

Corning Union High School Regular School Board Meeting

DATE: June 18, 2026

TYPE OF MEETING:

Regular

TIME: 5: 45 P.M.

MEMBERS ABSENT:

Reid/ Larry (Larry arrived at 6:35)

PLACE: Corning Union High School
Library

VISITORS VIA ZOOM:

MEMBERS PRESENT:

Tony Turri
Cody Lamb,
Jim Bingham

VISITORS IN PERSON:

SCHOOL DISTRICT REPRESENTATIVES:

John Miller, Incoming District Superintendent
Jason Armstrong, CUHS Principal
Justine Felton, CUHS Associate Principal
Diana Davisson, Chief Business Official
Heather Felciano, Director of Special Education
Shaun Fredrickson, CUHS Associate Principal (incoming)
Jessica Marquez, Administrative Assistant to Superintendent

THE CORNING UNION HIGH SCHOOL -

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

Attendance is as follows:

- Tony Turri
- Jim Bingham
- Cody Lamb

Absent:

- Reid Lamson
- Larry Glover

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

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the agenda with postential to move consent agenda later in the meeting as Tony Turri will need to abstain from that item.

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

The vote is as follows:

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

5. REPORTS

**5.1 PRINCIPAL
REPORT:**

CUHS Principal Jason Armstrong shared the following:

- Last official report
- Graduation recap of process, pictures, tickets
- Grad Night
- AVID Focus
- Transition to TCDE and AVID support for CUHSD

Board President, Tony Turri thanked Jason on behalf of the Governing Board for his professionalism through the process. He has been humble and should be very proud of himself for his vision and professionalism.

**5.2 PRINCIPAL
REPORT:**

Centennial Principal Audri Bakke shared the following:

Centennial has 24 Centennial and ISP students attending summer School. Some have only needed a handful of credits and have already completed those so they are finished. Those who need 10 credits are still there.

Mr. Shilts has taken on the coordinator role for the Centennial site for the State Seal of Civic Engagement. He and Audri Bakke spent 2 days at TCDE last week working with the CUHS team planning what that process will look like for students starting next year. This is a great opportunity for students to be involved civically in their community and completers will show positively on our school dashboard for the College and Career Readiness Indicator.

Centennial is nearing the end of our Construction Boot Camp at the adult school. The 11 adult students finished their last plumbing class tonight and all are returning next week for the two-week Forklift Certification course. The adult school is closed in July and reopens mid-August.

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

There was none.

**7. CONSENT AGENDA
ITEMS:**

A motion was made by Cody Lamb and seconded by Jim Bingham to move item 7.4 to action items as 9.15.

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

The vote is as follows:

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

**7.1 APPROVAL
OF SPECIAL
SCHOOL
BOARD
MEETING
MINUTES:**

Approval of Special School Board Meeting Minutes from May 20, 2026.

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

Approval of Regular School Board Meeting Minutes from May 21, 2026.

**7.3 APPROVAL
OF SPECIAL
SCHOOL
BOARD
MEETING
MINUTES:**

Approval of Special School Board Meeting Minutes from May 26, 2026.

**7.4 APPROVAL
OF WARRANTS:**

Approval of the warrants as follows:

40302988-40303231, 40303231-40303373, 40303373-40303688
40303689-40303807, 40303807-40304165, 40304166-40304183
40304184-VCH-00000608, VCH-00000608-VCH-00000622
VCH-00000622-VCH-00000624, VCH-00000624-VCH-00000629

Check \$ 40304837 Check Amount \$36,983.18

7.5 INTERDISTRICT REQUEST:

The request since the last board meeting are as follows:

Incoming Request for 2026-27 school year= 0

Outgoing Request for 2026-27 school year = 1

7.6 HUMAN RESOURCE REPORT:

The report is as follows:

