21st Century Community Learning Centers Program

Dollar threshold used to distinguish between
type A and type B programs: \$ 750,000

Auditee qualified as low risk auditee? ___ Yes x No

State Awards

Internal control over state programs:

Material weaknesses? ___ Yes x No

Significant deficiencies identified not
considered to be material weaknesses? ___ Yes x None Reported

Type of auditor's report issued on compliance over state programs: Unmodified

**CORNING UNION HIGH SCHOOL DISTRICT
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

Section II – Financial Statement Findings

No findings noted.

Section III – Federal Award Findings and Questioned Costs

No findings noted.

Section IV – State Award Findings and Questioned Costs

No findings noted.

**CORNING UNION HIGH SCHOOL DISTRICT
STATUS OF PRIOR YEAR FINDINGS AND RECOMMENDATIONS
FOR THE FISCAL YEAR ENDED JUNE 30, 2025**

Section II – Financial Statement Findings

No findings noted.

Section III – Federal Award Findings and Questioned Costs

No findings noted.

Section IV - State Award Findings and Questioned Costs

No findings noted.



To the Board of Education of the
Corning Union High School District
Corning, California

We have audited the basic financial statements of the Corning Union High School District as of and for the year ended June 30, 2025, and have issued our report thereon dated December 5, 2025. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility under Generally Accepted Auditing Standards and Government Auditing Standards

As communicated in our engagement letter, our responsibility, as described by professional standards, is to form and express an opinion(s) about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of your respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of the Corning Union High School District solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Other Information in Documents Containing Audited Financial Statements

Pursuant to professional standards, our responsibility as auditors for other information in documents containing Corning Union High School District's audited financial statements does not extend beyond the financial information identified in the audit report, and we are not required to perform any procedures to corroborate such other information.

Our responsibility also includes communicating to you any information which we believe is a material misstatement of fact. Nothing came to our attention that caused us to believe that such information, or its manner of presentation, is materially inconsistent with the information, or



manner of its presentation, appearing in the financial statements.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated with management.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm have complied with all relevant ethical requirements regarding independence.

Significant Risks Identified

Significant risks that required special audit consideration include fair value estimates and revenue bond transactions because of these balances are generally more complex and material to the financial statements.

Qualitative Aspects of the District's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by the Corning Union High School District is included in Note 1 to the financial statements except for GASB 101 and 103 (see Note 1). There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during June 30, 2025. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements include actuarial assumptions included in employee retirement plans that impact pension and other postemployment balances reported in the financial statements, and net present value calculations



for right of use assets and leases.

We evaluated the key factors and assumptions used to develop the identified estimates and determined that it is reasonable in relation to the basic financial statements taken as a whole and in relation to the applicable opinion units.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting Corning Union High School District's financial statements relate to cash and investments, pensions, capital assets, and long-term liabilities.

Significant Unusual Transactions

For purposes of this communication, professional standards require us to communicate to you significant unusual transactions identified during our audit. No significant unusual transactions were identified as a result of our audit procedures that required the attention of management.

Identified or Suspected Fraud

We did not identify nor obtain information that indicates that fraud may have occurred.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management.

Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole and each applicable opinion unit. There were no uncorrected financial statement misstatements identified.

In addition, professional standards require us to communicate to you all material, corrected misstatements that were brought to the attention of management as a result of our audit procedures.



The following adjustments we identified as a result of our audit procedures were brought to the attention of, and corrected by, management.

Account	Description	W/P Ref	Debit	Credit
Adjusting Journal Entries				
Adjusting Journal Entries JE # 1		4020.03		
C&A - To adjust beginning fund balance to tie to FY24 audit report.				
73-9152	INVESTMENTS		\$ 107,005	
73-9791	BEGINNING BALANCE			\$ 107,005
Total			\$ 107,005	\$ 107,005
Adjusting Journal Entries JE # 2				
Adjusting Journal Entries JE # 2		4002.31		
C&A - To correct transfer of scholarship funds to another investment account.				
73-8699	ALL OTHER LOCAL REVENUE		\$ 107,005	
73-9152	INVESTMENTS			\$ 107,005
Total			\$ 107,005	\$ 107,005
Total Adjusting Journal Entries			\$ 214,010	\$ 214,010

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to the Corning Union High School District’s financial statements or the auditor’s report. No such disagreements arose during the course of the audit.

Circumstances that Affect the Form and Content of the Auditor’s Report

For purposes of this letter, professional standards require that we communicate any circumstances that affect the form and content of our auditor’s report. There were no circumstances that affect the form and content of our auditor’s report.

Representations Requested from Management

We have requested certain written representations from management, which are included in the attached letter dated December 5, 2025.

Management’s Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.



Other Significant Matters, Findings, or Issues

In the normal course of our professional association with the Corning Union High School District, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, operating and regulatory conditions affecting the District, and operational plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as the Corning Union High School District's auditors.

This report is intended solely for the information and use of the Board and management of the Corning Union High School District and is not intended to be and should not be used by anyone other than these specified parties.

C & A LLP

December 5, 2025
Morgan Hill, California

Corning Union High School District

Agreement with Sarah Richardson for Master's Degree through CSU Chico

This agreement is made between Corning Union High School District (CUHSD) and Sarah Richardson for the purpose of obtaining a Master's Degree to support and expand dual enrollment and Career Technical Education (CTE) opportunities at Corning High School. The District agrees to cover the costs of the program outlined below provided that the candidate:

1. Successfully completes the Master's Degree program; and
2. Provides three (3) consecutive years of service in a certificated teaching position with Corning Union High School District following completion of the degree. The three-year service commitment will be recognized as follows: Year 1: 2026–2027, Year 2: 2027–2028, Year 3: 2028–2029

Failure to complete the program or the required years of service will result in full reimbursement of the District's investment by the employee to Corning Union High School District.

Teacher Responsibilities

1. Register for the approved Master's Degree program at CSU Chico.
2. Complete and pass all courses required by the program within the prescribed timeframe established by the university.
3. Provide documentation of program enrollment, satisfactory progress, and completion to the District for tuition reimbursement and payments.
4. Collaborate with the District and partner colleges to align coursework that enhances dual enrollment and CTE pathways at Corning High School.
5. Pay all other costs associated with the program beyond the tuition reimbursement covered by this agreement.

District Responsibilities

1. Provide tuition reimbursement incrementally. Teachers must submit proof of registration payments to be reimbursed by January 15th, 2026 or at the start of each semester. Tuition Reimbursement not to exceed \$18,000.
2. Provide Master program completion payout. Teachers must submit official transcripts verifying their degree. Payout is calculated by the number of units completed for the program x district extra duty hourly rate at time of completion.
3. Reimbursements will be processed through District payroll or accounts payable.
4. Maintain a signed copy of this agreement and any supporting documentation within the employee's personnel file.

Repayment Agreement

In the event that Sarah Richardson does not successfully complete the Master's Degree program or separates from employment with Corning Union High School District prior to fulfilling the required three years of post-completion service, she agrees to reimburse the District for any tuition or fees paid on her behalf.

Corning Union High School District

If separation occurs before completion of the required service term, any outstanding balance owed to the District may be withheld from final paychecks or repaid through an agreed-upon payroll deduction plan.

Acknowledgment and Signatures

The parties below agree to the conditions outlined in this document.

Sarah Richardson, Teacher _____ Date:

Miguel Barriga, Superintendent _____ Date:

Board of Supervisors Date of Approval:

Signature of Authorized Party: _____



Corning Union High School District

Agreement with Natalie Borer for Master's Degree

This agreement is made between Corning Union High School District (CUHSD) and Natalie Borer for the purpose of obtaining a Master's Degree to support and expand dual enrollment opportunities at Corning High School. The District agrees to cover the costs of the program outlined below provided that the candidate:

1. Successfully completes the Master's Degree program; and
2. Provides three (3) consecutive years of service in a certificated teaching position with Corning Union High School District following completion of the degree. The three-year service commitment will be recognized as follows: Year 1: 2027–2028, Year 2: 2028–2029, Year 3: 2029–2030.

Failure to complete the program or the required years of service will result in full reimbursement of the District's investment by the employee to Corning Union High School District.

Teacher Responsibilities

1. Register for the approved Master's Degree program.
2. Complete and pass all courses required by the program within the prescribed timeframe established by the university.
3. Provide documentation of program enrollment, satisfactory progress, and completion to the District for tuition reimbursement and payments.
4. Collaborate with the District and partner colleges to align coursework that enhances dual enrollment at Corning High School.
5. Pay all other costs associated with the program beyond the tuition reimbursement covered by this agreement.

District Responsibilities

1. Provide tuition reimbursement incrementally. Teachers must submit proof of registration payments to be reimbursed by January 15th, 2026 or at the start of each semester. Tuition Reimbursement not to exceed \$26,000.
2. Provide Master program completion payout. Teachers must submit official transcripts verifying their degree. Payout is calculated by the number of units completed for the program x district extra duty hourly rate at time of completion.
3. Reimbursements will be processed through District payroll or accounts payable.
4. Maintain a signed copy of this agreement and any supporting documentation within the employee's personnel file.

Repayment Agreement

In the event that Natalie Borer does not successfully complete the Master's Degree program or separates from employment with Corning Union High School District prior to fulfilling the required three years of post-completion service, she agrees to reimburse the District for any tuition or fees paid on her behalf.

Corning Union High School District

If separation occurs before completion of the required service term, any outstanding balance owed to the District may be withheld from final paychecks or repaid through an agreed-upon payroll deduction plan.

Acknowledgment and Signatures

The parties below agree to the conditions outlined in this document.

Natalie Borer, Teacher _____

Date:

Miguel Barriga, Superintendent _____

Date:

Board of Supervisors Date of Approval:

Signature of Authorized Party: _____



Artificial Intelligence Guiding Principles & Acceptable Use Policy for Students

Purpose:

This policy outlines the guiding principles and acceptable use of artificial intelligence (AI) technologies and tools within Corning Union High School District to ensure their responsible, ethical, and effective integration into the educational environment.

Scope:

This policy applies to all students who use AI tools and resources provided by Corning Union High School District.

1. Definitions:

- Artificial Intelligence (AI): Technologies that simulate human intelligence processes, including learning, reasoning, and self-correction.
- AI Tools: Software and applications that utilize AI technologies, such as chatbots, adaptive learning platforms, and automated grading systems.

2. Guiding Principles:

- Ethical Use: AI tools must be used in ways that uphold the values of fairness, transparency, accountability, and respect for student privacy.
- Educational Enhancement: AI should enhance, not replace, traditional teaching methods and foster a supportive learning environment.
- Privacy and Security: The use of AI must comply with all relevant privacy laws and regulations.

3. Acceptable Uses:

- Supplement exploration of different angles on a topic.
- Assist with finding information, summarizing texts and exploring different perspectives.
- Used for translation, grammar and spell checking, and to improve writing style.

4. Prohibited Uses:

- Bias and Discrimination: Any use of AI that perpetuates or amplifies bias, discrimination, or inequity is strictly prohibited.
- Invasion of Privacy: AI applications must not infringe on the privacy of students, staff, or other individuals. Personal data must be handled with the utmost care and confidentiality.
- AI applications shall not be used to complete assignments that are assigned or designed for completion by a student. The applications should also not be used in a manner that would defeat the purposes of an assignment or work intended for human completion.

5. Responsibilities:

- Students: Use AI tools ethically and responsibly, adhering to the guidelines set forth in this policy.

6. Training and Support:

- Teachers will provide ongoing training and resources to students to support the effective and ethical use of AI in the classroom.

- Workshops and/or information sessions will be held as needed to keep students updated on new AI developments and best practices.

7. Monitoring and Evaluation:

- AI tools and their impact on the educational environment may be monitored and evaluated by the district.
- Feedback from students is encouraged to ensure continuous improvement and address any issues promptly.

8. Policy Review:

This policy may be updated as necessary to reflect new developments in AI technology and education standards. The most current policy is on the school website (www.corninghs.org)

9. Compliance and Enforcement:

Violations of this policy may result in disciplinary action, including but not limited to suspension of AI tool access, earning a zero on the assignment, reduction in grade (for repeat offences), or other consequences as deemed appropriate by school administration.

10. Acknowledgment

I have read and understood the Artificial Intelligence Guiding Principles & Acceptable Use Policy for Students. I agree to adhere to the guidelines and principles outlined above.

Name: _____

Signature: _____

Date: _____



CORNING UNION HIGH SCHOOL DISTRICT

Miguel Barriga, Superintendent

Board Members: Tony Turri, Cody Lamb, James Bingham, Larry Glover and Reid Lamson

Corning Union High School District

In Recognition of the 50th Anniversary of the Individuals with Disabilities Education Act (IDEA) Resolution No. 481

WHEREAS, on November 29, 1975, the Education for All Handicapped Children Act was signed into law, guaranteeing a free appropriate public education (FAPE) to children with disabilities; and

WHEREAS, this law was later reauthorized and renamed the Individuals with Disabilities Education Act (IDEA) in 1990, and over the past fifty years has helped ensure that children with disabilities have access to educational opportunities and supports enabling them to reach their full potential; and

WHEREAS, IDEA continues to be the foundation of special education in the United States, guaranteeing students with disabilities the right to learn, grow and thrive; and

WHEREAS, prior to 1975, millions of children with disabilities were excluded from public education; and

WHEREAS, the legislation was born from the civil rights movement to ensure equal educational access for children with disabilities, influenced by landmark cases like *Brown v. Board of Education* (1954) and *PARC v. Commonwealth of Pennsylvania* (1972), which affirmed the right to education for children with disabilities and established the principles of a FAPE and the Least Restrictive Environment (LRE); and

WHEREAS, IDEA has set a national standard for inclusion, specialized instruction, procedural safeguards, and parental participation in planning the education of students with disabilities; and

WHEREAS, IDEA has led to measurable improvements in outcomes for students with disabilities, including higher graduation rates, increased postsecondary enrollment, and greater workforce participation; and

WHEREAS, families, educators, school administrators, related service providers, advocates, and communities have worked in partnership to make IDEA a living promise rather than merely a statute; and

WHEREAS, the 50th anniversary of IDEA is an important milestone to reflect on the progress made, the challenges that remain, and to renew our collective commitment to equity, access, and excellence for all students;

NOW, THEREFORE BE IT RESOLVED, that the **Corning Union High School District** , does hereby recognize the 50th anniversary of the Individuals with Disabilities Education Act (IDEA) and reaffirm their ongoing commitment to ensuring that every child with a disability in Tehama County has access to the high-quality education, services, and supports necessary to reach their full potential.

PASSED AND ADOPTED by the **Corning Union High School District** , on **January 15, 2026**

A handwritten signature in blue ink, reading "Miguel Baraga", is written over a horizontal line.

SIGNATURE

Corning Union High School

Safety Plan

2025-2026

Committee Members:

Miguel Barriga, Superintendent
Matt Hewitt, School Resource Officer, Corning Police Department
Justine Felton, Associate Principal

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Assessment of the Current Status of School Crime

2024-25 Suspension Statistics

Ed Code	Description of Offense	Number of Suspensions
48900(a)	Related to the physical injury of another student	39
48900(b)	Related to the possession of a dangerous object (knife, etc.)	3
48900(c)	Related to the possession, use, etc. of a controlled substance or alcohol	28
48900(d)	Related to distributing a controlled substance	0
48900(f)	Related to damaging school or private property	0
48900(g)	Related to theft of school or private property	0
48900(h)	Related to the possession or use of tobacco	18
48900(i)	Related to committing obscene acts or using profanity	4
48900(j)	Related to the possession of drug paraphernalia	0
48900(k)	Related to the disruption of school activities or defiance of a school authority	0 No longer permitted July 2025
49000(r)	Related to bullying	0
48900.2	Related to Sexual Harassment	0
48900.7	Terroristic Threats	0

Total Suspensions:

66 (unduplicated students - at home suspensions)

Appropriate Programs and Strategies That Provide School Safety

1. Law Enforcement Presence – Through a partnership with Corning Police Department, Corning Union High School (CUHS) has a strong law enforcement presence on campus. CUHS has a full time School Resource Officer on campus during school hours. Also, the CUHS administration maintains a strong working relationship with the Tehama County Probation Department, Tehama County District Attorney’s Office, and other county agencies.
2. School Administration Providing Safety Support – The Principal and Associate Principals all have campus supervision responsibilities that assist in school safety. One Associate Principal is the “lead” in this area, responsible for coordinating campus supervision before school, between classes, at lunch, and after school. Other administrators supervise specified areas at lunch and also assist in supervision of the campus at other times during the school day.
3. Threat Assessment Team – Two Associate Principals, three school counselors, the school psychologist, school resource officer and HOPE center director sit on a committee which reviews high risk students. Students are placed on the list if they show suicidal ideation or make any threat to others or the school. The team tracks the students ensuring all available resources are available to the student and family.
4. Attendance Polices – CUHS encourages attendance by diligently tracking and following up on student attendance issues. The school employs two full time attendance secretaries that are responsible for monitoring student attendance and reporting to the Associate Principal when necessary. The attendance office attempts to contact parents/guardians of students that are absent through our automated calling system, Parent Square. If a student is gone for three consecutive days with no contact from a guardian, school staff makes personal phone calls attempting to figure out why the student is missing. Students that are habitually truant are referred to the School Attendance Review Board (SARB) that is facilitated by the Tehama Department County of Education and Tehama County District Attorney’s Office. Also, guardians of students that miss more than 10% of school days for any reason are notified that their student’s absences may only be cleared by a doctor or school personnel (per CA Ed Code). Lastly, students are encouraged to be in school through a policy of assigning credits in class based on student attendance. Students with 9 or more absences in any one class in a semester receive reduced credit.
5. Campus Supervisors – CUHS employees a full time campus supervisors and there is one teacher that are paid an additional stipend to supervise campus at lunch. The Associate Principal coordinates these campus supervisors and they are assigned specific areas around the school to monitor. (Appendix A)

6. Communication Tools – CUHS employs the following communication tools: email, telephones, bell system, alarm system, district owned cell phones (approximately 45 staff). Last year we installed an upgraded phone system and outdoor speaker system. This allows a large portion of campus and all classrooms to receive a page or “all call”.
7. Student Identification Policy – Students at CUHS are required to carry their student ID at all times. Students can use their ID to purchase their lunch, and are required to show their ID to use the library or computer labs.
8. Visitor Policy – All visitors are required to check in to the main office upon arriving to campus. Notices of this requirement are posted at various places throughout campus. The administration along with the lunch supervision staff patrols the parking lots and perimeter of campus at various times during the day to ensure that the visitor policy is being followed. Also, two years ago CUHS remodeled its main office to prevent visitors from having to come on to the main campus to get into the office. Visitors now enter the office on the perimeter of campus.
9. Monitoring Academic Progress – Four counselors are responsible for monitoring the academic progress of approximately 1020 students at CUHS. The administration and teachers communicate regularly with the counselors about specific students’ needs and their need for intervention or alternative academic programs.
10. Monitoring School Behavior – One Associate Principal is largely responsible for tracking and addressing student behavior issues. CUHS employs its “Discipline Step Process”. This process is used as a tool to communicate with parents, students and teachers about behavior issues. Different steps in the process carry different consequences.
11. Lock Down Procedures – CUHS has updated its procedures for locking down the school in the case that it becomes necessary to do so (See Appendix B). CUHS has moved to using Run, Hide, Fight procedures in responding to an active threat on campus. Essentially, Run, Hide, Fight directs staff and students to be proactive in escaping or defending themselves rather than only being passive and hiding. (See Appendix B).
12. Corning PD also has access to the surveillance cameras on campus and can access them at anytime in dispatch center.
13. CUHS is in the process of adding AEGIX mapping software. All staff/law enforcement will have access to application. The software allows staff to communicate with admin and law enforcement indicating if they are safe, unsafe, or need medical during an active threat.
14. Other School Safety Programs and Resources - CUHS has a student support services department that provides a number of different supports for students. There are

three counselors, a full time school psychologist, an EL coordinator, and multiple teachers and paraprofessionals that provide academic and behavioral interventions in mainstream classes and in special programs. In addition to this, CUHS provides further services to students through cooperation with community organizations and funding from various grants. Currently, CUHS has an MOU with the City of Corning to use grant funds to provide full time marriage and family therapists at no charge to students in addition to paying for a full time school resource officer. This grant allows CUHS to provide individual, group, and family therapy by professional marriage and family therapists at no charge.

Child Abuse Reporting Procedures

A mandated reporter who knows or reasonably suspects that a minor is the victim of child abuse must report immediately by telephone and in writing by follow-up report within 36 hours to a law enforcement agency. The law penalizes the failure to report by imposing a jail sentence on the defaulting mandated reporter. On the other hand, the law rewards the reporter who meets the reporting obligation by granting absolute immunity from civil or criminal prosecution. (Penal Code Section 11166)

Mandated Reporter: a "Child care custodian"; includes teachers, administrators, certificated pupil personnel staff. If specifically trained in child abuse detection, also includes instructional aides, teacher's aides, and teacher assistants. District employed child care workers and health practitioners (doctors, nurses and psychologists) are also mandated reporters.

Knowledge of or Reasonably Suspects Abuse: When a mandated reporter observes a child with physical "injuries which appear to have been inflicted...by other than accidental means by any other person..." Whether or not there are visible physical injuries, all suspected sexual abuse must be reported.

To Whom is the Report Made: An oral report to designated law enforcement or protective service agencies must be made within 24 hours with a written report to follow within 36 hours. The observing employee must contact

Tehama County Child Protective Services: (530)527-1911
(530)527-7640 (Fax)

Or

Corning Police Department: (530)824-7000

A follow up written report must be submitted within 36 hours. Forms (See Appendix C) are available at Corning Union High School through the administration or counseling department.

Law enforcement may interview suspected victims of child abuse on school premises during school hours. If this happens, the child may choose to be interviewed in private or may select an adult staff member to be present. In any case, California Penal Code 11174.3 should dictate how the interview takes place.

11174.3. (a) Whenever a representative of a government agency investigating suspected child abuse or neglect or the State Department of Social Services deems it necessary, a suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be afforded the option of being interviewed in private or selecting any adult who is a

member of the staff of the school, including any certificated or classified employee or volunteer aide, to be present at the interview. A representative of the agency investigating suspected child abuse or neglect or the State Department of Social Services shall inform the child of that right prior to the interview.

The purpose of the staff person's presence at the interview is to lend support to the child and enable him or her to be as comfortable as possible. However, the member of the staff so elected shall not participate in the interview. The member of the staff so present shall not discuss the facts or circumstances of the case with the child. The member of the staff so present, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, a violation of which is punishable as specified in Section 11167.5. A representative of the school shall inform a member of the staff so selected by a child of the requirements of this section prior to the interview. A staff member selected by a child may decline the request to be present at the interview. If the staff person selected agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding.

Suspension and Expulsion Policies

When necessary, CUHS suspends and expels students according to California education code, specifically sections 48900 and 48915. Except in cases in which the offense threatens the safety of students, staff or school facilities, attempts will be made by the staff and/or administration to correct student behavior by other means prior to employing suspension and/or expulsion.

When a student is referred to the administration for discipline, the "Discipline Step Process" is used to determine what consequences (including suspension) a student will receive. This process is outlined in the student handbook and is a useful tool to communicate with students, parents and staff about discipline and future consequences.

- Step I: Warning/Parent Contact
- Step II: 1 day suspension/Parent Contact
- Step III: 2 day suspension/Parent Contact
- Step IV: 3 day suspension/Parent Contact
- Step V: 5 day suspension/Parent Contact
- Step VI: 5 day suspension/Transfer to Continuation or Expulsion

For more information regarding suspensions and expulsions, refer to CUHSD Board Policy and Administrative Regulation 5144.1.

School District Protocol for Dangerous, Violent, or Unlawful Activities

Effective Since: January 1, 2024

Overview: Our school district has established a comprehensive response plan for dangerous, violent, or unlawful activities occurring at school, during school-sponsored activities, or on school buses, as required by Senate Bill 671.

I. Reporting and Assessment

- We have established clear and accessible channels for all members of our school community to report any dangerous, violent, or unlawful activities.
- Our trained staff promptly assess the credibility and severity of these reports to determine the appropriate response.

II. Immediate Response and Safety Measures

- In response to credible threats, we swiftly implement safety measures including lockdowns, evacuations, or soft lock down, tailored to the specific nature of the incident.
- Regular drills and training sessions ensure that staff and students are well-prepared for these procedures.
- Purchase software that allows staff to communicate whether they are safe or not

III. Coordination with Law Enforcement

- We maintain a strong partnership with local law enforcement agencies, ensuring immediate notification and coordinated response to incidents.
- Joint response plans have been developed with law enforcement for various types of threats.

IV. Communication with Parents and Community

- Our communication plan enables us to inform parents and the community promptly and accurately during incidents, balancing transparency with confidentiality.
- We provide regular updates as situations evolve.

V. Support Services

- Counseling and support services are readily available for students and staff affected by incidents of violence or unlawful activities.
- We offer resources and referrals for additional assistance when needed.

VI. Training for Staff and Students

- Our ongoing training programs for staff and students cover recognizing, reporting, and responding to dangerous situations, including conflict resolution and de-escalation techniques.

VII. Review and Update of Protocol

- We regularly review and update our protocol to align with current best practices and legal requirements.
- Feedback from staff, law enforcement, and community members is a vital part of our review process.

VIII. Prevention and Education

- Our educational programs focus on violence prevention, conflict resolution, and fostering a safe and respectful school environment.
- We actively engage students in creating a positive school culture that discourages violent or unlawful behavior.

Emergency Procedures for Students with Special Needs and School District Protocol for Adaptations for Pupils with Disabilities

Effective Since: January 1, 2024

Overview: In compliance with Senate Bill 323, our school district has integrated comprehensive adaptations into our disaster procedures to ensure accessibility and safety for pupils with disabilities. This initiative aligns with the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

I. Inclusion of Adaptations in Disaster Procedures

- All disaster response plans now include specific adaptations to accommodate the needs of pupils with various disabilities.
- These adaptations are designed to ensure that all evacuation, lockdown, and emergency response procedures are accessible to every student.

II. Collaboration with Special Education Experts

- We have collaborated with special education experts and disability advocates to develop and refine these adaptations.
- Regular training is provided to all staff members to familiarize them with the specific needs and appropriate responses for students with disabilities.

III. Annual Safety Plan Evaluation

- Our safety plans undergo an annual evaluation to ensure that they include effective and up-to-date adaptations for pupils with disabilities.
- This evaluation process involves feedback from teachers, parents, and disability experts.

IV. Open Communication Channels

- We maintain open channels of communication for school employees, parents/guardians, educational rights holders, and pupils to raise concerns regarding individual students' ability to access disaster procedures.
- These concerns are promptly brought to the attention of the school principal for assessment and action.

V. Individualized Response Strategies

- When a concern about an individual pupil's access to disaster procedures is validated, we develop and implement tailored strategies to address their specific needs.

- These strategies are incorporated into the overall disaster response plan for the school.

VI. Regular Drills and Accessibility Checks

- Drills incorporating these adaptations are conducted regularly to ensure that all students, including those with disabilities, can participate effectively.
- Accessibility checks are a routine part of these drills to identify and rectify any gaps in our response plans.

VII. Continuous Improvement and Updating

- Our protocols for pupils with disabilities are subject to continuous review and improvement to adapt to changing needs and feedback.
- We stay informed about advancements in accessibility and emergency response to ensure our practices are up to date.

Note: The integration of these adaptations into our disaster procedures reflects our commitment to the safety and inclusivity of all students. We recognize the importance of addressing the unique needs of pupils with disabilities in emergency situations and are dedicated to ensuring that our safety plans are comprehensive, effective, and inclusive. Our approach involves ongoing collaboration with the community, experts, and stakeholders to provide a safe and supportive learning environment for every student. The Principal is responsible for identifying all students who will require additional assistance working with the designated certificated staff (classroom teachers) and to ensure that coverage and a plan is completed for each student.

Policy for Notifying Teachers of Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that states teachers must be notified of the reasons(s) a student has been suspended, CUHS communicates via email with teachers regarding suspensions. The Admin sends an email every week to the staff that includes student names, grades, number of days suspended, return date, and offense. The information in these emails is confidential and is to be seen by school staff only.

Pursuant to Education Code 48267, Tehama County Probation notifies the CUHSD Superintendent regarding students who have engaged in certain criminal conduct. This information is forwarded to the Vice Principal's office. From there, the information is forwarded to teachers or administration when appropriate.

Discrimination and Harassment

Corning Union High School is dedicated to provide every student an equal opportunity to receive an education in any school program or activity. No person shall discriminate against or engage in harassment of a pupil because of the pupil's race, sex, gender, sexual orientation, color, religion, mental or physical disability, national origin, ancestry, or ethnic group identification.

Concerning sexual harassment, CUHS has adopted Board Policy and Administrative Regulation 5145.7. According to this policy and regulation, any student who engages in sexual harassment of anyone at school or at a school sponsored activity is in violation of school rules and will be subject to disciplinary action. All other forms of harassment, bullying, or intimidation are dealt with according to California Education Code, Sections 48900 and 48915.

DRESS CODE

Corning Union High School has established a student dress code in order to assure a safe, productive and appropriate learning environment for students. In addition to these goals, the dress code is intended to establish a minimum level of acceptable dress. Students and parents are encouraged to consider carefully what type of dress is appropriate for a school environment. Thinking through this can be a valuable learning process for young people as they prepare to enter a variety of work environments.

1. No student shall wear any clothing that is disruptive or likely to be disruptive to the learning environment or is offensive or distracting to other students, teachers or parents.
2. Shorts may be worn, but must be an appropriate length for an educational or professional setting.
3. Tops that expose the lower back, stomach or cleavage are prohibited. Off the shoulder shirts will also be prohibited. Bras and spaghetti straps may not be exposed. Boys' shirts must have sleeves (no tank tops or cutoff sleeves). However, boys will be allowed to wear tank tops for special school events. These events will be identified in the bulletin.
4. All clothing accessories or tattoos that have pictures or writing that is vulgar, obscene, violent, alcohol/drug/tobacco-related, is not allowed at Corning Union High School. This type of clothing is not consistent with our educational philosophy and is disruptive to the educational process.
5. Any apparel and or accessories that is deemed by staff or law enforcement to be gang affiliated will not be allowed at school or on campus at any time. This includes, but is not limited to red or blue bandanas, belts, rosaries, or bracelets. This also includes haircuts or styles, tattoos, or other body modifications or apparel that explicitly or implicitly reference the numbers 13 or 14, or gang names/nicknames, or other gang references. These guidelines have been developed with the cooperation of trained law enforcement personnel who have specific and ongoing training as it relates to gangs. These guidelines are subject to change at any time and without notice (written or verbal) if new gang identification trends are discovered. Also, any student in possession of materials which are deemed to have specific writings, insignias and or references of anything gang-related will be confiscated by CUHSD and information shared with the Corning Police Department and the Tehama County Special Investigations Unit
6. Hats and beanies shall be worn properly – they shall have the bill facing forward and they are not to be worn in the classroom or offices. Altered hats and beanies are not allowed. Hoods must also be removed in the classroom or office.
7. Pajamas/Slippers are not allowed to be worn at school.
8. Pants must fit at the waist and/or be secured in a way that prevents sagging. Underwear cannot be visible at any time.

Violation of Dress Code

First Offense: Student will be required to change.

Second Offense: Student will be required to change and reminded that the next violation will result in suspension.

Further Offenses: Student will be required to change and suspended and/ or placed on the appropriate place of the step process.

Students that violate the dress code and do not have an appropriate piece of clothing to change in to will be loaned a shirt or sweat pants for the day. CUHS will also provide rosaries as needed. Students may NOT miss class to wait for someone to bring them a new piece of clothing.

Safe Ingress and Egress Procedures

Corning Union High School has designated areas for bus loading/unloading and parents dropping off students. Also, CUHS has sidewalks around the campus to make sure students had a safe passage to and from school.

Corning Union High School also has evacuation maps posted in all facilities. Students and staff evacuate to either the East Soccer Fields or South JV Baseball Field depending on their location on campus.

CUHS has new bus only loading zone on the South side of campus. Buses have their own loading zone and students are not on the street or in a parking lot.

CUHS is also in the process of building a new parking lot for students. This parking lot should ease traffic issues on Blackburn and eliminate street parking. Estimated completion date is Nov 2024

Discipline Procedures

Students in public education have an obligation to conform their behavior to acceptable standards. Corning Union High School's code of behavior clearly states these standards and the consequences of breaking these standards. Failure to comply with this code of behavior can result in suspension from school. When a student reaches this stage, the school must afford the student certain due process rights, including notice of the charges and the opportunity to be heard. Students also have a right to present evidence and cross-examine witnesses. In order to insure that the students of Corning Union High School are given due process we do the following things when any consideration is given to suspension of a student:

1. We provide the opportunity for all students and parents to know the rules and regulations and the consequences of breaking these rules and regulations.
2. We inform the student what charges have been brought against him/her.
3. We allow the student to see all the records that are made and provide him/her a copy if one is desired.
4. The student is provided an opportunity to confer with an administrator and to tell his/her version of what occurred.
5. The student is informed of the next steps of the discipline process and the consequences of further violations.
6. The parents/guardians are notified each time that a suspension takes place.

IMMIGRATION ENFORCEMENT NOTIFICATION PLAN (AB 49 / SB 98 Compliance)

Purpose

The purpose of this plan is to ensure the immediate and lawful notification to parents/guardians, teachers, staff, and the school community when immigration enforcement is confirmed on or near school grounds, in alignment with California AB 49 and SB 98. This plan supports the district's commitment to maintaining a safe, inclusive, and non-hostile learning environment for all students regardless of immigration status.

Notification Requirements

In the event of confirmed immigration enforcement activity on school grounds, the district must:

- Notify parents/guardians, teachers, staff, and the school community immediately upon confirmed presence of immigration enforcement.
 - Notification must include:
 1. Date and time of the incident
 2. Specific location on or near the school site
 - Maintain a written record of the notification and event.
 - Follow established procedures and scripts to ensure clarity, accuracy, and consistency.
 - Notification must be issued in families' primary languages whenever practicable.
-

Communication Procedures

1. Verification
 - The Superintendent, Principal, or Designee will first confirm the presence of immigration enforcement agents through law enforcement or firsthand administrative observation.
 - No notification will be sent until presence is verified, not rumored.
2. Internal Alert
 - Administration will immediately notify:
 - District Superintendent
 - Site Administrator(s)
 - School Safety/School Resource Officer (if applicable)
3. Community Notification (within minutes of confirmation)

Notifications will be sent through the school's established mass communication systems, which may include:

 - ParentSquare, , Aeries Communication, email, phone, text, and website posting

Sample Notification Language

This is an official notice from [District/School Name]. At approximately [time], immigration enforcement was confirmed at [location] on/near campus. Students and staff are safe. We will continue to monitor the situation and provide updates as needed.

4. Staff Protocol

- Staff are directed to continue normal supervision and instruction
 - Staff shall not engage with immigration enforcement agents unless instructed through district chain of command
 - Staff shall not share student information without district direction (per FERPA and CA Ed Code protections)
-

Record Keeping

The district will maintain the following records for no fewer than 3 years:

- Date, time, and location of confirmed enforcement
- Copy of original notification sent
- List of communication methods used
- Any follow-up notices or directives
- Personnel involved in the decision and communication
- Site impact summary (if applicable)

Records will be maintained by the District Office under the Superintendent or Designee.

Annual Review

- Procedures will be reviewed and updated annually as part of the Comprehensive School Safety Plan review process.
-

Statement of Commitment

The district reaffirms that schools are safe zones. Students will be supervised, supported, and protected during any such event, and education will continue without interruption whenever safely possible. The district complies with state law, federal privacy protections, and community-centered notification requirements.

Opioid Overdose Protocol
Effective Since: January 1, 2024

NALOXONE ADMINISTRATION PROTOCOL

RECOGNIZE:

Observe individual for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

- Respiratory depression evidenced by slow respirations or no breathing (apnea)
- Unresponsiveness to stimuli (such as calling name, shaking, sternal rub)

Suspicion of opioid overdose can be based on:

- Presenting symptoms
- History
- Report from bystanders
- School nurse or staff prior knowledge of person
- Nearby medications, illicit drugs or drug paraphernalia

Opioid Overdose vs. Opioid High

Opioid High	Opioid Overdose
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred, breathing	Speech infrequent, not breathing, very shallow breathing
Appears sleepy, nodding off	Deep snorting or gurgling
Responds to stimuli	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Slowed heart beat/pulse
Normal skin color	Cyanotic skin coloration (blue lips, fingertips)
	Pinpoint pupils

(Adapted from Massachusetts Department of Public Health Opioid Overdose Education and Naloxone Distribution)

RESPOND

Immediately call for help

- Call for help- Dial 911.
 - Request Advanced Life Support.
- Assess breathing: Perform rescue breathing if needed.
 - Place the person on their back.
 - Tilt their chin up to open the airway.
 - Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch.
 - If present. remove it.
 - If using mask, place and hold mask over mouth and nose.
 - If not using mask, pinch their nose with one hand and place your mouth over their mouth
 - Give 2 even, regular-sized breaths.
 - Blow enough air into their lungs to make their chest rise.
 - If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure.
 - If you are not using a mask and don't see their chest rise, out of the corner of your eye make sure you're pinching their nose.
 - Breathe again.
 - Give one breath every 5 seconds.

REVERSE

Administer naloxone

Via IV auto injectable (Evzio):

Remove red safety guard when ready to use. Place the black end against the middle of the patient's outer thigh, through clothing (pants, jeans, etc) if necessary, then press firmly and hold in place for 5 seconds. After use, place the auto-injector back into its outer case. Do not replace the **red** safety guard.



Step 1

Step 2

Step 3

(Graphic credit: kaleo, 2016)

- Place person in recovery position (lying on their side).
- Stay with the person until help arrives.
- Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols.

Note: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, increased heart rate (tachycardia), fever, runny nose, sneezing, goose bumps (piloerection), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, and increased blood pressure. **Risk of adverse reaction should not be a deterrent to administration of naloxone.**

DIRECTIONS



Emergency Treatment of Opioid Overdose

Important:

- For use in the nose only
- Do not test nasal spray device before use
- 1 nasal spray device contains 1 dose of medicine
- Each device sprays 1 time only



① CHECK



② GIVE



③ CALL



④ WATCH/GIVE



⑤ STAY



Step 1: CHECK if you suspect an overdose:

- **CHECK** for a suspected overdose: the person will not wake up or is very sleepy or not breathing well
 - yell "Wake up!"
 - shake the person gently
 - if the person is not awake, go to Step 2

Step 2: Give 1st dose in the nose

- **HOLD** the nasal spray device with your thumb on the bottom of the plunger
- **INSERT** the nozzle into either NOSTRIL
- **PRESS** the plunger firmly to give the 1st dose
- 1 nasal spray device contains 1 dose

Step 3: Call 911

- **CALL 911** immediately after giving the 1st dose

Step 4: WATCH & GIVE

- **WAIT** 2-3 minutes after the 1st dose to give the medicine time to work
- if the person wakes up: Go to Step 5
- if the person does not wake up:
 - **CONTINUE TO GIVE** doses every 2-3 minutes until the person wakes up
 - it is safe to keep giving doses

Step 5: STAY

- **STAY** until ambulance arrives: even if the person wakes up
- **GIVE** another dose if the person becomes very sleepy again
- You may need to give all the doses in the pack

Unfold for Directions



EMERGENT

For opioid emergencies, call 911. For questions on NARCAN, call 1-844-4NARCAN (1-844-462-7226) or go to www.narcan.com.

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A1182

REFER

- Have the individual transported to nearest medical facility, even if symptoms seem to get better.
- Contact parent/guardians per school protocol.
- Complete Naloxone Administration Report form.
- Follow up with treatment referral recommendations.

References

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Plan for Implementing Instructional Continuity in Compliance with New Legislation (SB 153)

Overview

In response to the new bill requiring the inclusion of an instructional continuity plan in the comprehensive school safety plans of school districts we have developed a strategy to ensure seamless communication and continued instruction during emergencies that disrupt in-person learning. This plan will be fully implemented by July 1, 2025, and will align with the guidance provided by the Superintendent, which is expected to be posted by March 1, 2025.