Board Meeting: 6/18/2026					
<u>Action</u>	<u>Type</u>	<u>ID/Name</u>	<u>Position</u>	<u>Effective</u>	<u>Background</u>
New	Position		Director of Rodgers Ranch	7/1/26	
New	Position		Director of CTE	7/1/2026	Restructuring
Close	Position		Career Pathway Coordinator	6/30/26	Restructuring
Change	Position	Brown, Emily	Director of CTE	7/1/26	Changing from Career Pathway Coord. to Director of CTE
New	Hire	Ruiz, Jonathan	Social Science/CTE Elective Centennial	7/1/26	Filling Vacancy
Voluntary	Resignation	Anguiano, Metzly	Para I- SPED Dept.	6/30/26	Voluntary Resignation
Termination		Avitia, Eric	Night Lead Custodian	5/20/26	Per Disciplinary Hearing
Change	Position	Herrera, Nizza	ASB Admin Assistant	7/1/26	Changing from CUHS Campus Supervisor to CUHS ASB Admin Assistant
New	Hire	Haney, Austin	Centennial Campus Supervisor	7/1/26	Filling Vacancy
Extra Duty/Stipend/Temporary/Coaching Authorizations					

7.7 SELPA LOCAL PLAN:

The LEA Board Approval Affirmation acknowledges receipt and review of the Tehama County SELPA Local Plan. The Corning Union High School District certifies that it will participate in the Implementation of the Tehama County SELPA Local Plan and Will comply with all applicable federal and state laws governing the Provision of special education services including individuals with Disabilities Education Act (IDEA).

7.8 CCAP AGREEMENT BETWEEN CUHSD & BUTTE COLLEGE:

The College and Career Access Pathways Partnership Agreement is entered into by and between the Butte-Glenn Community College District on behalf of Butte Community College and the Corning Union High School District pursuant to the enacted Assembly Bill 288 College and Career Access Pathways Act.

7.9 FARM LABOR SERVICE

This agreement for farm labor contracting services is by and between Corning Union High School and Arce Farm Labor Services, Inc. The

AGREEMENT:

term is one year, commencing on the date of the 4th last signature and shall automatically renew each year unless terminated according to the provision of this section or another provision of this agreement.

**7.10 MOU BETWEEN
TCDE & CUHSD
FOR CRECEMOS
RURAL BILINGAL
TEACHER
RESIDENCY
PROGRAM:**

This MOU is between TCDE & CUHSD for the Math Learning Lab Team Year 1. This is effective July 1, 2026 through June 30, 2027.

**7.11 AG INCENTIVE
GRANT
APPLICATION
2026-27:**

The project duration is July 1, 2026 to June 30, 2027.

**7.12 MOU BETWEEN
TCDE AND CUHSD
CTE
TEACHER
PREPARATION
PROGRAM:**

This MOU is between Tehama County Department of Education serving as the LEA for Tehama County Department of Education Career Technical Education Teacher Preparation Program and the county office of education, district, employing agency, or independent charter school.

**7.13 MOU BETWEEN
TCDE AND CUHSD
FOR
THE TEACHER
INDUCTION
PROGRAM:**

The MOU is between the Tehama County Department of Education serving as the Local Education Agency for the Tehama County Department of Education Teacher Induction Program and the county office of education, district, employing agency or independent charter school.

**7.14 MOU BETWEEN
TCDE
AND CUHSD FOR
ATTENDANCE OF
JUNE 11-12 TEHAMA
CIVIC SUMMIT:**

This agreement is entered into by and between Tehama County Department of Education and Corning Union High School District for the provisions of attendance of June 11-12, 2026 Tehama Civic Summit for the 2025-26 school year.

**7.15 MOU BETWEEN
TCDE
AND CUHSD FOR
THE
IMPLEMENTATION
OF
INFORMATION
TECHNOLOGY
SUPPORT:**

This MOU is between the Tehama County Department of Education and the Corning Union High School District regarding the Implementation of Information Technology Support Services.