Key Components of the Instructional Continuity Plan

1. Technology Access

a. Chromebooks for All Students: Each student will have access to a Chromebook to facilitate online learning during emergencies. Chromebooks will be distributed at the start of the school year, with provisions for immediate deployment if an emergency arises mid-year.

b. Google Classroom: Google Classroom will serve as the primary platform for delivering instruction, assignments, and communication. Teachers will ensure that all course materials are accessible through this platform.

2. Communication with Students and Families

a. Emergency Contact Information: We will update and verify emergency contact information for all students and families at the beginning of each school year and during key points throughout the year.

b. Multiple Communication Channels: Communication during an emergency will be managed through multiple channels, including email, phone calls, text messages, and the school's website. We will also use Google Classroom, ParentSquare and social media to send out notifications and updates.

c. Parent and Student Training: Training sessions on how to access and use Google Classroom and other communication tools will be provided to both students and families. This will ensure that everyone is prepared to transition to online learning seamlessly.

3. Instructional Delivery

a. Online Instruction: In the event of an emergency, teachers will transition to delivering lessons via Google Classroom. This will include a mix of live (synchronous) and recorded (asynchronous) lessons to accommodate varying access to technology and internet connectivity.

b. Assignment Submission: Students will submit assignments through Google Classroom. Teachers will provide timely feedback and support through the platform.

c. Special Education and Support Services: We will ensure that students with special needs continue to receive appropriate support services. This includes providing online access to special education services and resources.

4. Teacher Preparedness

a. Professional Development: Ongoing professional development will be provided to teachers on effective online instruction, use of Google Classroom, and emergency preparedness as needed.

5. Monitoring and Evaluation

a. Feedback Loop: We will establish a feedback loop with students, families, and staff to continuously improve our instructional continuity plan. Surveys and direct communication will be used to gather input.

b. Performance Metrics: Student engagement, attendance, and academic performance during online learning periods will be monitored to assess the effectiveness of the plan. Adjustments will be made as needed.

6. Compliance with State Guidance

a. Alignment with Superintendent's Guidance: We will closely monitor the guidance provided by the Superintendent on or before March 1, 2025, to ensure our plan aligns with state expectations. Any necessary updates will be made to our plan based on this guidance.

7. State-Mandated Reporting

a. Documentation and Reporting: We will maintain detailed documentation of our instructional continuity plan and any instances where it has been implemented. This will be included in our comprehensive school safety plan and reported to the appropriate state authorities as required.

Conclusion

This plan will ensure that our school district is fully prepared to continue educating students and communicating with families in the event of an emergency that disrupts in-person instruction. We are committed to providing a seamless transition to online learning, ensuring that all students have the resources and support they need to succeed, even during challenging times.

Cardiac Arrest Emergency Response Plan

Purpose

To ensure a rapid, coordinated, and effective response to any suspected cardiac arrest incident on campus or during any school-sponsored activity. Early recognition, immediate CPR, and timely use of an Automated External Defibrillator (AED) are critical to survival.

I. Immediate Actions

1. Recognize the Emergency
 - If an individual collapse, becomes unresponsive, or shows no normal breathing or pulse, suspect cardiac arrest.
 - Call out for help immediately.
2. Activate the Emergency Response System
 - Call 911 immediately and provide:
 - Exact location (building, field, room, etc.)
 - Victim's condition and suspected cardiac arrest
 - Whether CPR has been started and if an AED is being retrieved
 - Notify campus administration and the Athletic Trainer (if available).
3. Initiate CPR
 - Begin chest compressions immediately (Push hard and fast: 100–120 compressions per minute, 2 inches deep, allowing full recoil).
 - If trained, provide rescue breaths at a 30:2 ratio.
4. Retrieve and Use AED
 - Send the nearest person to bring the closest AED to the scene.
 - Turn on the AED and follow voice prompts.
 - Continue CPR until the AED instructs otherwise or EMS personnel take over.

II. AED Locations

AEDs are strategically placed across campus and at all athletic facilities. A current AED map shall be posted in all classrooms, offices, and athletic areas. AEDs are to be checked monthly by designated staff for battery life and pad expiration.

III. Post-Incident Procedures

- Administration will secure the scene until EMS arrives.
- Notify district safety officer and superintendent.
- Complete a Cardiac Emergency Incident Report within 24 hours.
- Debrief involved personnel and review response effectiveness for any improvements to protocol.

IV. Training Requirements

1. Coaches
 - All athletic coaches are CPR, AED, and First Aid certified every two years.
 - Certification records are maintained by the Athletic Director and verified prior to each season.
2. Certificated Staff
 - Certain certificated staff are required to obtain CPR, AED, and First Aid certification when they receive their teaching credential with the California Commission on Teacher Credentialing.
3. Annual Review
 - The emergency response plan will be reviewed annually during staff safety training and updated as necessary.
 - AED drills and mock cardiac arrest scenarios may be conducted to ensure readiness.

V. Key Emphasis

- Early recognition and activation save lives.
- Every minute counts—CPR and AED use within the first 3–5 minutes dramatically increase survival rates.
- All staff and coaches are responders until EMS arrives.

Smartphone Use During an Emergency

Purpose

In accordance with California Education Code 48901.7, this plan establishes clear expectations for the use of smartphones by students during an emergency situation. While the district policy limits student smartphone use to support learning and well-being, this section defines approved use cases during emergencies to ensure safety, accountability, and communication efficiency.

I. Guiding Principle

During an emergency, student safety and effective communication take priority. Smartphones may be used only when doing so:

- Supports emergency response efforts,
- Enhances personal safety, or
- Facilitates communication between students, staff, and emergency responders without compromising safety or response operations.

II. Authorized Use During Emergencies

Students may possess or use smartphones in the following circumstances:

1. Active Emergency or Threat of Danger
 - Students may use smartphones to contact parents/guardians or emergency services (911) when there is an immediate or perceived threat to safety.
 - Use must occur only when safe to do so and without interfering with staff directions or law enforcement operations.
2. Staff Permission
 - A teacher, administrator, or designee may authorize limited smartphone use if it assists in safety, reunification, or communication efforts.
 - Staff may direct students to silence or turn off devices when communication could escalate panic or interfere with law enforcement radio channels.
3. Medical Necessity
 - Students with medical needs verified by a licensed physician may use a smartphone for monitoring or communication required for their health and well-being (e.g., diabetic monitoring apps, seizure alerts).
4. Individualized Education Program (IEP)
 - If a student's IEP or 504 Plan includes the use of a smartphone as an assistive device, the provisions of that plan apply during emergencies.

III. Prohibited Use During Emergencies

- Live streaming, recording, or posting emergency situations to social media is strictly prohibited.
- Students may not spread unverified information or rumors that could disrupt coordinated emergency response efforts.
- Ignoring staff instructions regarding phone use may result in disciplinary consequences once the emergency concludes.

IV. Staff Protocol for Managing Student Smartphone Use

- During lockdowns or active threats, staff should direct students to:
 - Silence all devices (no vibrations or sounds).
 - Refrain from making calls unless necessary for emergency communication.
 - Follow Run–Hide–Fight or lockdown procedures without distraction.
- After the situation is stabilized, staff will allow controlled communication for reunification or parent notification.

V. Communication and Reunification

- Once the emergency is resolved, the school or district will issue official communication through its designated channels (ParentSquare, district website, or local media).
- Students will be permitted to use smartphones to contact parents/guardians after receiving clearance from administration or emergency personnel.
- Parent communication during emergencies will emphasize that students may not always be able to respond immediately for safety reasons.

VI. Policy Review and Stakeholder Input

- The district’s overall smartphone policy, including this emergency-use section, will be developed and adopted by July 1, 2026, and reviewed every five years.
- Input from students, parents, staff, and community stakeholders will be solicited to ensure the policy reflects the unique needs of the Corning community and supports both student safety and well-being.

VII. Cross-References

- California Education Code 48901.7
- Comprehensive School Safety Plan (Education Code 32282)
- District Technology Use Policy
- Emergency Operations Plan (EOP)
- Run–Hide–Fight/Lockdown Procedures

Key Areas for Follow Up

1. Reevaluate ingress and egress with finished construction
2. Reevaluate camera placement with finished construction

Appendix A

CUHS Lunch Supervision Protocol 2025-2026

Basic Info:

- Communicate with Justine if you will not be supervising at lunch for any reason. Your duties can be filled by someone else for the day.
- Everyone should carry a phone. If you want to use your personal phone that is okay, just communicate with other people about your phone number.
- Whenever possible, walk through bathrooms. Check each stall for graffiti or vandalism. If you notice graffiti, please notify Justine or M&O as soon as possible.
- No student should be on the North side of the library or main office.
- Hacky Sacks & Frisbees are okay for students to use. No soccer, baseball, football, etc. There is one exception (see below).
- As always, encourage students to throw away their trash.

Personnel Assignments:

- Jason: Pizza Line just outside it at your discretion. As traffic outside the cafeteria slows down, you will monitor the north side of campus and the east side of the North Gym. Make it a point to check the North perimeter of campus periodically in order to assure no person from off campus is loitering.
- Justine: Start in Cafeteria to assure there is sufficient supervision. Then roaming all of campus and available to deal with discipline incidents as they arise. Check bathrooms prior to and immediately following lunch.
- Heather: Start near Express Line. Monitoring the Quad, between the D and I wings, and the area in front of the office. Check the E wing bathroom approximately 15 and 25 minutes into the lunch period.
- Officer Hewitt: Roaming all of campus and available to deal with discipline incidents as they arise. Focus particularly on the perimeter of campus, looking for any outside threat to student safety. Check C and E wing bathrooms twice during lunch (approximately 10 and 20 minutes into the lunch period).
- Staff 1: Monitoring the east end of campus, student parking lot, and C wing. Check the C wing bathroom approximately 15 and 25 minutes into the lunch period. Make a point to check the east perimeter of campus for anyone entering the campus..
- Campus Supervisor – Monitor new quad, I wing boys bathroom, D, F and J wing. Other areas as needed.

Lunch Boundaries:

- North: No students are allowed on the north side of the library and main office.
- South: The gravel road will serve as the boundary on this end of campus. On the Southwest corner, no students shall go past the end of the south gym boys locker room. Students are allowed to play on the outfield of the JV baseball field. Only students actively participating in soccer or other game will be allowed to be on the grass. If this becomes an enforcement issues we will adjust as necessary.
- East: The end of the C wing, student parking lot, woodshop and end of J wing is the boundary at this end of campus. If Ag students wish to go to their classroom that is okay as long as they are under teacher supervision.
- West: The North and South Gyms are the boundary. No students are allowed beyond the yellow line painted near the Northeast corner of the cafeteria.

Appendix A

CORNING UNION HIGH SCHOOL EMERGENCY PROTOCOL

ACTIVE THREAT

Signaled by one minute continuous bell

<p>Staff Actions:</p> <ul style="list-style-type: none"> • Notify authorities and those in harm's way of the danger at hand • Evacuate (if possible) to your assigned rally point • Lockdown your classroom by barricading entry points • Counter the attacker if the intruder breaches a secured area • Inform (if possible) by giving updates to the authorities, administration, or other important personnel • Wait for instructions via email, cell phone • School staff or emergency personnel will open the door for all clear 	<p>Student Actions:</p> <ul style="list-style-type: none"> • Evacuate or barricade yourself in the closest classroom or another secure area of the school • Counter the intruder if the secured area is breached
---	---

SOFT LOCKDOWN

Signaled by three bells, pause, three bells

<p>Staff Actions:</p> <ul style="list-style-type: none"> • Recover students / staff from outside • Lock all perimeter doors • Increase situational awareness • Take roll, account for students • Wait for instructions via email, cell phone • Do business as usual • School staff or emergency personnel will open door for all clear 	<p>Student Actions:</p> <ul style="list-style-type: none"> • Return to inside of building • Do business as usual
--	---

EVACUATION

Signaled by fire alarm

<p>Staff Actions:</p> <ul style="list-style-type: none"> • Get roll sheet, red and green cards • Lead students to designated evacuation area, leave doors unlocked • Take roll, account for students • Indicate ANY missing or extra students with a red card or if all students are accounted for, indicate with a green card • All clear will be announced by school staff or emergency personnel 	<p>Students Actions:</p> <ul style="list-style-type: none"> • Leave stuff behind • Evacuate to designated area • Await further instructions
---	---

Appendix C

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY					
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO			
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE				TODAY'S DATE			
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY							
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)									
	ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL			
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	TELEPHONE ()			
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE			
	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME				
	<input type="checkbox"/> YES	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND			TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT					
	<input type="checkbox"/> NO	<input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			<input type="checkbox"/> OTHER (SPECIFY)					
	RELATIONSHIP TO SUSPECT				PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> JUNK				
D. INVOLVED PARTIES	VICTIM'S SIBLINGS									
	NAME		BIRTHDATE	SEX	ETHNICITY	NAME		BIRTHDATE	SEX	ETHNICITY
	1. _____		3. _____							
	2. _____		4. _____							
	VICTIM'S PARENTS/GUARDIANS	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
		ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()	
		NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
		ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()	
	SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
		ADDRESS			Street	City	Zip	TELEPHONE ()		
OTHER RELEVANT INFORMATION										
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____									
	DATE / TIME OF INCIDENT			PLACE OF INCIDENT						
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)									

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

Centennial High School

Safety Plan

2025-2026

Committee Members:

Miguel Barriga, Superintendent

Matt Hewitt, School Resource Officer, Corning Police Department

Audri Bakke, Principal

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Assessment of the Current Status of School Crime

2024-25 Suspension Statistics

Ed Code	Description of Offense	Number of Suspensions
48900(a)	Related to the physical injury of another student	18
48900(b)	Related to the possession of a dangerous object (knife, etc.)	1
48900(c)	Related to the possession, use, etc. of a controlled substance or alcohol	18
48900(d)	Related to distributing a controlled substance	0
48900(f)	Related to damaging school or private property	0
48900(g)	Related to theft of school or private property	2
48900(h)	Related to the possession or use of tobacco	18
48900(i)	Related to committing obscene acts or using profanity	14
48900(j)	Related to the possession of drug paraphernalia	0
48900(k)	Related to the disruption of school activities or defiance of a school authority	0 No longer permitted July 2025
49000(r)	Related to bullying	2
48900.2	Related to Sexual Harassment	0
48900.7	Terroristic Threats	0

Total Suspensions: 71

- At-Home suspensions: 65
- In-School Suspensions: 6

Appropriate Programs and Strategies That Provide School Safety

- 1. Law Enforcement Presence:** Through a partnership with the Corning Police Department, Corning Union High School District has a school resource officer that is shared between both district campuses. Centennial utilizes the school resource officer on campus at break and lunch times, and the SRO is available to assist during other times as needed.
- 2. School Administration Providing Safety Support:** The principal, campus supervisor, and school resource officer are responsible for supervising the campus throughout the school day. The school lead teacher also assists in supervision of the campus and student safety at other times as needed.
- 3. Threat Assessment Team:** The administrator and school counselor sit on the district committee to assist in reviewing incidents regarding high risk students. Students who make a threat to themselves or others are placed on the list, and tracked over a course of time to ensure all available resources are provided to the student and family.
- 4. Attendance Polices:** Centennial encourages attendance by diligently tracking and following up on student attendance issues. The school's administrative assistant is responsible for monitoring student attendance and reporting to the principal when necessary. Attempts to contact parents/guardians of students that are absent are made daily through our automated calling system, Parent Square. If a student is gone for multiple days with no contact from a guardian, school staff makes personal phone calls attempting to figure out why the student is missing. This student is also referred to the district Wellness Center staff to conduct a home visit if necessary. Students that are habitually truant are referred to the School Attendance Review Board (SARB) that is facilitated by the Tehama County District Attorney's Office. Also, guardians of students that miss more than 10% of school days for any reason are notified that their student's absences may only be cleared by a doctor or school personnel (per CA Ed Code).
- 5. Campus Supervisor:** Centennial High School employs a full-time campus supervisor to assist with campus and student supervision. The Campus Supervisor helps monitor the campus during the school day and makes visits to the opportunity program classroom to provide assistance. Additional school staff assists with supervision during passing periods and when needed during meal breaks as arranged by administration (see Appendix A).
- 6. Communication Tools:** Centennial employs the following communication tools: email, telephones, ParentSquare, the Valcom bell system that allows for all calls and other direct communication with classrooms, and alarm system.

- 7. Visitor Policy:** All visitors are required to check in at the main office and show identification as needed upon arriving to campus. Notices of this requirement are posted at various places throughout campus. The administration along with the campus supervisor patrols the parking lots and perimeter of campus at various times during the day to ensure that the visitor policy is being followed.
- 8. Monitoring Academic Progress:** One counselor is responsible for monitoring the academic progress of approximately 50 students at Centennial. The administrator and teachers are in daily contact with the school counselor about students' academic needs.
- 9. Monitoring School Behavior:** The school administrator is largely responsible for tracking and addressing student behavior concerns. The school also employs two Intensive Behavior Interventionists (IBIs) that assist teachers with classroom management and provide students with direct support in moments when their behavior doesn't meet school expectations. The IBIs help redirect students in the classroom, as well as provide supervision during breaks outside the classroom, a chance to walk and talk through situations, and assistance with conflict resolution meetings. The school utilizes the "Discipline Step Process" in order to communicate with students and parents about behavior issues. Each step carries a different consequence.
- 10. Lock Down Procedures:** Centennial has adopted the district wide use of the Run, Fight, Hide protocols for an active threat on campus. Procedures are posted in every room at the school and are outlined in the school's student handbook (see Appendix B). Essentially, this protocol directs staff and students to be proactive in escaping or defending themselves rather than only hiding.
 - a. Corning PD also has access to the surveillance cameras on campus and can access them at any time in the dispatch center.
 - b. The school district is in the process of adding mapping software that would allow staff to communicate with admin and law enforcement indicating if they are safe, unsafe, or need medical attention during an active threat. All staff/law enforcement will have access to the application.
- 11. Other School Safety Programs and Resources:** Centennial provides a number of different supports for students. There is one academic counselor, a full-time school psychologist, an EL coordinator, and paraprofessionals that provide academic and behavioral interventions in mainstream classes and in special programs. In addition to this, CUHS provides further services to students through cooperation with community organizations and funding from various grants. Currently, Corning Union High School District has a community schools implementation grant that helps staff the school's Wellness Center, as well as the HOPE Center that provides family and marriage therapists who meet with students needing additional mental health support services at no additional cost.

Child Abuse Reporting Procedures

A mandated reporter who knows or reasonably suspects that a minor is the victim of child abuse must report immediately by telephone and in writing by follow-up report within 36 hours to a law enforcement agency. The law penalizes the failure to report by imposing a jail sentence on the defaulting mandated reporter. On the other hand, the law rewards the reporter who meets the reporting obligation by granting absolute immunity from civil or criminal prosecution. (Penal Code Section 11166)

Mandated Reporter: a “Child care custodian”; includes teachers, administrators, certificated pupil personnel staff. If specifically trained in child abuse detection, also includes instructional aides, teacher’s aides, and teacher assistants. District employed child care workers and health practitioners (doctors, nurses and psychologists) are also mandated reporters.

Knowledge of or Reasonably Suspects Abuse: When a mandated reporter observes a child with physical “injuries which appear to have been inflicted...by other than accidental means by any other person...” Whether or not there are visible physical injuries, all suspected sexual abuse must be reported.

To Whom is the Report Made: An oral report to designated law enforcement or protective service agencies must be made within 24 hours with a written report to follow within 36 hours. The observing employee must contact

Tehama County Child Protective Services: (530) 527-1911
(530) 527-7640 (Fax)

Or

Corning Police Department: (530) 824-7000

A follow up written report must be submitted within 36 hours. Forms (see Appendix C) are available at Centennial High School through the administration or counseling department.

Law enforcement may interview suspected victims of child abuse on school premises during school hours. If this happens, the child may choose to be interviewed in private or may select an adult staff member to be present. In any case, California Penal Code 11174.3 should dictate how the interview takes place.

11174.3. (a) Whenever a representative of a government agency investigating suspected child abuse or neglect or the State Department of Social Services deems it necessary, a suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the school, including any certificated or

classified employee or volunteer aide, to be present at the interview. A representative of the agency investigating suspected child abuse or neglect or the State Department of Social Services shall inform the child of that right prior to the interview.

The purpose of the staff person's presence at the interview is to lend support to the child and enable him or her to be as comfortable as possible. However, the member of the staff so elected shall not participate in the interview. The member of the staff so present shall not discuss the facts or circumstances of the case with the child. The member of the staff so present, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, a violation of which is punishable as specified in Section 11167.5. A representative of the school shall inform a member of the staff so selected by a child of the requirements of this section prior to the interview. A staff member selected by a child may decline the request to be present at the interview. If the staff person selected agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding.

Suspension and Expulsion Policies

When necessary, Centennial suspends and expels students according to California education code, specifically sections 48900 and 48915. Except in cases in which the offense threatens the safety of students, staff or school facilities, attempts will be made by the staff and/or administration to correct student behavior by other means prior to employing suspension and/or expulsion.

When a student is referred to school administration for discipline, a “Discipline Step Process” similar to the one at CUHS is used to determine what consequence a student will receive. The process starts with a warning and/or parent contact and escalates to a 5 day suspension or expulsion recommendation depending on the number of year-to-date infractions and severity of the current situation.

For more information regarding suspensions and expulsions, refer to CUHSD Board Policy and Administrative Regulation 5144.1.

School District Protocol for Dangerous, Violent, or Unlawful Activities

Overview: Our school district has established a comprehensive response plan for dangerous, violent, or unlawful activities occurring at school, during school-sponsored activities, or on school buses, as required by Senate Bill 671.

- I. Reporting and Assessment**
 - a. We have established clear and accessible channels for all members of our school community to report any dangerous, violent, or unlawful activities.
 - b. Our trained staff promptly assess the credibility and severity of these reports to determine the appropriate response.

- II. Immediate Response and Safety Measures**
 - a. In response to credible threats, we swiftly implement safety measures including lockdowns, evacuations, or soft lock down, tailored to the specific nature of the incident.
 - b. Regular drills and training sessions ensure that staff and students are well-prepared for these procedures.
 - c. Purchase software that allows staff to communicate whether they are safe or not

- III. Coordination with Law Enforcement**
 - a. We maintain a strong partnership with local law enforcement agencies, ensuring immediate notification and coordinated response to incidents.
 - b. Joint response plans have been developed with law enforcement for various types of threats.

- IV. Communication with Parents and Community**
 - a. Our communication plan enables us to inform parents and the community promptly and accurately during incidents, balancing transparency with confidentiality.
 - b. We provide regular updates as situations evolve.

- V. Support Services**
 - a. Counseling and support services are readily available for students and staff affected by incidents of violence or unlawful activities.
 - b. We offer resources and referrals for additional assistance when needed.

- VI. Training for Staff and Students**
 - a. Our ongoing training programs for staff and students cover recognizing, reporting, and responding to dangerous situations, including conflict resolution and de-escalation techniques.

- VII. Review and Update of Protocol**
 - a. We regularly review and update our protocol to align with current best practices and legal requirements.

- b.** Feedback from staff, law enforcement, and community members is a vital part of our review process.

VIII. Prevention and Education

- a.** Our educational programs focus on violence prevention, conflict resolution, and fostering a safe and respectful school environment.
- b.** We actively engage students in creating a positive school culture that discourages violent or unlawful behavior.

Emergency Procedures for Students with Special Needs and School District Protocol for Adaptations for Pupils with Disabilities

Overview: In compliance with Senate Bill 323, our school district has integrated comprehensive adaptations into our disaster procedures to ensure accessibility and safety for pupils with disabilities. This initiative aligns with the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

- I. Inclusion of Adaptations in Disaster Procedures**
 - a. All disaster response plans now include specific adaptations to accommodate the needs of pupils with various disabilities.
 - b. These adaptations are designed to ensure that all evacuation, lockdown, and emergency response procedures are accessible to every student.

- II. Collaboration with Special Education Experts**
 - a. We have collaborated with special education experts and disability advocates to develop and refine these adaptations.
 - b. Regular training is provided to all staff members to familiarize them with the specific needs and appropriate responses for students with disabilities.

- III. Annual Safety Plan Evaluation**
 - a. Our safety plans undergo an annual evaluation to ensure that they include effective and up-to-date adaptations for pupils with disabilities.
 - b. This evaluation process involves feedback from teachers, parents, and disability experts.

- IV. Open Communication Channels**
 - a. We maintain open channels of communication for school employees, parents/guardians, educational rights holders, and pupils to raise concerns regarding individual students' ability to access disaster procedures.
 - b. These concerns are promptly brought to the attention of the school principal for assessment and action.

- V. Individualized Response Strategies**
 - a. When a concern about an individual pupil's access to disaster procedures is validated, we develop and implement tailored strategies to address their specific needs.
 - b. These strategies are incorporated into the overall disaster response plan for the school.

- VI. Regular Drills and Accessibility Checks**
 - a. Drills incorporating these adaptations are conducted regularly to ensure that all students, including those with disabilities, can participate effectively.
 - b. Accessibility checks are a routine part of these drills to identify and rectify any gaps in our response plans.

VII. Continuous Improvement and Updating

- a.** Our protocols for pupils with disabilities are subject to continuous review and improvement to adapt to changing needs and feedback.
- b.** We stay informed about advancements in accessibility and emergency response to ensure our practices are up to date.

Note: The integration of these adaptations into our disaster procedures reflects our commitment to the safety and inclusivity of all students. We recognize the importance of addressing the unique needs of pupils with disabilities in emergency situations and are dedicated to ensuring that our safety plans are comprehensive, effective, and inclusive. Our approach involves ongoing collaboration with the community, experts, and stakeholders to provide a safe and supportive learning environment for every student. The Principal is responsible for identifying all students who will require additional assistance working with the designated certificated staff (classroom teachers) and to ensure that coverage and a plan is completed for each student.

Policy for Notifying Teachers of Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that states teachers must be notified of the reasons(s) a student has been suspended, Centennial communicates via email with teachers regarding suspensions. The Admin sends an email every week to the staff that includes student names, grades, number of days suspended, return date, and offense. The information in these emails is confidential and is to be seen by school staff only.

Pursuant to Education Code 48267, Tehama County Probation notifies the CUHSD Superintendent regarding students who have engaged in certain criminal conduct. This information is forwarded to the Vice Principal's office. From there, the information is forwarded to teachers or administration when appropriate.

Discrimination and Harassment

Centennial is dedicated to provide every student an equal opportunity to receive an education in any school program or activity. No person shall discriminate against or engage in harassment of a pupil because of the pupil's race, sex, gender, sexual orientation, color, religion, mental or physical disability, national origin, ancestry, or ethnic group identification.

Concerning sexual harassment, CUHSD has adopted Board Policy and Administrative Regulation 5145.7. According to this policy and regulation, any student who engages in sexual harassment of anyone at school or at a school sponsored activity is in violation of school rules and will be subject to disciplinary action. All other forms of harassment, bullying, or intimidation are dealt with according to California Education Code, Sections 48900 and 48915.

School Wide Dress Code

Centennial High School has established a student dress code in order to ensure a safe, productive, and appropriate learning environment for students. In addition to these goals, the dress code is intended to establish a minimum level of acceptable dress.

1. No student shall wear any clothing that is disruptive or likely to be disruptive to the learning environment, or is offensive or distracting to other students, teachers or parents.
2. Shorts may be worn, but must be an appropriate length for an educational or professional setting.
3. Tops that expose the lower back, stomach, or cleavage are prohibited.
4. All clothing accessories or tattoos that have pictures or writing that is vulgar, obscene, violent, and/or alcohol/drug/tobacco-related is not allowed at Centennial High School.
5. Any apparel and/or accessories that is deemed by staff or law enforcement to be gang affiliated will not be allowed at school or on campus at any time. This includes, but is not limited to red or blue bandanas, belts, rosaries, or bracelets. This also includes haircuts or styles, tattoos, or other body modifications or apparel that explicitly or implicitly reference the numbers 13 or 14, or gang names/nicknames, or other gang references. These guidelines have been developed with the cooperation of trained law enforcement personnel who have specific and ongoing training as it relates to gangs. These guidelines are subject to change at any time and without notice (written or verbal) if new gang identification trends are discovered. Also, any student in possession of materials which are deemed to have specific writings, insignias and or references of anything gang-related will be confiscated by CUHSD and information shared with the Corning Police Department and the Tehama County Special Investigations Unit
6. Hats and beanies shall be worn properly – they shall have the bill facing forward. Altered hats and beanies are not allowed. Hoods must also be removed in the classroom or office.
7. Pajamas/Slippers are not allowed to be worn at school.
8. Pants must fit at the waist and/or be secured in a way that prevents sagging. Underwear cannot be visible at any time.

Violation of Dress Code

- First Offense: Student will be required to change or cover up.
- Second Offense: Student will be required to change or cover up, and reminded that the next violation will result in a structured day assignment with an accountability project. Parent will be notified.
- Further Offenses: Student will be required to change or cover up and be assigned to an alternative learning classroom. Parent will be notified.

Students that violate the dress code and do not have an appropriate piece of clothing to change in to will be given appropriate clothes as needed.

Safe Ingress and Egress Procedures

Centennial High School has designated areas for bus loading/unloading and parents dropping off students. Centennial has sidewalks around the campus to ensure a safe passage to and from school.

Centennial High School has evacuation maps posted in all facilities. If evacuation is required, students and staff move to the parking lot across the street.

Discipline Procedures

Students in public education have an obligation to conform their behavior to acceptable standards. Centennial High School's code of behavior clearly states these standards and the consequences of breaking these standards. Failure to comply with this code of behavior can result in suspension from school. When a student reaches this stage, the school must afford the student certain due process rights, including notice of the charges and the opportunity to be heard. Students also have a right to present evidence and cross-examine witnesses. In order to ensure that the students of Centennial High School are given due process we do the following things when any consideration is given to suspension of a student:

- We provide the opportunity for all students and parents to know the rules and regulations and the consequences of breaking these rules and regulations.
- We inform the student what charges have been brought against him/her.
- We allow the student to see all the records that are made and provide him/her a copy if one is desired.
- The student is provided an opportunity to confer with an administrator and to tell his/her version of what occurred.
- The student is informed of the next steps of the discipline process and the consequences of further violations.
- The parents/guardians are notified each time that a suspension takes place.

Immigration Enforcement Notification Plan (AB 49 / SB 98 Compliance)

Purpose: The purpose of this plan is to ensure the immediate and lawful notification to parents/guardians, teachers, staff, and the school community when immigration enforcement is confirmed on or near school grounds, in alignment with California AB 49 and Sb 98. This plan supports the district's commitment to maintaining a safe, inclusive, and non-hostile learning environment for all students regardless of immigration status.

Notification Requirements

In the event of confirmed immigration enforcement activity on school grounds, the district must:

- Notify parents/guardians, teachers, staff, and the school community immediately upon confirmed presence of immigration enforcement. Notification must include:
 - Date and time of incident
 - Specific location on or near the school site
- Maintain a written record of the notification and event.
- Follow established procedures and scripts to ensure clarity, accuracy, and consistency.
- Notification must be issued in families' primary languages whenever practicable.

Communication Procedures

1. Verification

- a. The superintendent, Principal, or Designee will first confirm the presence of immigration enforcement agents through law enforcement of firsthand administrative observation.
- b. No notification will be sent unless presence is verified, not rumored.

2. Internal Alert

- a. Administration will immediately notify:
 - i. District superintendent
 - ii. Site administrator
 - iii. School Resource Officer

3. Community Notification

- a. Notifications will be sent though the school's establish mass communication systems, which may include ParentSquare, email, phone, text, and/or website posting.

4. Staff Protocol

- a. Staff is directed to continue normal supervision and instruction.
- b. Staff shall not engage with immigration enforcement agents unless instructed through district chain of command.
- c. Staff shall not share student information without district direction (per FERPA and CA Education Code protections).

Record Keeping

The district will maintain the following records for no fewer than 3 years:

- Date, time, and location of confirmed enforcement
- Copy of original notification sent
- List of communication methods use
- Any follow-up notices or directives
- Personnel involved in the decision and communication
- Site impact summary (if applicable)

Records will be maintained by the Corning Union High School District Office under the Superintendent or Designee.

Annual Review

Procedures will be reviewed and updated annually as part of the Comprehensive Safety Plan review process.

Statement of Commitment

The district reaffirms that schools are safe zones. Students will be supervised, supported, and protected during any such events, and education will continue without interruption whenever safely possible. The district complies with state law, federal privacy protections, and community-centered notification requirements.

Records will be maintained by the District Office under the Superintendent or Designee.

Opioid Overdose Protocol

Purpose: To provide a safe and effective response to incidents of opioid overdose in schools serving pupils in grades 7 to 12, in accordance with Senate Bill 10. (see appendix D)

I. Identification of Overdose Signs

- All staff and students will be educated on recognizing signs of an opioid overdose, which include, but not limited to:
 - Loss of consciousness or unresponsiveness
 - Slow, shallow, or stopped breathing
 - Constricted (small) pupils
 - Choking or gurgling sounds
 - Limp body

II. Immediate Response Procedures

- In the event of a suspected opioid overdose:
 1. Immediately call 911.
 2. If trained, administer first aid.
 3. If available and permitted, administer naloxone.

III. Naloxone Availability and Administration

- Naloxone kits will be stored in accessible, yet secure locations.
- Designated staff members will be trained in the administration of naloxone.

IV. Training and Education

- Annual training for staff on opioid overdose recognition and response.
- Educational programs for students about the dangers of opioid misuse.

V. Emergency Contact and Post-Overdose Procedures

- Maintain up-to-date emergency contact information for all students.
- Establish post-overdose support, including counseling and referral to treatment.

VI. Coordination with Local Health Authorities

- Coordinate response plans with local health departments and emergency services.

VII. Regular Review and Update of Protocol

- The protocol will be reviewed annually and updated as needed to align with current best practices and legal requirements.

VIII. Communication Plan

- Regular communication of the protocol to staff, students, and parents.
- Ongoing awareness campaigns about opioid risks and prevention.

Confidentiality: All responses to opioid overdoses will respect the privacy and dignity of the affected individuals.

Plan for Implementing Instructional Continuity

Overview

In compliance with Senate Bill 153 requiring the inclusion of an instructional continuity plan in the comprehensive school safety plans of school districts we have developed a strategy to ensure seamless communication and continued instruction during emergencies that disrupt in-person learning.

Key Components of the Instructional Continuity Plan

1. Technology Access

- a. Chromebooks for All Students: Each student will have access to a Chromebook to facilitate online learning during emergencies. Chromebooks will be distributed at the start of the school year, with provisions for immediate deployment if an emergency arises mid-year.
- b. Google Classroom: Google Classroom will serve as the primary platform for delivering instruction, assignments, and communication. Teachers will ensure that all course materials are accessible through this platform.

2. Communication with Students and Families

- a. Emergency Contact Information: We will update and verify emergency contact information for all students and families at the beginning of each school year and during key points throughout the year.
- b. Multiple Communication Channels: Communication during an emergency will be managed through multiple channels, including email, phone calls, text messages, and the school's website. We will also use Google Classroom, ParentSquare and social media to send out notifications and updates.
- c. Parent and Student Training: Training sessions on how to access and use Google Classroom and other communication tools will be provided to both students and families. This will ensure that everyone is prepared to transition to online learning seamlessly.

3. Instructional Delivery

- a. Online Instruction: In the event of an emergency, teachers will transition to delivering lessons via Google Classroom. This will include a mix of live (synchronous) and recorded (asynchronous) lessons to accommodate varying access to technology and internet connectivity.
- b. Assignment Submission: Students will submit assignments through Google Classroom. Teachers will provide timely feedback and support through the platform.
- c. Special Education and Support Services: We will ensure that students with special needs continue to receive appropriate support services. This includes providing online access to special education services and resources.

4. Teacher Preparedness

- a. Professional Development: Ongoing professional development will be provided to teachers on effective online instruction, use of Google Classroom, and emergency preparedness as needed.

5. Monitoring and Evaluation

- a. Feedback Loop: We will establish a feedback loop with students, families, and staff to continuously improve our instructional continuity plan. Surveys and direct communication will be used to gather input.
- b. Performance Metrics: Student engagement, attendance, and academic performance during online learning periods will be monitored to assess the effectiveness of the plan. Adjustments will be made as needed.

6. Compliance with State Guidance

- a. Alignment with Superintendent's Guidance: We will closely monitor the guidance provided by the Superintendent on or before March 1, 2025, to ensure our plan aligns with state expectations. Any necessary updates will be made to our plan based on this guidance.

7. State-Mandated Reporting

- a. Documentation and Reporting: We will maintain detailed documentation of our instructional continuity plan and any instances where it has been implemented. This will be included in our comprehensive school safety plan and reported to the appropriate state authorities as required.

Conclusion: This plan will ensure that our school district is fully prepared to continue educating students and communicating with families in the event of an emergency that disrupts in-person instruction. We are committed to providing a seamless transition to online learning, ensuring that all students have the resources and support they need to succeed, even during challenging times.

Key Areas for Follow Up

1. Continue with Active Threat drills on a regular, consistent basis.
2. Use safety assessment conducted by SRO to address campus safety suggestions.

Appendix A

Centennial Lunch Supervision Protocol

Basic Info:

- Communicate with the administrator if you see anything suspicious during lunch.
- Carry a radio so you can have contact to other staff and emergency services as needed.
- Monitor student use of the bathrooms.
- Any student who leaves campus without permission during lunch is not allowed back on.
- As always, encourage students to throw away their trash.

Personnel Assignments

- School Administrator: Monitor quad and front of campus
- Campus Supervisor Monitor basketball courts and back of campus.
- School IBI: Distribute lunches and monitor students in campus cafeteria. Lock up the cafeteria when all students have collected their lunch.

Lunch Boundaries:

- Student should remain in the cafeteria space or in the quad. This includes the basketball court and lawn area.