**8. ITEMS FOR
DISCUSSION**

**8.1 PRESENTATION
OF THE
LCAP
LOCAL
PERFORMANCE
INDICATOR:**

Incoming Superintendent, John Miller shared information:
Using an Ag theme to share some of the data
Indicators
Metrics
Goals 1-3
Focus
Target
Accountability
Outcome
Next Steps

**8.2 SSDA
MASTER
PACKET
REVIEW:**

This is the final packet of the SSDA Board Policies to be reviewed by the board and this item will be brought back for approval in August 2026 at the regular scheduled board meeting.

**9. ITEMS FOR
ACTION:**

**9.1 APPROVAL
OF THE
LCAP:**

A motion was made by Jim Bingham and seconded by Cody Lamb to approve the Corning Union High School District LCAP. There being no further discussion, the Board voted unanimously to approve the LCAP.

The vote is as follows:

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

**9.2 APPROVAL OF THE
CUHSD DISTRICT
BUDGET & EPA
RESOLUTION NO 486.**

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the CUHSD District Budget and EPA Resolution No. 486. There being no further discussion, the Board voted unanimously to Approve the CUHSD Budget and Resolution No. 486.

The vote is as follows:

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

**9.3 COMMITTEE
ON
ASSIGNMENT:**

A motion was made by Jim Bingham and seconded by Cody Lamb to approve the committee on assignment for CUHS and Centennial. There being no further discussion, the Board voted unanimously to approve the committee on assignment information.

The vote is as follows:

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

**9.4 APPROVAL OF
THE 2026
SCHOOL PLAN
FOR
STUDENT
ACHIEVEMENT:**

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the 2026 School Plan for Student Achievement. There being no further discussion, the Board voted unanimously to approve the SPSA.

The vote is as follows:

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

9.5 AGSTEP:

A motion was made by Jim Bingham and seconded by Cody Lamb to approve AgSTEP. There being no further discussion, the Board voted unanimously to approve.

The vote is as follows:

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

**9.6 PROPERTY
ACROSS THE
STREET:**

A motion was made by Jim Bingham and seconded by Cody Lamb to approve the following for the property across the street.

The vote is as follows:

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

**9.7 RODGERS
RANCH FARM
STORE
RESOLUTION NO 487:**

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the Rodgers Ranch Farm Store Resolution No. 487. There being no further discussion, the Board voted unanimously to approve Resolution No. 487.

The vote is as follows:

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

Jim Bingham Aye: X No: _____ Absent: _____ Abstain: _____

**9.8 FILING OF
ACCOUNT
SIGNATURES:**

A motion was made by Jim Bingham and seconded by Cody Lamb to approve the filing of signatures. There being no further discussion, the Board voted unanimously to approve.

The vote is as follows:

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

**9.9 AUTHORIZED
SIGNATURES FOR
TEHAMA COUNTY
DEPARTMENT OF
EDUCATION:**

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the signatures for Tehama County Department of Education. There being no further discussion, the Board voted unanimously to approve the authorized signatures for TCDE.

The vote is as follows:

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

**9.10 STIFEL
RESOLUTION
NO. 488:**

A motion was made by Jim Bingham and seconded by Cody Lamb to approve Resolution No. 488. There being no further discussion, the Board voted unanimously to approve Resolution No. 488.

The vote is as follows:

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

**9.11 APPROVAL
OF UPDATED
ADMINISTRATIVE
SALARY SCHEDULE:**

A motion was made by Jim Bingham and seconded by Cody Lamb to approve the updated Administrative Salary Schedule. There being no further discussion, the Board voted unanimously to approve the schedule.

The vote is as follows:

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

**9.12 APPROVAL OF THE
CTEFP RESOLUTION
NO. 489:**

A motion was made by Cody Lamb and seconded by Jim Bingham to approve Resolution No. 489. There being no further discussion, the Board voted unanimously to approve Resolution No. 489.