Appendix B

CENTENNIAL HIGH SCHOOL EMERGENCY PROTOCOL

<u>ACTIVE THREAT</u> Signaled by announcement through Valcom System	
<p><u>Staff Actions:</u></p> <ul style="list-style-type: none"> • Make a report with Dir-S on computer and/or notify front office • Determine action: <ul style="list-style-type: none"> ○ <u>Run</u> off campus to the corner of Marguerite & Fig ○ <u>Fight</u> the intruder if they enter the classroom <ul style="list-style-type: none"> ▪ Counter the intruder first by distracting with anything you have access to ○ <u>Hide</u> in the classroom if needed <ul style="list-style-type: none"> ▪ Barricade entry points with furniture; close blinds; lock doors; stay silent • Update Dir-S on computer as needed • Wait for instructions via phone or Dir-S • Allow students to notify guardians of their safety; limit further phone use 	<p><u>Student Actions:</u></p> <ul style="list-style-type: none"> • If in classroom, follow directions from the teacher in charge • If out on campus: <ul style="list-style-type: none"> ○ <u>Run</u> off campus ○ <u>Fight</u> the intruder with any item within reach ○ <u>Hide</u> in the nearest room, even if not your classroom ○ Follow directions from staff member in charge • Notify guardians of your safety, but limit further cell phone use
<u>SOFT LOCKDOWN</u> Signaled by announcement through Valcom System	
<p><u>Staff Actions:</u></p> <ul style="list-style-type: none"> • Recover students from outside and account for all students in class • Lock all doors • Increase situational awareness • Wait for instructions via email, phone, or announcement • Continue business as usual • Do not change classes or allow students out of classroom until the all clear is given 	<p><u>Student Actions:</u></p> <ul style="list-style-type: none"> • Return to inside of building • Follow directions from teacher in charge
<u>FIRE</u> Signaled by fire alarm	
<p><u>Staff Actions:</u></p> <ul style="list-style-type: none"> • Determine if the fire is nearby and a threat to your classroom <ul style="list-style-type: none"> ○ Stay put if there is not a direct threat or a fire has not been confirmed ○ Evacuate to the parking lot across the street if you determine the fire is nearby or has been confirmed <ul style="list-style-type: none"> ▪ Take folder with you • Take roll and account for students • Indicate any missing or extra students in your group by showing the RED card <ul style="list-style-type: none"> ○ If all students are accounted for, display the GREEN card • All clear will be announced by staff or emergency personnel 	<p><u>Student Actions:</u></p> <ul style="list-style-type: none"> • Leave stuff behind • Evacuate to designated area as needed • Follow teacher directions

Appendix C

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY					
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO			
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE					
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY							
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)		ADDRESS		Street	City	Zip			
	OFFICIAL CONTACTED - TITLE					TELEPHONE ()				
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	TELEPHONE ()			
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	GRADE			
	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME					
	<input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE:			TYPE OF ABUSE (CHECK ONE OR MORE)					
	<input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> DAY CARE	<input type="checkbox"/> CHILD CARE CENTER	<input type="checkbox"/> FOSTER FAMILY HOME	<input type="checkbox"/> FAMILY FRIEND	<input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT				
<input type="checkbox"/> NO		<input type="checkbox"/> GROUP HOME OR INSTITUTION		<input type="checkbox"/> RELATIVE'S HOME		<input type="checkbox"/> OTHER (SPECIFY)				
RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK					
D. INVOLVED PARTIES	VICTIM'S SIBLINGS									
	1. NAME		BIRTHDATE	SEX	ETHNICITY	3. NAME		BIRTHDATE	SEX	ETHNICITY
	2. _____		_____		_____		4. _____		_____	
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()		
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
ADDRESS			Street	City	Zip	HOME PHONE ()	BUSINESS PHONE ()			
SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
	ADDRESS			Street	City	Zip	TELEPHONE ()			
	OTHER RELEVANT INFORMATION									
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____									
	DATE / TIME OF INCIDENT			PLACE OF INCIDENT						
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)									

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

Appendix D

NALOXONE ADMINISTRATION PROTOCOL

RECOGNIZE:

Observe individual for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

- Respiratory depression evidenced by slow respirations or no breathing (apnea)
- Unresponsiveness to stimuli (such as calling name, shaking, sternal rub)

Suspicion of opioid overdose can be based on:

- Presenting symptoms
- History
- Report from bystanders
- School nurse or staff prior knowledge of person
- Nearby medications, illicit drugs or drug paraphernalia

Opioid Overdose vs. Opioid High

Opioid High	Opioid Overdose
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred, breathing	Speech infrequent, not breathing, very shallow breathing
Appears sleepy, nodding off	Deep snorting or gurgling
Responds to stimuli	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Slowed heart beat/pulse
Normal skin color	Cyanotic skin coloration (blue lips, fingertips)
	Pinpoint pupils

(Adapted from Massachusetts Department of Public Health Opioid Overdose Education and Naloxone Distribution)

RESPOND

Immediately call for help

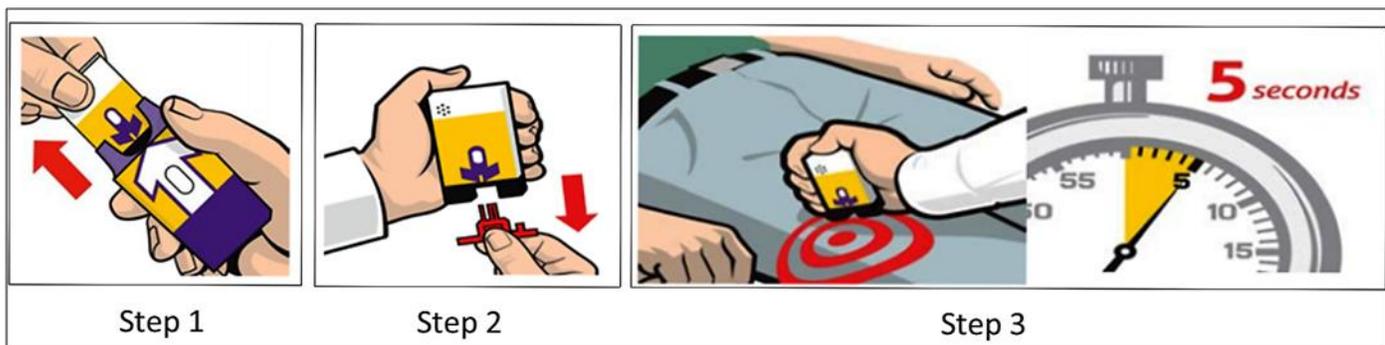
- Call for help- Dial 911.
 - Request Advanced Life Support.
- Assess breathing: Perform rescue breathing if needed.
 - Place the person on their back.
 - Tilt their chin up to open the airway.
 - Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch.
 - If present. remove it.
 - If using mask, place and hold mask over mouth and nose.
 - If not using mask, pinch their nose with one hand and place your mouth over their mouth
 - Give 2 even, regular-sized breaths.
 - Blow enough air into their lungs to make their chest rise.
 - If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure.
 - If you are not using a mask and don't see their chest rise, out of the corner of your eye make sure you're pinching their nose.
 - Breathe again.
 - Give one breath every 5 seconds.

REVERSE

Administer naloxone

Via IV auto injectable (Evzio):

Remove red safety guard when ready to use. Place the black end against the middle of the patient's outer thigh, through clothing (pants, jeans, etc) if necessary, then press firmly and hold in place for 5 seconds. After use, place the auto-injector back into its outer case. Do not replace the **red** safety guard.



(Graphic credit: kaleo,

2016)

- Place person in recovery position (lying on their side).
- Stay with the person until help arrives.

- Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols.

Note: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, increased heart rate (tachycardia), fever, runny nose, sneezing, goose bumps (piloerection), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, and increased blood pressure. **Risk of adverse reaction should not be a deterrent to administration of naloxone.**

REFER

- Have the individual transported to nearest medical facility, even if symptoms seem to get better.
- Contact parent/guardians per school protocol.
- Complete Naloxone Administration Report form.
- Follow up with treatment referral recommendations.

References

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- Kaleo. (2014) Evzio™ prescribing information. Kaleo, Inc.
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- Massachusetts Department of Public Health Opioid Overdose Education and Naloxone Distribution. (n.d.) Opioid Overdose Education and Naloxone Distribution MDPH Naloxone pilot project Core Competencies. Available at: <http://www.mass.gov/eohhs/docs/dph/substance-abuse/core-competencies-for-naloxone-pilot-participants.pdf>

Corning Independent Study High School

Safety Plan

2025-2026

Committee Members:

Miguel Barriga, Superintendent

Matt Hewitt, School Resource Officer, Corning Police Department

Audri Bakke, Principal

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Assessment of the Current Status of School Crime

2024-25 Suspension Statistics

Ed Code	Description of Offense	Number of Suspensions
48900(a)	Related to the physical injury of another student	0
48900(b)	Related to the possession of a dangerous object (knife, etc.)	0
48900(c)	Related to the possession, use, etc. of a controlled substance or alcohol	0
48900(d)	Related to distributing a controlled substance	0
48900(f)	Related to damaging school or private property	0
48900(g)	Related to theft of school or private property	0
48900(h)	Related to the possession or use of tobacco	0
48900(i)	Related to committing obscene acts or using profanity	0
48900(j)	Related to the possession of drug paraphernalia	0
48900(k)	Related to the disruption of school activities or defiance of a school authority	0 No longer permitted July 2025
49000(r)	Related to bullying	0
48900.2	Related to Sexual Harassment	0
48900.7	Terroristic Threats	0

Total Suspensions: 0

- At-Home suspensions: 0
- In-School Suspensions: 6

Appropriate Programs and Strategies That Provide School Safety

- 1. Law Enforcement Presence:** Through a partnership with the Corning Police Department, Corning Union High School District has a school resource officer that is shared between both district campuses. The SRO is regularly assigned to the Centennial campus during nutrition break and lunch times, and provides support to both Centennial High School and Corning Independent Study High School, which are co-located on the same campus. The SRO is available to assist administrators, staff, and students from both schools/programs at other times as needed to support campus safety and student well-being.
- 2. School Administration Providing Safety Support:** The principal, campus supervisor, and school resource officer are responsible for supervising the campus throughout the school day.
- 3. Threat Assessment Team:** The administrator and school counselor sit on the district committee to assist in reviewing incidents regarding high risk students. Students who make a threat to themselves or others are placed on the list, and tracked over a course of time to ensure all available resources are provided to the student and family.
- 4. Attendance Polices:** The Independent Study High School promotes regular student engagement by closely monitoring participation and attendance in accordance with independent study requirements. Student attendance is based on participation in scheduled weekly meetings with the assigned teacher, as well as the completion of assigned coursework, both of which constitute attendance for state reporting purposes. If a student does not attend a scheduled weekly meeting, the supervising teacher makes timely contact with the student and/or parent/guardian to determine the reason for the missed meeting and to arrange a makeup appointment as appropriate. Ongoing monitoring of attendance and participation is conducted by school staff, with concerns communicated to administration as needed. Students who demonstrate a pattern of non-participation or chronic absenteeism are addressed through appropriate interventions, which may include administrative follow-up, referrals to support services, and, when applicable, district-level attendance review processes in accordance with California Education Code.
- 5. Campus Supervisor:** Corning Independent Study High School is supported by a campus supervisor who assists with maintaining a safe and orderly campus environment. The Campus Supervisor provides supervision during student arrival and departure for scheduled teacher meetings and supports campus safety during the school day. When requested, the Campus Supervisor also assists with supervision during student meetings or other school activities to ensure the safety and well-being of students and staff on the shared Centennial campus.

- 6. Communication Tools:** The following communication tools are employed on the shared campus: email, telephones, ParentSquare, the Valcom bell system that allows for all calls and other direct communication with classrooms, and alarm system.
- 7. Visitor Policy:** All students and visitors accessing the shared Centennial campus, including those attending Corning Independent Study High School, are required to check in at the main office and present identification as requested upon arrival. Notices outlining this requirement are posted throughout the campus. School administration, in coordination with the campus supervisor, conducts periodic monitoring of parking areas and the campus perimeter during the school day to ensure compliance with visitor procedures and to support overall campus safety.
- 8. Monitoring Academic Progress:** One counselor is responsible for monitoring the academic progress of approximately 50 students at CISHS. The administrator and teachers are in regular contact with the school counselor about students' academic needs.
- 9. Monitoring School Behavior:** The school administrator is responsible for addressing student behavior concerns that occur during on-campus participation in scheduled Independent Study meetings. Behavior expectations are clearly communicated to students and families, and concerns are addressed in a manner consistent with district policies and procedures. When Independent Study students are present on the shared campus, support staff, including Intensive Behavior Interventionists (IBIs) and the campus supervisor, may be available to assist as needed. Support may include supervised de-escalation, and assistance with resolving conflicts that arise during on-campus activities. The school utilizes the Discipline Step Process to address behavior concerns that occur while students are on campus. This process provides a structured framework for communicating behavior concerns to students and parents/guardians and for implementing appropriate interventions or consequences, as applicable to the Independent Study setting.
- 10. Lock Down Procedures:** The shared Centennial campus has adopted the districtwide Run, Hide, Fight protocol for responding to an active threat. These procedures apply to all students and staff present on campus, including Independent Study students who are on site for scheduled meetings. Procedures are posted in classrooms and designated meeting spaces throughout the campus (see Appendix A). The protocol provides guidance on appropriate response actions during an active threat situation, including evacuation, securing in place, and, as a last resort, defensive measures.
 - a. Corning PD also has access to the surveillance cameras on campus and can access them at any time in the dispatch center.
 - b. The school district is in the process of adding mapping software that would allow staff to communicate with admin and law enforcement indicating if

they are safe, unsafe, or need medical attention during an active threat. All staff/law enforcement will have access to the application.

11. Other School Safety Programs and Resources: Corning Independent Study High School provides students with access to academic and support services intended to address academic, social-emotional, and behavioral needs. Students may access support from an academic counselor, a school psychologist, an English Learner (EL) coordinator, and paraprofessional staff, as appropriate. In addition, the Corning Union High School District collaborates with community partners and utilizes grant funding to offer supplemental support services. Through the district's Community Schools Implementation Grant, Independent Study students may access services available through the campus Wellness Center and the HOPE Center, which provides counseling and mental health support services at no cost to families, as appropriate.

Child Abuse Reporting Procedures

A mandated reporter who knows or reasonably suspects that a minor is the victim of child abuse must report immediately by telephone and in writing by follow-up report within 36 hours to a law enforcement agency. The law penalizes the failure to report by imposing a jail sentence on the defaulting mandated reporter. On the other hand, the law rewards the reporter who meets the reporting obligation by granting absolute immunity from civil or criminal prosecution. (Penal Code Section 11166)

Mandated Reporter: a “Child care custodian”; includes teachers, administrators, certificated pupil personnel staff. If specifically trained in child abuse detection, also includes instructional aides, teacher’s aides, and teacher assistants. District employed child care workers and health practitioners (doctors, nurses and psychologists) are also mandated reporters.

Knowledge of or Reasonably Suspects Abuse: When a mandated reporter observes a child with physical “injuries which appear to have been inflicted...by other than accidental means by any other person...” Whether or not there are visible physical injuries, all suspected sexual abuse must be reported.

To Whom is the Report Made: An oral report to designated law enforcement or protective service agencies must be made within 24 hours with a written report to follow within 36 hours. The observing employee must contact

Tehama County Child Protective Services: (530) 527-1911
(530) 527-7640 (Fax)

Or

Corning Police Department: (530) 824-7000

A follow up written report must be submitted within 36 hours. Forms (see Appendix B) are available at through the school administration or counseling department.

Law enforcement may interview suspected victims of child abuse on school premises during school hours. If this happens, the child may choose to be interviewed in private or may select an adult staff member to be present. In any case, California Penal Code 11174.3 should dictate how the interview takes place.

11174.3. (a) Whenever a representative of a government agency investigating suspected child abuse or neglect or the State Department of Social Services deems it necessary, a suspected victim of child abuse or neglect may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be afforded the option of being interviewed in private or selecting any adult who is a member of the staff of the school, including any certificated or

classified employee or volunteer aide, to be present at the interview. A representative of the agency investigating suspected child abuse or neglect or the State Department of Social Services shall inform the child of that right prior to the interview.

The purpose of the staff person's presence at the interview is to lend support to the child and enable him or her to be as comfortable as possible. However, the member of the staff so elected shall not participate in the interview. The member of the staff so present shall not discuss the facts or circumstances of the case with the child. The member of the staff so present, including, but not limited to, a volunteer aide, is subject to the confidentiality requirements of this article, a violation of which is punishable as specified in Section 11167.5. A representative of the school shall inform a member of the staff so selected by a child of the requirements of this section prior to the interview. A staff member selected by a child may decline the request to be present at the interview. If the staff person selected agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. Failure to comply with the requirements of this section does not affect the admissibility of evidence in a criminal or civil proceeding.

Suspension and Expulsion Policies

When necessary, Corning Independent Study High School implements suspension and expulsion procedures in accordance with California Education Code sections 48900 and 48915 for behavior that occurs while students are present on campus for scheduled meetings or other school-related activities. Except in cases involving a threat to the safety of students, staff, or school facilities, school staff and administration make reasonable efforts to address behavior concerns through alternative interventions prior to considering suspension or expulsion.

When an Independent Study student is referred to administration for an on-campus behavior incident, the District's Discipline Step Process is used to determine appropriate corrective action. This process may include a warning, parent/guardian contact, or other interventions and may escalate to suspension or an expulsion recommendation based on the severity of the incident and the student's disciplinary history.

In the Independent Study setting, suspension may include temporary exclusion from on-campus meetings or activities, as permitted by law, while instructional participation may continue in accordance with program requirements. Expulsion, when applicable, follows district procedures and may result in a change of educational placement as determined by the Governing Board.

Additional information regarding suspension and expulsion procedures is outlined in Corning Union High School District Board Policy and Administrative Regulation 5144.1.

School District Protocol for Dangerous, Violent, or Unlawful Activities

Overview: Our school district has established a comprehensive response plan for dangerous, violent, or unlawful activities occurring at school, during school-sponsored activities, or on school buses, as required by Senate Bill 671.

- I. Reporting and Assessment**
 - a. We have established clear and accessible channels for all members of our school community to report any dangerous, violent, or unlawful activities.
 - b. Our trained staff promptly assess the credibility and severity of these reports to determine the appropriate response.

- II. Immediate Response and Safety Measures**
 - a. In response to credible threats, we swiftly implement safety measures including lockdowns, evacuations, or soft lock down, tailored to the specific nature of the incident.
 - b. Regular drills and training sessions ensure that staff and students are well-prepared for these procedures.
 - c. Purchase software that allows staff to communicate whether they are safe or not

- III. Coordination with Law Enforcement**
 - a. We maintain a strong partnership with local law enforcement agencies, ensuring immediate notification and coordinated response to incidents.
 - b. Joint response plans have been developed with law enforcement for various types of threats.

- IV. Communication with Parents and Community**
 - a. Our communication plan enables us to inform parents and the community promptly and accurately during incidents, balancing transparency with confidentiality.
 - b. We provide regular updates as situations evolve.

- V. Support Services**
 - a. Counseling and support services are readily available for students and staff affected by incidents of violence or unlawful activities.
 - b. We offer resources and referrals for additional assistance when needed.

- VI. Training for Staff and Students**
 - a. Our ongoing training programs for staff and students cover recognizing, reporting, and responding to dangerous situations, including conflict resolution and de-escalation techniques.

- VII. Review and Update of Protocol**
 - a. We regularly review and update our protocol to align with current best practices and legal requirements.

- b.** Feedback from staff, law enforcement, and community members is a vital part of our review process.

VIII. Prevention and Education

- a.** Our educational programs focus on violence prevention, conflict resolution, and fostering a safe and respectful school environment.
- b.** We actively engage students in creating a positive school culture that discourages violent or unlawful behavior.

Emergency Procedures for Students with Special Needs and School District Protocol for Adaptations for Pupils with Disabilities

Overview: In compliance with Senate Bill 323, our school district has integrated comprehensive adaptations into our disaster procedures to ensure accessibility and safety for pupils with disabilities. This initiative aligns with the federal Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

- I. Inclusion of Adaptations in Disaster Procedures**
 - a. All disaster response plans now include specific adaptations to accommodate the needs of pupils with various disabilities.
 - b. These adaptations are designed to ensure that all evacuation, lockdown, and emergency response procedures are accessible to every student.

- II. Collaboration with Special Education Experts**
 - a. We have collaborated with special education experts and disability advocates to develop and refine these adaptations.
 - b. Regular training is provided to all staff members to familiarize them with the specific needs and appropriate responses for students with disabilities.

- III. Annual Safety Plan Evaluation**
 - a. Our safety plans undergo an annual evaluation to ensure that they include effective and up-to-date adaptations for pupils with disabilities.
 - b. This evaluation process involves feedback from teachers, parents, and disability experts.

- IV. Open Communication Channels**
 - a. We maintain open channels of communication for school employees, parents/guardians, educational rights holders, and pupils to raise concerns regarding individual students' ability to access disaster procedures.
 - b. These concerns are promptly brought to the attention of the school principal for assessment and action.

- V. Individualized Response Strategies**
 - a. When a concern about an individual pupil's access to disaster procedures is validated, we develop and implement tailored strategies to address their specific needs.
 - b. These strategies are incorporated into the overall disaster response plan for the school.

- VI. Regular Drills and Accessibility Checks**
 - a. Drills incorporating these adaptations are conducted regularly to ensure that all students, including those with disabilities, can participate effectively.
 - b. Accessibility checks are a routine part of these drills to identify and rectify any gaps in our response plans.

VII. Continuous Improvement and Updating

- a.** Our protocols for pupils with disabilities are subject to continuous review and improvement to adapt to changing needs and feedback.
- b.** We stay informed about advancements in accessibility and emergency response to ensure our practices are up to date.

Note: The integration of these adaptations into our disaster procedures reflects our commitment to the safety and inclusivity of all students. We recognize the importance of addressing the unique needs of pupils with disabilities in emergency situations and are dedicated to ensuring that our safety plans are comprehensive, effective, and inclusive. Our approach involves ongoing collaboration with the community, experts, and stakeholders to provide a safe and supportive learning environment for every student. The Principal is responsible for identifying all students who will require additional assistance working with the designated certificated staff (classroom teachers) and to ensure that coverage and a plan is completed for each student.

Policy for Notifying Teachers of Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that states teachers must be notified of the reasons(s) a student has been suspended, administration communicates via email with teachers regarding suspensions. Admin sends an email every week to the staff that includes student names, grades, number of days suspended, return date, and offense. The information in these emails is confidential and is to be seen by school staff only.

Pursuant to Education Code 48267, Tehama County Probation notifies the CUHSD Superintendent regarding students who have engaged in certain criminal conduct. This information is forwarded to the CUHS Vice Principal's office. From there, the information is forwarded to teachers or administration when appropriate.

Discrimination and Harassment

Corning Independent Study High School is dedicated to provide every student an equal opportunity to receive an education in any school program or activity. No person shall discriminate against or engage in harassment of a pupil because of the pupil's race, sex, gender, sexual orientation, color, religion, mental or physical disability, national origin, ancestry, or ethnic group identification.

Concerning sexual harassment, CUHSD has adopted Board Policy and Administrative Regulation 5145.7. According to this policy and regulation, any student who engages in sexual harassment of anyone at school or at a school sponsored activity is in violation of school rules and will be subject to disciplinary action. All other forms of harassment, bullying, or intimidation are dealt with according to California Education Code, Sections 48900 and 48915.

School Wide Dress Code

Corning Independent Study High School maintains a student dress code to support a safe, productive, and appropriate learning environment when students are present on campus for scheduled meetings or other school-related activities during the school day. The dress code establishes minimum standards of acceptable dress and applies to all Independent Study students while participating in on-campus activities.

1. No student shall wear any clothing that is disruptive or likely to be disruptive to the learning environment, or is offensive or distracting to other students, teachers or parents.
2. Shorts may be worn, but must be an appropriate length for an educational or professional setting.
3. Tops that expose the lower back, stomach, or cleavage are prohibited.
4. All clothing accessories or tattoos that have pictures or writing that is vulgar, obscene, violent, and/or alcohol/drug/tobacco-related is not allowed at Centennial High School.
5. Any apparel and/or accessories that is deemed by staff or law enforcement to be gang affiliated will not be allowed at school or on campus at any time. This includes, but is not limited to red or blue bandanas, belts, rosaries, or bracelets. This also includes haircuts or styles, tattoos, or other body modifications or apparel that explicitly or implicitly reference the numbers 13 or 14, or gang names/nicknames, or other gang references. These guidelines have been developed with the cooperation of trained law enforcement personnel who have specific and ongoing training as it relates to gangs. These guidelines are subject to change at any time and without notice (written or verbal) if new gang identification trends are discovered. Also, any student in possession of materials which are deemed to have specific writings, insignias and or references of anything gang-related will be confiscated by CUHSD and information shared with the Corning Police Department and the Tehama County Special Investigations Unit
6. Hats and beanies shall be worn properly – they shall have the bill facing forward. Altered hats and beanies are not allowed. Hoods must also be removed in the classroom or office.
7. Pajamas/Slippers are not allowed to be worn at school.
8. Pants must fit at the waist and/or be secured in a way that prevents sagging. Underwear cannot be visible at any time.

Violation of Dress Code

- First Offense: The student will be required to change, cover, or otherwise correct the dress code violation before continuing with the scheduled on-campus meeting or activity.
- Second Offense: The student will be required to correct the dress code violation and will receive a reminder that continued violations may result in additional consequences related to on-campus participation. The parent/guardian will be notified.

- Further Offenses: The student will be required to correct the dress code violation and may be subject to additional interventions or restrictions related to on-campus meetings or activities, as appropriate. The parent/guardian will be notified.

Students that violate the dress code and do not have an appropriate piece of clothing to change in to will be given appropriate clothes as needed.

Safe Ingress and Egress Procedures

Corning Independent Study High School students who are on campus for scheduled meetings or school-related activities utilize the designated bus loading/unloading zones and parent drop-off areas established on the shared Centennial campus. Sidewalks surrounding the campus provide safe pathways for students and visitors traveling to and from the school site.

Evacuation maps are posted throughout campus facilities and apply to all programs operating on the shared campus, including Corning Independent Study High School. In the event of an evacuation, Independent Study students and staff follow posted evacuation routes and relocate to the designated assembly area in the parking lot across the street.

Discipline Procedures

Students enrolled in Corning Independent Study High School are expected to comply with district and school behavior standards while participating in on-campus meetings or other school-related activities. These expectations, along with the consequences for violations, are outlined in the school's code of conduct. Failure to comply with behavior standards while on campus may result in disciplinary action, including suspension, in accordance with California Education Code. When suspension is considered for an Independent Study student, the school ensures that the student is afforded all applicable due process rights, including notice of the charges and the opportunity to be heard. Students have the right to present information relevant to the incident and to review records related to the disciplinary action. To ensure due process, the following procedures are followed when suspension is under consideration:

- We provide the opportunity for all students and parents to know the rules and regulations and the consequences of breaking these rules and regulations.
- We inform the student what charges have been brought against him/her.
- We allow the student to see all the records that are made and provide him/her a copy if one is desired.
- The student is provided an opportunity to confer with an administrator and to tell his/her version of what occurred.
- The student is informed of the next steps of the discipline process and the consequences of further violations.
- The parents/guardians are notified each time that a suspension takes place.

Immigration Enforcement Notification Plan (AB 49 / SB 98 Compliance)

Purpose: The purpose of this plan is to ensure the immediate and lawful notification to parents/guardians, teachers, staff, and the school community when immigration enforcement is confirmed on or near school grounds, in alignment with California AB 49 and Sb 98. This plan supports the district's commitment to maintaining a safe, inclusive, and non-hostile learning environment for all students regardless of immigration status.

Notification Requirements

In the event of confirmed immigration enforcement activity on school grounds, the district must:

- Notify parents/guardians, teachers, staff, and the school community immediately upon confirmed presence of immigration enforcement. Notification must include:
 - Date and time of incident
 - Specific location on or near the school site
- Maintain a written record of the notification and event.
- Follow established procedures and scripts to ensure clarity, accuracy, and consistency.
- Notification must be issued in families' primary languages whenever practicable.

Communication Procedures

1. Verification

- a. The superintendent, Principal, or Designee will first confirm the presence of immigration enforcement agents through law enforcement of firsthand administrative observation.
- b. No notification will be sent unless presence is verified, not rumored.

2. Internal Alert

- a. Administration will immediately notify:
 - i. District superintendent
 - ii. Site administrator
 - iii. School Resource Officer

3. Community Notification

- a. Notifications will be sent though the school's establish mass communication systems, which may include ParentSquare, email, phone, text, and/or website posting.

4. Staff Protocol

- a. Staff is directed to continue normal supervision and instruction.
- b. Staff shall not engage with immigration enforcement agents unless instructed through district chain of command.
- c. Staff shall not share student information without district direction (per FERPA and CA Education Code protections).

Record Keeping

The district will maintain the following records for no fewer than 3 years:

- Date, time, and location of confirmed enforcement
- Copy of original notification sent
- List of communication methods use
- Any follow-up notices or directives
- Personnel involved in the decision and communication
- Site impact summary (if applicable)

Records will be maintained by the Corning Union High School District Office under the Superintendent or Designee.

Annual Review

Procedures will be reviewed and updated annually as part of the Comprehensive Safety Plan review process.

Statement of Commitment

The district reaffirms that schools are safe zones. Students will be supervised, supported, and protected during any such events, and education will continue without interruption whenever safely possible. The district complies with state law, federal privacy protections, and community-centered notification requirements.

Records will be maintained by the District Office under the Superintendent or Designee.

Opioid Overdose Protocol

Purpose: To provide a safe and effective response to incidents of opioid overdose in schools serving pupils in grades 7 to 12, in accordance with Senate Bill 10. (see appendix C)

I. Identification of Overdose Signs

- All staff and students will be educated on recognizing signs of an opioid overdose, which include, but not limited to:
 - Loss of consciousness or unresponsiveness
 - Slow, shallow, or stopped breathing
 - Constricted (small) pupils
 - Choking or gurgling sounds
 - Limp body

II. Immediate Response Procedures

- In the event of a suspected opioid overdose:
 1. Immediately call 911.
 2. If trained, administer first aid.
 3. If available and permitted, administer naloxone.

III. Naloxone Availability and Administration

- Naloxone kits will be stored in accessible, yet secure locations.
- Designated staff members will be trained in the administration of naloxone.

IV. Training and Education

- Annual training for staff on opioid overdose recognition and response.
- Educational programs for students about the dangers of opioid misuse.

V. Emergency Contact and Post-Overdose Procedures

- Maintain up-to-date emergency contact information for all students.
- Establish post-overdose support, including counseling and referral to treatment.

VI. Coordination with Local Health Authorities

- Coordinate response plans with local health departments and emergency services.

VII. Regular Review and Update of Protocol

- The protocol will be reviewed annually and updated as needed to align with current best practices and legal requirements.

VIII. Communication Plan

- Regular communication of the protocol to staff, students, and parents.
- Ongoing awareness campaigns about opioid risks and prevention.

Confidentiality: All responses to opioid overdoses will respect the privacy and dignity of the affected individuals.

Plan for Implementing Instructional Continuity

Overview

In compliance with Senate Bill 153 requiring the inclusion of an instructional continuity plan in the comprehensive school safety plans of school districts we have developed a strategy to ensure seamless communication and continued instruction during emergencies that disrupt in-person learning.

Key Components of the Instructional Continuity Plan

1. Technology Access

- a. Chromebooks for All Students: Each student will have access to a Chromebook to facilitate online learning during emergencies. Chromebooks will be distributed at the start of the school year, with provisions for immediate deployment if an emergency arises mid-year.
- b. Google Classroom: Google Classroom will serve as the primary platform for delivering instruction, assignments, and communication. Teachers will ensure that all course materials are accessible through this platform.

2. Communication with Students and Families

- a. Emergency Contact Information: We will update and verify emergency contact information for all students and families at the beginning of each school year and during key points throughout the year.
- b. Multiple Communication Channels: Communication during an emergency will be managed through multiple channels, including email, phone calls, text messages, and the school's website. We will also use Google Classroom, ParentSquare and social media to send out notifications and updates.
- c. Parent and Student Training: Training sessions on how to access and use Google Classroom and other communication tools will be provided to both students and families. This will ensure that everyone is prepared to transition to online learning seamlessly.

3. Instructional Delivery

- a. Online Instruction: In the event of an emergency, teachers will transition to delivering lessons via Google Classroom. This will include a mix of live (synchronous) and recorded (asynchronous) lessons to accommodate varying access to technology and internet connectivity.
- b. Assignment Submission: Students will submit assignments through Google Classroom. Teachers will provide timely feedback and support through the platform.
- c. Special Education and Support Services: We will ensure that students with special needs continue to receive appropriate support services. This includes providing online access to special education services and resources.

4. Teacher Preparedness

- a. Professional Development: Ongoing professional development will be provided to teachers on effective online instruction, use of Google Classroom, and emergency preparedness as needed.

5. Monitoring and Evaluation

- a. Feedback Loop: We will establish a feedback loop with students, families, and staff to continuously improve our instructional continuity plan. Surveys and direct communication will be used to gather input.
- b. Performance Metrics: Student engagement, attendance, and academic performance during online learning periods will be monitored to assess the effectiveness of the plan. Adjustments will be made as needed.

6. Compliance with State Guidance

- a. Alignment with Superintendent's Guidance: We will closely monitor the guidance provided by the Superintendent on or before March 1, 2025, to ensure our plan aligns with state expectations. Any necessary updates will be made to our plan based on this guidance.

7. State-Mandated Reporting

- a. Documentation and Reporting: We will maintain detailed documentation of our instructional continuity plan and any instances where it has been implemented. This will be included in our comprehensive school safety plan and reported to the appropriate state authorities as required.

Conclusion: This plan will ensure that our school district is fully prepared to continue educating students and communicating with families in the event of an emergency that disrupts in-person instruction. We are committed to providing a seamless transition to online learning, ensuring that all students have the resources and support they need to succeed, even during challenging times.

Key Areas for Follow Up

1. Continue with Active Threat drills on a regular, consistent basis.
2. Use safety assessment conducted by SRO to address campus safety suggestions.

Appendix A

CENTENNIAL HIGH SCHOOL EMERGENCY PROTOCOL

ACTIVE THREAT Signaled by announcement through Valcom System	
Staff Actions: <ul style="list-style-type: none">• Make a report with Dir-S on computer and/or notify front office• Determine action:<ul style="list-style-type: none">○ Run off campus to the corner of Marguerite & Fig○ Fight the intruder if they enter the classroom<ul style="list-style-type: none">▪ Counter the intruder first by distracting with anything you have access to○ Hide in the classroom if needed<ul style="list-style-type: none">▪ Barricade entry points with furniture; close blinds; lock doors; stay silent• Update Dir-S on computer as needed• Wait for instructions via phone or Dir-S• Allow students to notify guardians of their safety; limit further phone use	Student Actions: <ul style="list-style-type: none">• If in classroom, follow directions from the teacher in charge• If out on campus:<ul style="list-style-type: none">○ Run off campus○ Fight the intruder with any item within reach○ Hide in the nearest room, even if not your classroom○ Follow directions from staff member in charge• Notify guardians of your safety, but limit further cell phone use
SOFT LOCKDOWN Signaled by announcement through Valcom System	
Staff Actions: <ul style="list-style-type: none">• Recover students from outside and account for all students in class• Lock all doors• Increase situational awareness• Wait for instructions via email, phone, or announcement• Continue business as usual• Do not change classes or allow students out of classroom until the all clear is given	Student Actions: <ul style="list-style-type: none">• Return to inside of building• Follow directions from teacher in charge
FIRE Signaled by fire alarm	
Staff Actions: <ul style="list-style-type: none">• Determine if the fire is nearby and a threat to your classroom<ul style="list-style-type: none">○ Stay put if there is not a direct threat or a fire has not been confirmed○ Evacuate to the parking lot across the street if you determine the fire is nearby or has been confirmed<ul style="list-style-type: none">▪ Take folder with you• Take roll and account for students• Indicate any missing or extra students in your group by showing the RED card<ul style="list-style-type: none">○ If all students are accounted for, display the GREEN card• All clear will be announced by staff or emergency personnel	Student Actions: <ul style="list-style-type: none">• Leave stuff behind• Evacuate to designated area as needed• Follow teacher directions

Appendix B

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A.	REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY						
		REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS			Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO				
		REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE						
B.	REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY								
		<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)										
		ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL				
		OFFICIAL CONTACTED - TITLE				TELEPHONE ()						
C.	VICTIM <small>One report per victim</small>	NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
		ADDRESS			Street	City	Zip	TELEPHONE ()				
		PRESENT LOCATION OF VICTIM				SCHOOL		CLASS		GRADE		
		PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME			
		IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME				TYPE OF ABUSE (CHECK ONE OR MORE) <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY)				
		RELATIONSHIP TO SUSPECT				PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK				
D.	INVOLVED PARTIES	VICTIM'S SIBLINGS										
		1. NAME BIRTHDATE SEX ETHNICITY				3. NAME BIRTHDATE SEX ETHNICITY						
		2. _____				4. _____						
				NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
		ADDRESS			Street	City	Zip	HOME PHONE ()		BUSINESS PHONE ()		
				NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY	
ADDRESS			Street	City	Zip	HOME PHONE ()		BUSINESS PHONE ()				
D.	SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE		SEX	ETHNICITY			
		ADDRESS			Street	City	Zip	TELEPHONE ()				
		OTHER RELEVANT INFORMATION										
E.	INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____										
		DATE / TIME OF INCIDENT				PLACE OF INCIDENT						
		NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)										

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

Appendix C

NALOXONE ADMINISTRATION PROTOCOL

RECOGNIZE:

Observe individual for signs and symptoms of opioid overdose

Suspected or confirmed opioid overdose consists of:

- Respiratory depression evidenced by slow respirations or no breathing (apnea)
- Unresponsiveness to stimuli (such as calling name, shaking, sternal rub)

Suspicion of opioid overdose can be based on:

- Presenting symptoms
- History
- Report from bystanders
- School nurse or staff prior knowledge of person
- Nearby medications, illicit drugs or drug paraphernalia

Opioid Overdose vs. Opioid High

Opioid High	Opioid Overdose
Relaxed muscles	Pale, clammy skin
Speech slowed, slurred, breathing	Speech infrequent, not breathing, very shallow breathing
Appears sleepy, nodding off	Deep snorting or gurgling
Responds to stimuli	Unresponsive to stimuli (calling name, shaking, sternal rub)
Normal heart beat/pulse	Slowed heart beat/pulse
Normal skin color	Cyanotic skin coloration (blue lips, fingertips)
	Pinpoint pupils

(Adapted from Massachusetts Department of Public Health Opioid Overdose Education and Naloxone Distribution)

RESPOND

Immediately call for help

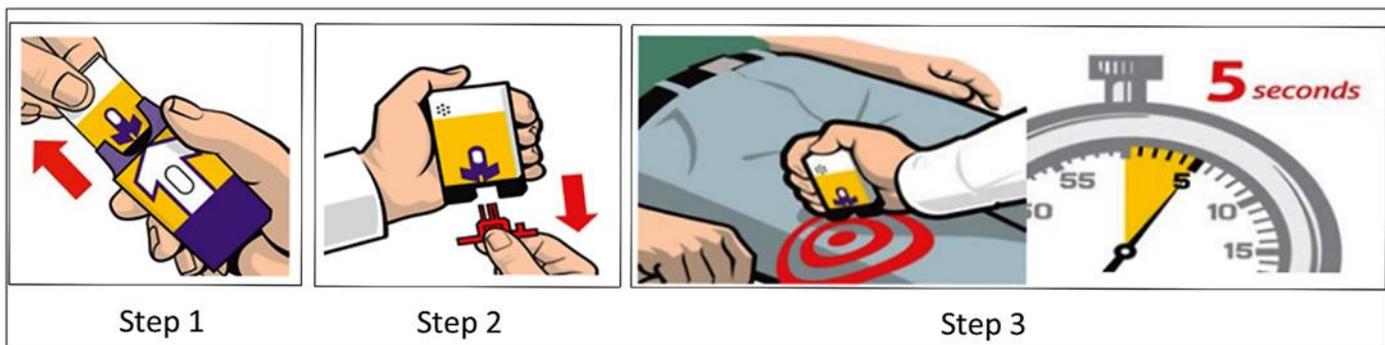
- Call for help- Dial 911.
 - Request Advanced Life Support.
- Assess breathing: Perform rescue breathing if needed.
 - Place the person on their back.
 - Tilt their chin up to open the airway.
 - Check to see if there is anything in their mouth blocking their airway, such as gum, toothpick, undissolved pills, syringe cap, cheeked Fentanyl patch.
 - If present. remove it.
 - If using mask, place and hold mask over mouth and nose.
 - If not using mask, pinch their nose with one hand and place your mouth over their mouth
 - Give 2 even, regular-sized breaths.
 - Blow enough air into their lungs to make their chest rise.
 - If you are using a mask and don't see their chest rise, out of the corner of your eye, tilt the head back more and make sure the seal around the mouth and nose is secure.
 - If you are not using a mask and don't see their chest rise, out of the corner of your eye make sure you're pinching their nose.
 - Breathe again.
 - Give one breath every 5 seconds.

REVERSE

Administer naloxone

Via IV auto injectable (Evzio):

Remove red safety guard when ready to use. Place the black end against the middle of the patient's outer thigh, through clothing (pants, jeans, etc) if necessary, then press firmly and hold in place for 5 seconds. After use, place the auto-injector back into its outer case. Do not replace the **red** safety guard.



(Graphic credit: kaleo,

2016)

- Place person in recovery position (lying on their side).
- Stay with the person until help arrives.

- Seize all illegal and/or non-prescribed opioid narcotics found on victim and process in accordance with school district protocols.

Note: Using naloxone in patients who are opioid dependent may result in severe opioid withdrawal symptoms such as restlessness or irritability, body aches, diarrhea, increased heart rate (tachycardia), fever, runny nose, sneezing, goose bumps (piloerection), sweating, yawning, nausea or vomiting, nervousness, shivering or trembling, abdominal cramps, weakness, and increased blood pressure. **Risk of adverse reaction should not be a deterrent to administration of naloxone.**

REFER

- Have the individual transported to nearest medical facility, even if symptoms seem to get better.
- Contact parent/guardians per school protocol.
- Complete Naloxone Administration Report form.
- Follow up with treatment referral recommendations.