The vote is as follows:

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

**9.13 APPROVAL OF THE
JOB
DESCRIPTION FOR
CTE DIRECTOR :**

A motion was made by Jim Bingham and seconded by Cody Lamb to approve the job description for the CTE Director. There being no further discussion, the Board voted unanimously to approve the job description.

The vote is as follows:

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

9.14 SPORTS BOARDS:

No Action is taken on this item. The district is moving forward with this And will be obtaining the cost of metal boards which will be located in the locations in which the sports were plaid.

**9.15 FUTURE
AGENDA ITEMS:**

Sports Boards will be on the August agenda for action.

**10. ADJOURN TO
CLOSED SESSION:**

The Board adjourned to closed session at 6:17p.m.

Board Member, Larry Glover arrived at 6:35 p.m.

**11. REOPEN TO PUBLIC
SESSION:**

The Board reopened to public session at 6:42 p.m.

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

Board President, Tony Turri shared no action was taken in closed session.

13. CONSENT AGENDA:

A motion was made by Cody Lamb and seconded by Jim Bingham to Approve the consent agenda items and President Tony Turri abstained from this vote. There being no further discussion, the Board boted to approve.

The vote is as follows:

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

14. ADJOURNMENT:

A motion was made by Cody Lamb and seconded by Jim Bingham to adjourn the meeting. Meeting was adjourned at 6:43 p.m.

Approved

Tony Turri, President

Cody Lamb Clerk

Corning Union High School District

Regular School Board Meeting

Date of Meeting: June 18, 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/89098200628?pwd=hGGn0Y8b6VnFoPvnRcNcWivdkMeZjC.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 Principal Report- Jason Armstrong

Information

5.2 Principal Report- Audri Bakke

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 Special Board Meeting Minutes of May 20, 2026

7.2 Approval of Regular Board Meeting Minutes May 21, 2026

7.3 Approval of Special Board Meeting Minutes of May 26, 2026

7.4 Approval of Warrants

- 7.5 Interdistrict Attendance Requests
- 7.6 Human Resources Report
- 7.7 SELPA Local Plan
- 7.8 CCAP Agreement between CUHSD & Butte College
- 7.9 Farm Labor Service Agreement
- 7.10 MOU between TCDE & CUHSD for CRECEMOS Rural Bilingual Teacher Residency Program
- 7.11 Ag Incentive Grant Application 2026-2027
- 7.12 MOU between TCDE and CUHSD CTE Teacher Preparation Program
- 7.13 MOU between TCDE and CUHSD for the Teacher Induction Program
- 7.14 MOU between TCDE and CUHSD for attendance of June 11-12 Tehama Civic Summit
- 7.15 MOU between TCDE and CUHSD for the Implementation of Information Technology Support Services

8. ITEMS FOR DISCUSSION

8.1 Presentation of the LCAP Local Performance Indicator

CBO, Diana Davisson will update the Board on the LCAP Local Performance Indicator.

8.2 SSDA Master Packet Review

SSDA has finalized their Master Packet Board Policies for review. This item will be placed on the August agenda for approval.

9. ITEMS FOR ACTION

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

The Board will be asked to approve the LCAP.

9.2 Approval of the Corning Union High School District Budget and Education Protection Account Resolution No. 486 BP 3100

The Board will consider approval of the 2026-27 school year budget and Resolution No . 486

9.3 Committee on Assignment BP 4113

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

9.4 Approval of the 2026 School Plan for Student Achievement (SPSA) BP 0420 , BP 5121

The Board will consider approval of the SPSA for CUHS and Centennial for the 2026-27 school year.

9.5 AgSTEP

The Board will consider approving to move forward with AgSTEP.

9.6 Property across the street (Discussion/Action)

The Board will consider approving the timeline created by Superintendent, Miguel Barriga to be submitted and shared with the City of Corning.

9.7 Rodgers Ranch Farm Store Resolution No. 487

The Board will consider approving Resolution No. 487 establishing the Rodgers Ranch Farm Store Funding.