References

- Centers for Disease Control and Prevention. (2012). Community-Based Opioid Overdose Prevention Programs Providing Naloxone — United States, 2010 MMWR February 17, 2012/ 61(06), 101-105. Available at: <http://www.cdc.gov/mmwr/preview/mmwrhtml/mm6106a1.htm>
- Davis, C., Webb, D., Burris, S. (2013). Changing Law from Barrier to Facilitator of Opioid Overdose Prevention. *Journal of Law, Medicine & Ethics*, 41(Suppl. 1), 33–36.
- Harm Reduction Coalition. (n.d.). Perform Rescue Breathing. Available at: <http://harmreduction.org/issues/overdose-prevention/overview/overdose-basics/responding-to-opioid-overdose/perform-rescue-breathing/>
- Kaleo. (2014) Evzio™ prescribing information. Kaleo, Inc.
- Loimer, N., Hofmann, P., Chaudhry, H.R. (1992). Nasal administration of naloxone for detection of opiate dependence. *Journal of Psychiatric Research*, 26, 39–43.
- Massachusetts Department of Public Health Opioid Overdose Education and Naloxone Distribution. (n.d.) Opioid Overdose Education and Naloxone Distribution MDPH Naloxone pilot project Core Competencies. Available at: <http://www.mass.gov/eohhs/docs/dph/substance-abuse/core-competencies-for-naloxone-pilot-participants.pdf>

Corning Union High School District

Job Description

JOB TITLE: Superintendent's Assistant

Salary Range: Confidential Management Non-Exempt

Dept./Family: Confidential

Immediate Supervisor: Superintendent **Approved By:** (Pending)

DEFINITION:

Under the direction of the Superintendent, performs complex and responsible administrative assistant duties. Assist the Superintendent and Board of Trustees with a variety of administrative details. Plan, coordinate, and organize office activities and coordinate the flow of communications and information for the Superintendent. This is a "confidential" position whose duties normally require access to confidential information.

ESSENTIAL FUNCTIONS:

- Proficiency with technology, including office applications and electronic communication tools.
- Understands and follows oral and written directions.
- Type accurately at an acceptable rate of speed.
- Serve as a Liaison between the superintendent and other departments, the public, media, and officials.
- Strong organizational and time-management skills.
- Compile data from various sources for the reports and informational purposes
- Compose correspondence independently on a variety of matters; compile and type various letters, reports, statistical data, memos, bulletins, lists, and other materials as directed; prepare, format, edit, and proofread written materials; establish and maintain an office filing system
- Maintain a thorough knowledge of the District's policies and procedures.

REPRESENTATIVE DUTIES:

- Makes arrangements for school board meetings, including preparing the Agenda, posting, and compiling pertinent material for distribution.
- Retrieves and sorts District mail
- Process Interdistrict requests
- Create Academic Calendars for Board Approval

Revised: 11/14/25
Approved: (Pending)

- Maintain and collect student accident reports
- Assist with Negotiations and updating of contracts
- Updates substitute information
- Maintain and update the Substitute handbook
- Update District Forms as needed
- Ordering of supplies for the District (paper and mailing machine)
- Assist with the teacher check-out process
- Attend various meetings as directed by the Superintendent to take meeting minutes
- Create Requisitions and purchase for the Superintendent
- Other duties as assigned that relate to the job

KNOWLEDGE, ABILITIES, AND SKILLS:

- The District's guidelines, policies, and procedures.
- Modern office practices, procedures, and equipment.
- Record-keeping techniques.
- Correct English usage, grammar, spelling, punctuation, and vocabulary.
- Mathematical operations necessary to perform basic accounting & record keeping.
- Telephone techniques and etiquette.
- Interpersonal skills using tact, patience, and courtesy.
- Work confidentially with discretion as well as independently with good judgment.
- Establish and maintain cooperative and effective working relationships with others.

QUALIFICATIONS

- High school diploma or equivalent.
- Two years of increasingly responsible clerical and secretarial experience.

CORNING UNION HIGH SCHOOL DISTRICT
Job Description

JOB TITLE: Payroll Technician

SALARY RANGE: Classified Mgmt. Non-Exempt

DEPT./FAMILY: Confidential

**IMMEDIATE SUPERVISOR: Chief Business
Official**

BOARD APPROVED:(pending)

DEFINITION

Under the direction of the Chief Business Official, the Payroll Technician will perform varied, responsible, and complex clerical and technical duties in the preparation and processing of District payroll and benefits administration.

ESSENTIAL FUNCTIONS

- Responsible for the timely and accurate processing of District payroll
- Maintain appropriate internal controls and detailed payroll, benefits, and leave records
- Calculate and process salary placements, step and column changes, stipends, retroactive pay, and payroll adjustments
- Implement and administer mandatory and voluntary payroll deductions, including taxes, retirement, garnishments, and benefit premiums
- Maintain sick leave, vacation, compensatory time, and other leave records
- Administer and support the District's absence management system as assigned
- Reconcile payroll and benefit billings and audit related holding accounts
- Administer District insurance programs, including enrollment, changes, and open enrollment activities
- Act as liaison between employees, retirees, benefit carriers, retirement systems, and third-party administrators
- Prepare payroll-related reports and data for audits
- Maintain compliance with applicable laws, District policies, and collective bargaining agreements

REQUIRED DUTIES

- Receive, review, verify, and process employee time records and payroll documentation
- Generate payroll warrants, direct deposit notices, stop payments, and reissued warrants as needed
- Process payroll transactions related to new hires, transfers, promotions, salary changes, and separations

- Process unemployment insurance reports, disability coordination, and wage garnishments
- Create and maintain payroll files, spreadsheets, databases, and related documentation
- Complete and submit EDD paperwork as needed
- Coordinate SDI benefits with employee leaves of absence and payroll records
- Verify employment and earnings information for various outside agencies, including lenders, government agencies, and benefit administrators, in accordance with confidentiality requirements
- Beginning and end-of-year processes in District fiscal software
- Perform related duties as assigned

ABILITY TO:

- Perform complex payroll duties with accuracy and attention to detail
- Maintain confidentiality of sensitive and privileged information
- Interpret and apply laws, regulations, and District policies
- Prepare and maintain accurate payroll and statistical records
- Identify and resolve payroll and benefit discrepancies
- Communicate clearly and effectively, both orally and in writing
- Establish and maintain cooperative working relationships
- Work independently and meet required deadlines

Corning Union High School District

**Prequalification
Notice, Procedures and Application**

NOTICE REGARDING PREQUALIFICATION

Notice is hereby given by Corning Union High School District (“District”) that general contractors and mechanical, electrical and plumbing subcontractors planning to submit a bid or proposal for qualifying District projects in the twelve months following prequalification will be required to prequalify pursuant to Public Contract Code § 20111.6 prior to bidding or submitting a proposal. Prequalification application packages are available on the District’s website or at the District’s office located at: **643 Blackburn Avenue Corning CA 96021** Any contractors or subcontractor submitting a bid for a project must have a valid prequalification packet on file with the District at least 10 days prior to the bid date.

This prequalification packet includes a questionnaire and financial statement, to be verified under oath. The District will use the information and documentation required by the packet to prequalify general contractors and mechanical, electrical and plumbing subcontractors in accordance with applicable law.

PREQUALIFICATION PROCEDURES

Questionnaire

All questions in the questionnaire must be answered. If a question is not applicable, then indicate a response of “N/A”. “You” or “Yours” as used herein refers to the prospective bidders’ firm and any of its owners, officers, principals, and qualifying individuals. If two or more business entities submit a bid or proposal on a project as a Joint Venture or expect to submit a bid or proposal as part of a Joint Venture, each entity within the Joint Venture must be separately prequalified.

Each questionnaire must be signed under penalty of perjury in the manner designated at the end of the form, by an individual who has the legal authority to bind the contractor on whose behalf that person is signing. If any information provided by a contractor becomes inaccurate, the contractor must immediately notify the District and provide updated accurate information in writing, under penalty of perjury. Each applicant shall have a duly authorized owner, officer or principal complete the questionnaire and verify the truth of the information provided therein and in the financial statement.

Financial Statement

In addition to completing the attached questionnaire, each applicant must submit its most current audited year-end financial statement, which must have been prepared by a certified public accountant within twelve (12) months of each applicant’s submission of the prequalification package. Each applicant must also provide its most current financial statement, which must have been prepared within three (3) months of each applicant’s submission of the prequalification package. Finally, each prospective bidder must submit a notarized statement from an admitted

surety insurer (approved by the California Department of Insurance and authorized to issue bonds in the State of California) which states the applicant's current bonding capacity.

Financial statements submitted with this prequalification package shall not be prepared by any individual who is in the regular employ of the firm submitting the statement, nor by any individual or entity who has more than a ten percent (10%) financial interest in the firm's business. If the individual or entity that prepared a financial statement submitted with this prequalification package has any financial interest in the firm's business, the firm shall notify the District of such financial interest in a separate signed statement accompanying this prequalification package.

Submission

Applicants are encouraged to submit prequalification packages as soon as possible, so that they may be notified of prequalification status well in advance of the bid process or any applicable proposal deadline. The prequalification packages should be sealed, marked "**CONFIDENTIAL PREQUALIFICATION**," and mailed or hand-delivered to the following:

**Corning Union High School District
643 Blackburn Avenue
Corning CA 96021**

The questionnaire answers and financial statements included in the prequalification packages submitted by contractors are not public records and are not open to public inspection. All such information provided will be kept confidential to the extent permitted by law, although the contents may be disclosed to third parties for the purpose of verification, investigation of substantial allegations, and in the process of any subsequent proceedings. State law requires that the names of contractors applying for prequalification status shall be public records subject to disclosure, and the first page of the questionnaire will be used for that purpose.

Evaluation by the District

The District will evaluate the information provided and issue each submitting contractor a rating of "Prequalified", "Not Prequalified" or "Qualified Up to [DOLLAR VALUE]". The District's decision will be based on the information provided, references, and such additional outside information as the District in its discretion deems reasonable and necessary to obtain. The District may, but is not obligated to, investigate the truth of any statements or information provided by a prospective bidder in response hereto.

Appeal

A contractor who has timely submitted a completed application form, and who receives a rating of "Not Prequalified" or "Qualified Up to [DOLLAR VALUE]" from the District may appeal that determination. There is no appeal from a finding that a contractor is not prequalified because of a late application or a failure to submit required information. A contractor may appeal the District's decision with respect to its request for prequalification, by giving notice to the District no later than

five (5) business days after receipt of notice of its qualification status. Notice shall be sent to the address listed above. Unless a contractor files a timely appeal, the contractor waives any and all rights to challenge the qualification decision of the District, whether by administrative process, judicial process or any other legal process or proceeding. The District reserves the right to resolve appeals before or after the opening of bids or proposals or award of any contract. The date for submission and opening of bids or proposals for a specific project and any subsequent contract award will not be delayed or postponed to allow for completion of an appeal process.

Bids and Proposals

Bids and proposals will not be accepted from any contractor that did not timely submit a completed prequalification questionnaire and supporting documents, including financial statements, to the District. Omission of requested information, falsification of information, or failing to use the forms provided by the District may result in a finding of “not prequalified”.

Any mechanical, electrical or plumbing subcontractors, as defined by Public Contract Code § 20111.6, required for any Project must be prequalified pursuant to these prequalification forms and requirements, and all general contractors must use prequalified mechanical, electrical and plumbing subcontractors. If a mechanical, electrical and plumbing subcontractor listed in any bid or proposal submitted by a general contractor is not prequalified, that general contractor’s bid or proposal will not be accepted.

The District reserves the right to amend the prequalification packet at any time. The District reserves the right to waive minor irregularities and omissions in the information contained in the prequalification application submitted and to make all final determinations. The District may, in accordance with applicable law reject a prequalified contractor’s bid or proposal, and the District may additionally reject all bids or proposals if it determines such action is in the best interest of the public.

[Remainder of page intentionally left blank]

PART 1: CONTRACTOR INFORMATION

A. GENERAL INFORMATION

(All Questions Must Be Answered)

Firm Name (as it appears on CSLB license): _____

Firm Type (Select one): Corporation LLC Partnership Sole Proprietorship Joint Venture

Contact Person/Title: _____

(List Owner(s) if Firm is a Sole Proprietorship or Partnership)

Local Address (P.O. Box is not acceptable):

Address 1: _____

Address 2: _____

City: _____

Zip: _____

Office Telephone: _____

Contact Mobile: _____

Fax Number: _____

E-mail Address: _____

List all California construction or other professional license numbers, classifications and expiration dates held by your firm:

License Number	Classification	Expiration Date

List your firm's DIR Public Works Contractor (PWCR) Registration Number(s):

PWCR Number	Entity Name	Expiration Date

If any of your firm's license(s) are held in the name of a corporation, limited liability company, or partnership, list below the names of the qualifying individual(s) listed on the CSLB records who meet(s) the experience and examination requirements for each license.

License Number	Qualifying Individual	Expiration Date

B. CURRENT ORGANIZATION AND STRUCTURE

Complete the section below for the appropriate type of firm:

For Firms That Are Corporations:

- 1a. Date of formation: _____
- 1b. Under the laws of what state: _____
- 1c. Provide all the following information for each person who is either (a) an officer of the corporation (president, vice president, secretary, treasurer), or (b) the owner of at least ten percent of the corporation’s stock:

Name	Position	Years with Firm	% Ownership

- 1d. Identify every construction firm that any person listed above has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years.
NOTE: For this question, “owner” and “partner” refer to ownership of ten percent or more of the business, or ten percent or more of its stock, if the business is a corporation.

Person’s Name	Construction Firm	Date of Person’s Participation with Firm

For Firms That Are Limited Liability Companies (LLC):

- 1a. Date Article of Organization filed: _____
- 1b. Under the laws of what state: _____
- 1c. Provide all the following information for all members of the LLC:

Name	Position	Years with Firm	% Ownership

- 1d. Identify every construction firm that any person listed above has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years.
NOTE: For this question, “owner” and “partner” refer to ownership of ten percent or more of the business, or ten percent or more of its stock, if the business is a corporation.

Person’s Name	Construction Firm	Date of Person’s Participation with Firm

For Firms That Are Partnerships:

- 1a. Date incorporated: _____
 1b. Under the laws of what state: _____
 1c. Provide all the following information for each partner who owns ten percent or more of the firm.

Name	Position	Years with Firm	% Ownership

- 1d. Identify every construction firm that any person listed above has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years.
NOTE: For this question, “owner” and “partner” refer to ownership of ten percent or more of the business, or ten percent or more of its stock, if the business is a corporation.

Person’s Name	Construction Firm	Date of Person’s Participation with Firm

For Firms That Are Sole Proprietorships:

- 1a. Date of commencement of business _____
- 1b. Identify every construction firm that the business owner has been associated with (as owner, general partner, limited partner or officer) at any time during the last five years.
NOTE: For this question, “owner” and “partner” refer to ownership of ten percent or more of the business, or ten percent or more of its stock, if the business is a corporation.

Person’s Name	Construction Firm	Date of Person’s Participation with Firm

For Firms That Intend to Make a Bid as Part of a Joint Venture:

- 1a. Date of commencement of joint venture: _____
- 1b. Provide all the following information for each firm that is a member of the joint venture that expects to bid on one or more projects

Name of Construction Firm	% Ownership

Note: Explain on a separate sheet. Provide all other pertinent information required in the sections above, for each Corporation, LLC, Partnership, or Sole-Proprietorship that is a part of the Joint Venture.

2. At any time during the past five years, has your firm shared office space, warehouse space, yard, plant or shop facilities, staff, equipment, telecommunications or other assets with any other construction firm? (If yes, identify and explain below.)

Construction Firm	Description of Sharing Agreement	Location of Facilities

3. State your firm's gross revenues for each of the last three fiscal years:
 Current year (\$): _____
 Previous year (\$): _____
 Year prior to previous year (\$): _____
4. How many years has your firm been in business in California as a contractor under your present business name and license number? _____
5. State the number of projects your firm has completed in each of the last three fiscal years:
 Current year: _____
 Previous year: _____
 Year prior to previous year: _____
6. Has your firm changed names or license number in the past five years? (If yes, explain on a separate sheet, including the reason for the change.) Yes No
7. Has there been any change in ownership of your firm at any time during the last five years? Yes No

 (If yes, explain on a separate sheet.)
NOTE: A corporation whose shares are publicly traded is NOT required to answer this question.
8. Is your firm a subsidiary, parent, holding company or affiliate of another construction firm? Yes No

 (If yes, explain on a separate sheet.)
NOTE: Include information about other firms if one firm owns 50 percent or more of another, or if an owner, partner, or officer of your firm holds a similar position in another firm.
9. Has any owner, partner and/or officer of your firm operated or been connected to a construction firm under any other name in the last five years not listed in Section A or Section B above at any time in the past five years? Yes No

 (If yes, provide the person's name, construction firm name, and dates of participation.)

Name	Construction Firm	Dates of Participation

C. Bonding

10. Bonding Capacity – Provide documentation from your surety identifying the following:
 Name of Bonding Company/Surety: _____
 Name of Surety Agent: _____
 Address: _____
 Telephone number: _____

11. If your firm was required to pay a premium of more than one percent for a performance and payment bond on any project(s) on which your firm worked at any time during the last three years, state the percentage that your firm was required to pay. You may provide an explanation for a percentage rate higher than one percent, if you wish to do so.

12. List all other sureties (name and full address) that have written bonds for your firm during the last five years, including the dates on which they were issued:

Name	Address	Date

D. Labor Compliance And Apprenticeships

13. How often do you require documented safety meetings to be held for construction employees and field supervisors during the course of a project? _____

14. List your firm's Experience Modification Rate (EMR) (California workers' compensation insurance) for each of the past three premium years:

Current year rate: _____

Previous year rate: _____

Year prior to previous year rate: _____

15. Does your firm regularly utilize a third party consultant to review labor compliance documents of subcontractors on a public works project? Yes No

16. Provide the name, address and telephone number of the apprenticeship program (approved by the California Apprenticeship Council) from whom you intend to request the dispatch of apprentices to employ on any public works project awarded by Corning Union High School District.

Name	Address	Phone

17. Provide the name, address and telephone number of the apprenticeship program (approved by the California Apprenticeship Council) from whom you have requested and/or employed apprentices in the past three years.

Name	Address	Phone

18. If your firm operates its own State-approved apprenticeship program:
- Identify the craft or crafts in which your firm provided apprenticeship training in the past year;
 - State the year in which each such apprenticeship program was approved and attach evidence of the most recent California Apprenticeship Council approval(s);
 - For each craft, list the number apprentices employed by your firm and the number of individuals that completed apprenticeships while employed by your firm during the last three years.

Craft	Year	No. Apprentices	No. Completed

E. Financial Information

Please attach your most current audited year-end financial statement, which must have been prepared by a certified public accountant, within twelve (12) months of submission of this prequalification package. Also, please provide your most current financial statement, which must have been prepared within three (3) months of submission of this prequalification package.

Name of accounting firm and primary contact: _____

Address: _____

Telephone: _____

How many years has this accounting firm prepared financial statements for you? _____

Banking information:

Name of Bank: _____
Account Manager: _____
Address: _____
Telephone: _____

Account No.: _____ (will request if needed)
Line of Credit: _____
Amount in Use: _____
How Secured: _____
Expiration Date: _____

(attach extra sheets for additional banks/accounts)

F. Recent Construction Projects Completed

Please provide the information requested below about all current public works projects, all publicworks projects completed in the last 24 months, and all DSA-approved California K-12 public projects completed in the last three years. Names and references must be current and verifiable.

For general contractor applicants: Only list projects your firm performed as the general contractor in charge of all trades for the construction of a building.

For subcontractor applicants: Only list projects your firm performed as the prime contractor if a single trade job or as a subcontractor on a multiple trade contract. For multiple trade contracts, indicate the general contractor’s name and contact information.

Use separate sheets of paper that contain all of the following information for each public worksproject:

Project Name: _____

Location: _____

Owner: _____

Owner Contact (name and current phone number): _____

Architect or Engineering firm: _____

Architect or Engineer Contact (name and current phone number): _

Construction Manager (name and current phone number): _____

Inspector of Record (name and current phone #): _____

Description of Project, Scope of Work Performed: _

Total Value of Construction (including change orders): _____

Date Construction Commenced: _____

PART 2: REQUIREMENTS FOR PREQUALIFICATION

Essential Criteria Questions

Circle Answer

- | | Yes | No |
|---|-----|----|
| 1. Does your firm possess a valid and current California Contractor's or other professional license a required by law for the project or projects for which it intends to submit a bid. | Yes | No |
| 2. Is your firm registered with DIR as a Public Works Contractor for the current fiscal year? | Yes | No |
| 3. Does your firm have a liability insurance policy with a policy limit of at least \$1,000,000 per occurrence and \$2,000,000 aggregate? | Yes | No |
| 4. Does your firm have current workers' compensation insurance policy as required by the Labor Code or is your firm legally self-insured pursuant to Labor Code section 3700 et. seq.? | Yes | No |
| 5. Have you attached your firm's latest copy of reviewed or audited financial statements with accompanying notes and supplemental information? * | Yes | No |

NOTE: Financial statements that are not either reviewed or audited are not acceptable. A letter verifying availability of a line of credit may also be attached; however, it will be considered as supplemental information only, and is not a substitute for the required financial statements.

- | | | |
|---|-----|----|
| 6. Have you attached a notarized statement from an admitted surety insurer (approved by the California Department of Insurance) authorized to issue bonds in the State of California, which states that: (a) your current bonding capacity is sufficient for the project for which you seek pre-qualification if you are seeking pre-qualification for a single project; or valid for a year if you are seeking pre-qualification valid for a year; and (b) your current available bonding capacity? ** | Yes | No |
|---|-----|----|

NOTE: Notarized statement must be from the surety company, not an agent or broker.

- | | | |
|--|-----|----|
| 7. Has your contractor's or other professional license been revoked at any time in the last five years? | Yes | No |
| 8. Has a surety firm completed a contract on your behalf, or paid for completion because your firm was in default and/or terminated by the project owner within the last five years? | Yes | No |

Circle Answer

9. Is your firm, any of its officers, supervisors, managers, or any firm or individual identified above in Section A and/or Section B, ineligible to bid on or be awarded a public works contract, or perform as a subcontractor on a public works contract, pursuant to Labor Code section 1777.1, Labor Code section 1777.7, or any other federal, state, county, municipal or other local law providing for the debarment of contractors from public works?
- Yes No
10. Has your firm, any of its officers, supervisors, managers, or any firm or individual identified above in Section A and/or Section B been convicted of a crime involving the awarding of a contract of a government construction project, the bidding or performance of a government contract, antitrust statutes, racketeering statutes, safety and health regulations, environmental laws, laws banning workplace discrimination, laws governing wages, hours or labor standards, or laws involving fraud, theft, or any other act of dishonesty?
- Yes No
11. Is your firm currently the debtor in a bankruptcy case?
- Yes No
- (If yes, attach a copy of the bankruptcy petition showing the case number and date on which the petition was filed.)
12. Has your firm, any of its officers, supervisors, managers, or any firm or individual identified above in Section A and/or Section B ever been terminated from a public works contract, including but not limited to termination based on any misconduct, such as failure to comply with contractual, statutory, or other legal obligations from any public construction project?
- Yes No
13. Does your firm, any of its officers, supervisors, managers, or any firm or individual identified above in Section A and/or Section B currently have any delinquent liability to an employee, the state, or any awarding body for any assessment of back wages or related damages, interest, fines or penalties pursuant to any final judgment, order, or determination by any court or any federal, state, or local administrative agency, including a confirmed arbitration award?
- Yes No

* Public Contract Code section 20101(e) exempts from this requirement a contractor who has qualified as a small business pursuant to Government Code section 14837(d)(1), if the bid is "no more than 25 percent of the qualifying amount provided in section 14837(d)(1)." As of January 1, 2001, the qualifying amount is \$10 million, and 25 percent of that amount, therefore, is \$2.5 million.

** An additional notarized statement from the surety may be requested by Corning Union High School District at the time of submission of a bid, if this pre-qualification questionnaire is submitted more than 60 days prior to submission of the bid.

PART 3: PRE-QUALIFICATION CRITERIA QUESTIONS

Prior History

Circle Answer

1. How many times has your firm, or any of its officers, supervisors, or managers, declared bankruptcy at any time during the last five years? **0 1 2 3 4 5+**
(This question refers only to a bankruptcy action that was not described in your answer to Question 11 in Section C. If yes, attach a copy of the bankruptcy petition showing the case number and the date on which the petition was filed, a copy of the Bankruptcy Court's discharge order or any other document that concluded the case if no discharge order was issued.)

2. How many times has your firm, or any of its officers, supervisors, or managers, had an injunction, judgment, order, or lien entered against it for outstanding taxes assessed or fines, penalties and/or unpaid employee wages at any time in the last five years? **0 1 2 3 4 5+**
(Explain on a separate sheet. Provide details, including the name of the government agency, caption, date, case or docket number, and disposition. Be sure to note any judgments or liens that have not been fully satisfied.)

3. How many times in the past five years, has your firm, or any of its officers, supervisors, or managers, been a party in any civil litigation or administrative proceeding alleging violation of any of the following: **0 1 2 3 4 5+**
contract antitrust statutes, racketeering statutes, safety and health regulations, environmental laws, laws banning workplace discrimination, laws governing wages, hours or labor standards, or laws involving fraud, theft, or any other act of dishonesty?
(Explain on a separate sheet. Provide details including the nature of the claims and defenses, caption, date, case or docket number, name of the court or agency before which the case is pending or which it was heard, and current status.)

4. How many times in the past five years, has your firm, or any of its officers, supervisors, or managers, been a party in any civil litigation or administrative proceeding alleging a violation by a subcontractor hired by your firm of any of the following: **0 1 2 3 4 5+**
contract antitrust statutes, racketeering statutes, safety and health regulations, environmental laws, laws banning workplace discrimination, laws governing wages, hours or labor standards, or laws involving fraud, theft, or any other act of dishonesty?
(Explain on a separate sheet. Provide details including the nature of the claims and defenses, caption, date, case or docket number, name of the court or agency before which the case is pending or which it was heard, and current status.)

Circle Answer

5. How many times in the past five years, has your firm, or any of its officers, supervisors, or managers, paid any amount, fine or otherwise, regardless of characterization, to settle any of the allegations listed in Questions 3 and 4 above, whether with or without an admission of responsibility or liability? **0 1 2 3 4 5+**

(Explain on a separate sheet. Provide details, including the caption, date, case or docket number, and name of the court or agency before which the case was brought.)

6. How many times has your firm, or any of its officers, supervisors, or managers, been debarred, suspended, disqualified, denied a classification rating or pre-qualification or otherwise been declared not responsible to or prevented from bidding or performing work on any public works contract or subcontract in the last five years? **0 1 2 3 4 5+**

(Explain on a separate sheet. State whether the firm involved was the firm applying for pre-qualification here or another firm. Identify by name of the company, name of the person within your firm who was associated with that company, date, owner of the project, project name and information, basis for the action, and case or docket number.)

7. How many times in the last five years has your firm been assessed and paid liquidated damages after completion of a project under a construction contract with either a public or private owner? **0 1 2 3 4 5+**

(Explain on a separate sheet. Identify all such projects by owner, owner's address, date of completion of the project, amount of liquidated damages assessed and all other information necessary to fully explain the assessment of liquidated damages.)

8. How many times during the past five years, has any surety company made any payments on your firm's behalf as a result of a default, to satisfy any claims made against a performance or payment bond issued on your firm's behalf, in connection with a construction project, either public or private? **0 1 2 3 4 5+**

(Explain on a separate sheet. Identify the amount of each such claim, name and telephone number of the claimant, date of claim, grounds for claim, present status of claim, date of resolution of such claim if resolved, method by which claim was resolved if resolved, nature of resolution and amount, if any, at which claim was resolved.)

9. How many times in the last five years has any insurance carrier, for any form of insurance, refused to renew an insurance policy for your firm? **0 1 2 3 4 5+**

(Explain on a separate sheet. Name the insurance carrier, form of insurance, and year of refusal.)

10. How many times during the last five years, has your firm been denied bond coverage by a surety company, or has there been a period of time when your firm had no surety bond in place during a public works construction project when one was required? **0 1 2 3 4 5+**

(Explain on a separate sheet. Indicate the date when your firm was denied coverage, name of the company or companies which denied coverage, and the time period during which you had no surety bond in place.)

Criminal Matters and Civil Suits

Circle Answer

11. How many times has your firm, or any of its officers, supervisors, or managers, ever been convicted of a crime involving any federal, state, or local law related to construction? **0 1 2 3 4 5+**

(Explain on a separate sheet. Identify who was involved, name of the public agency, date of conviction, and grounds for conviction.)

12. How many times has your firm, or any of its officers, supervisors, or managers, ever been found liable in a civil suit or convicted of a federal or state crime of fraud, theft, or involving any other act of dishonesty, such as making any false claim or material misrepresentations? **0 1 2 3 4 5+**

(Explain on a separate sheet. Identify the person or persons convicted or found liable, court [the county if a state court, the district or location if federal court], year, and conduct involved.)

NOTE: The following two questions refer only to disputes between your firm and the owner of a project. You need not include information about disputes between your firm and a supplier, another contractor, or subcontractor. You need not include information about "pass-through" disputes in which the actual dispute is between a sub-contractor and a project owner. Also, you may omit reference to all disputes involving amounts of less than \$50,000.

13. How many times in the last five years has any claim against your firm concerning your firm's work on a construction project been filed in court or arbitration? **0 1 2 3 4 5+**

(Explain on a separate sheet. Identify the claim(s) by providing the project name, date of the claim, name of the claimant, a brief description of the nature of the claim, the court in which the case was filed and a brief description of the status of the claim [e.g. "pending" or, if resolved, a brief description of the resolution].)

14. How many times in the last five years has your firm made any claim against a project owner concerning work on a project or payment for a contract and filed that claim in court or arbitration? **0 1 2 3 4 5+**

(Explain on a separate sheet. Identify the claim(s) by providing the project name, date of the claim, name of the entity (or entities) against whom the claim was filed, a brief description of the nature of the claim, the court in which the case was filed and a brief description of the status of the claim [e.g. "pending" or if resolved, a brief description of the resolution].)

Occupational Health and Safety Compliance

Circle Answer

15. How many times in the last five years has CalOSHA cited and assessed penalties against your firm for any “serious,” “willful” or “repeat” violation(s) or the federal Occupational Safety and Health Administration cited and assessed penalties against your firm for violation(s) of safety or health regulations? **0 1 2 3 4 5+**

NOTE: If you have filed an appeal of a citation, and the Occupational Safety and Health Appeals Board has not yet ruled on your appeal, you need not include information about it.

16. How many times in the last five years has the EPA or any Air Quality Management District or any Regional Water Quality Control Board cited and assessed penalties against either your firm or the owner of a project on which your firm was the contractor? **0 1 2 3 4 5+**

(Explain on a separate sheet describing each citation.)

NOTE: If you have filed an appeal of a citation and the Appeals Board has not yet ruled on your appeal, or if there is a court appeal pending, you need not include information about the citation.

17. How many times within the last five years has there ever been a period when your firm had employees but was without workers’ compensation insurance or state-approved self-insurance? **0 1 2 3 4 5+**

(Explain the reason for each absence of workers’ compensation insurance on a separate sheet. If “None,” please provide a statement by your current workers’ compensation insurance carrier that verifies periods of workers’ compensation insurance coverage for the last five years. If your firm has been in the construction business for less than five years, provide a statement by your workers’ compensation insurance carrier verifying continuous workers’ compensation insurance coverage for the period that your firm has been in the construction business.)

Prevailing Wage and Apprenticeship Compliance

18. How many times during the last five years, has your firm been required to pay back wages and/or penalties related to **state or federal** prevailing wage laws for work performed by **your firm**? **0 1 2 3 4 5+**

(Explain on a separate sheet. Describe the nature of each violation and identify the name of the project, date of its completion, public agency for which it was constructed, number of employees underpaid, and amount(s) of back wages and penalties your firm was required to pay.)

NOTE: Question 18 refers only to the violation of prevailing wage laws by your firm, not to violations by a subcontractor.

Circle Answer

19. How many times during the last five years, has your firm or any subcontractors hired by your firm been required to pay back wages and/or penalties related to **state or federal** prevailing wage laws for work performed by a **subcontractor**?

0 1 2 3 4 5+

(Explain on a separate sheet. Identify the subcontractor's business name and CSLB license number, describe the nature of each violation, and identify the name of the project, date of its completion, public agency for which it was constructed, number of employees underpaid, and amount(s) of back wages and penalties your firm was required to pay.)

NOTE: This question refers only to the violation of prevailing wage laws by subcontractors, not to violations by your firm.

20. How many times during the last five years, has your firm paid any penalties related to any provision of California apprenticeship laws or regulations, or the laws pertaining to use of apprentices on public works projects, including Labor Code sections 1777.5 and 1777.7?

0 1 2 3 4 5+

(Explain on a separate sheet. Provide the date(s) of such findings, case number(s), and attach copies of the Department's final decision(s).)

21. How many times during the last five years, has any subcontractor hired by your firm paid any penalties related to any provision of California apprenticeship laws or regulations, or the laws pertaining to use of apprentices on public works projects, including Labor Code sections 1777.5 and 1777.7?

0 1 2 3 4 5+

(Explain on a separate sheet. Provide the date(s) of such findings, case number(s), and attach copies of the Department's final decision(s).)



NOTE: Omissions, misrepresentations and any failure to disclose associations with other firms or any prior history of alleged violations may lead to loss of your eligibility to register as a Public Works Contractor, disqualification of bids, and/or grounds for termination of a contract.



PART 4: PROJECT REFERENCES

Provide information about all public works projects completed in the last two years and all DSA-approved California K-12 public school projects completed in the last three years. Names and references must be current and verifiable. Use separate sheets of paper that contain all of the following information*:

For General Contractors: Only list projects your firm performed as the general contractor.

For Subcontractors: Only list projects your firm performed as the prime contractor if a single trade job or as a subcontractor on a multiple trade contract. For multiple trade contracts, indicate the general contractor's name and contact information.

Project Name: _____

Location: _____

Owner: _____

Owner Contact (name and current phone number): _____

Architect or Engineering Firm: _____

Architect or Engineer Contact
(name and current phone number): _____

Construction Manager (name and current phone number): _____

Inspector of Record (name and current phone number): _____

Description of Project, Scope of Work Performed:

Total Value of Construction (including change orders): _____

Date Construction Commenced: _____

Original Contractual Completion Deadline: _____

Adjusted Completion Deadline Based on
Time Extensions Granted by Owner: _____

Actual Date of Completion: _____

General Contractor's Project Manager (lead contact in office), if applicable: _____

General Contractor's Superintendent (lead contact on project site), if applicable: _____

* You may also provide information about other projects that you have completed that are similar to the project(s) for which you expect to bid using the same format.

PART 5: CERTIFICATION

Questionnaires submitted by corporations must be signed with the legal name of the corporation, followed by the name of the state of incorporation and by the signature and designation of the chairman of the board, president or any vice president, and then followed by a second signature by the secretary, assistant secretary, the chief financial officer or assistant treasurer. All persons signing must be authorized to bind the corporation in the matter. The name of each person signing shall also be typed or printed below the signature. Satisfactory evidence of the authority of each officer signing on behalf of a corporation shall be furnished.

Questionnaires submitted by partnerships must furnish the full name of all partners and must be signed in the partnership name by a general partner with authority to bind the partnership in such matters, followed by the signature and designation of the person signing. The name of the person signing shall also be typed or printed below the signature.

Each person signing below makes the following representations under penalty of perjury:

The submitter of the foregoing answers to the questionnaire has read the same and the matters stated therein are true to the best of his or her own personal knowledge. This information is provided for the purpose of qualifying to bid on the Project, and any individual, company or other agency named herein is hereby authorized to supply the awarding body with any information necessary to verify the prospective bidder's statements. By signing below, the submitter and the named contractor hereby grant permission to the Corning Union High School District to contact any or all of the above listed persons or entities to confirm facts or otherwise investigate the above facts and issues.

The submitter understands that any statement which is proven to be false shall be grounds for immediate disqualification from bidding on the Project. The submitter whose signature appears below represents and warrants that he or she has authority to bind the named contractor.

I, _____ (Name), the undersigned, am the _____ (Title), with the authority to act for and on behalf of _____ (Contractor Entity Name), declare under penalty of perjury under the laws of the State of California that the foregoing information provided in this Pre-qualification Questionnaire is true, full, and correct.

I understand that making a false statement may result in disqualification from bidding on any public works project, registering as a Public Works Contractor with the Department of Industrial Relations, and may be grounds for termination of a public works contract.

Executed on this: _____ day of _____ at _____

(Date) (Month / Year) (City / State)

Name of Contractor Representative: _____

Signature of Contractor Representative: _____



2485 Notre Dame Blvd #370-31
 Chico, CA 95928
 (530) 891-1346 CA Lic #904110

CHANGE ORDER

PROJECT: Security Fencing at Corning HS & Centennial

CHANGE ORDER NUMBER: 5

DATE: 1/8/2026

PROJECT NO.: 20250579788

TO: Corning Union High School District

CONTRACT DATE: 2/27/2025

The Contract is changed as follows:

Description	Cost
Knox Keys_Fire Department -Bus Lane Automated Cantilever Gate -Cafeteria Automated Cantilever Gate -Iron Gate at Gym Double Swing Gate	\$1,970.00
Knox Key, small fire box connected to gate motor	
Knox Key, small fire box connected to gate motor	
Knox Box, customer to provide key for padlock_attached to gate post	
Bus Lane_North St.	\$1,655.00
Add walk gate, padlock type at automated gate area	
Classrooms facing Blackburn_Between Buildings	\$16,275.00
40' Iron w/ (1) panic, 2 flange	
Panic bars	\$10,190.00
Change 4 panic bars to electric release	
Addtl. Classroom	\$1,055.00
Panel on top of wall	
Cafeteria/Gym	\$4,075.00
Flange posts at Cafeteria/Gym (didn't attach to columns) 18qty	
Cafeteria	\$4,054.00
10' High x 10' swing gate, 7' High x 5' Walk Gate. Gray slats_Semi Privacy	
Track	\$2,163.00
4' chain link - 12' DDG, 2 7/8 flange posts (2qty)	
Track	\$7,930.00
4' iron - Ameristar	
Track	\$792.00
4" x 20' post_Track / Football field panic gate_electric strike	
Track	\$297.00
Transom across panic gate for wires at electric panic bar	
Track	\$412.00
4' high chain link, ~5' with new post. Close off area between handrail and existing fence.	
Baseball	-\$3,452.00
Credit_Baseball Varsity field change from 1" to 2" mesh	
Baseball	\$912.00
Backstop add bottom rail.	
Baseball	-\$1,655.00
Credit (1) 4' WG	
Baseball	\$4,748.00
Relocate fencing in front of dugout, Remove existing fence, install new 5' high chain link with top & bottom rail	
Panic Gates, Stops	\$607.00
Add Stops to gates that are hitting building when opened to hard, 7 Qty	
Girls Locker_Panic Gate at Fire Lane	-\$7,640.00
Credit_Remove Chain link Panic Bar Gate	
Security fence around automated gate, North St./Bus Lane	\$4,719.00
Enclose the area the gate rolls into, 6' high chain link with gate.	
First St 7' high chain link fence	\$26,378.00
400' of 7' c/l, sleeved posts, 2 walk gates, fork latch type	
Security fence around automated gate, Cafeteria	\$4,736.00
Enclose the area the gate rolls into on the track side, 7' high iron	

Addtl Classroom_Condensor Area	5' high iron fence with gate, fork latch type	\$3,435.00
Soccer Field_North St	Add 6' high chain link panic bar gate. Utilize existing gate that is being removed for new iron panic gate. New 4" posts and panic bar	\$5,222.00
Total		\$62,203.00

SIGNED: Carrie Moore
Northern California Fence

The original Contract Sum was	\$ 788,831.10
Net change by previously authorized Change orders	\$ 81,390.00
The Contract Sum prior to this Change order was	\$ 870,221.10
This Change Order in the amount of	\$ 62,203.00
The new Contract Sum including this Change order will be	\$ 932,424.10

OWNER _____ BY Miguel Ramirez, Superintendent DATE 1-16-16

CONTRACTOR _____ BY _____ DATE _____

ARCHITECT _____ BY _____ DATE _____

Not official until signed by at least one authorized project representative.

PLEASE PRINT YOUR NAME

Cindy Haase

Kim Tomas

Lacey M Elfresh

Melzy Anguiano

Heather morris

Douglas Verner

Myndee Alters

You are not required to sign but it would



be appreciated if you did!