9.8 Filing of Account Signatures BP-2301

The Board will consider removing Miguel Barriga and adding John Miller to all of the local bank accounts effective 7/1/26.

9.9 Authorized Signatures for Tehama County Department of Education BP2-301

The Board will consider the authorized signatures for Tehama County Department of Education..

9.10 Stifel Resolution No. 488

The Board will consider approving Resolution No. 488 establishing the authorized signatures for the Stifel Account.

9.11 Approval of updated Administrative Salary Schedule BP 4141 & BP 4241

The Board will consider approving the newly revised Administrative Salary Schedule.

9.12 Approval of CTEFP Resolution No. 489

The Board will consider approving Resolution No. 489 which will satisfy the requirement for the CTEFP Five- Year Facility Master Plan that is specific to the Career Technical Education Program.

9.13 Approval of Job Description for CTE Director

The Board will consider the newly created job description for the CTE Director position.

9.14 Sports Boards

The Board will consider moving forward with a plan for the sports boards display.

9.15 Future Agenda Items

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

10. ADJOURN TO CLOSED SESSION

10.1 PUBLIC EMPLOYEE/DISCIPLINE/DISMISSAL/RELEASE/ RESIGNATION

10.2 PUBLIC EMPLOYMENT:

Title: Director of Rodgers Ranch

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.

Corning Union High School Special School Board Meeting

DATE: May 20, 2026

TYPE OF MEETING:
Special

TIME: 4:30 P.M.

MEMBERS ABSENT:

None

PLACE: Corning Union High School
Library

MEMBERS PRESENT:

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

VISITORS IN PERSON:

SCHOOL DISTRICT REPRESENTATIVES:

Miguel Barriga, District Superintendent
Cassie Riddle, Human Resource Coordinator

THE CORNING UNION HIGH SCHOOL -

- 1. CALL TO ORDER:** The meeting was called to order at 4:30 p.m. by Board President, Tony Turri.
- 2. PLEDGE OF ALLEGIANCE:** Board President, Tony Turri asked the Board and audience to stand for the flag salute.
- 3. ROLL CALL:** Board President, Tony Turri asked for a roll call.

Attendance is as follows:

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

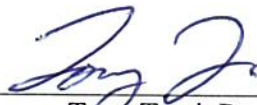
Absent: None

- 4. PUBLIC COMMENT ON CLOSED SESSION OR ITEMS NOT ON THE AGENDA:**

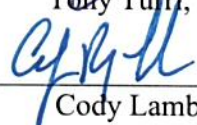
There was none.

5. **ADJOURN TO
CLOSED SESSION:** The Board adjourned to closed session at 4:31 p.m.
6. **REOPEN TO PUBLIC
SESSION:** The Board reopened to public session at 4:44 p.m.
7. **BREAK:** A break was taken at 6:10 PM
8. **RETURN
FROM
BREAK:** Returned from break at 6:20 PM
9. **ADJOURN TO
CLOSED SESSION:** The Board adjourned to closed session at 8:43 p.m.
10. **EXIT
CLOSED SESSION:** The Board adjourned to closed session at 9:10 p.m.
11. **ANNOUNCEMENT
OF ACTION TAKEN
IN CLOSED SESSION:** The unanimous decision was made that the Board upholds the recommended charges with a vote of 5/0.
12. **ADJOURNMENT:** A motion was made by Cody Lamb and seconded by Reid Lamson to Adjourn the meeting. Meeting adjourned at 9:11 p.m.

Approved



Tony Turri, President



Cody Lamb Clerk

Corning Union High School Regular School Board Meeting

DATE: May 21, 2026

TYPE OF MEETING:
Regular

TIME: 5: 45 P.M.

MEMBERS ABSENT:

Reid Lamson
Larry Glover

PLACE: Corning Union High School
Library

VISITORS VIA ZOOM:

The Castle, Teri Schell
C. Rice, Natalia
Jessica, C. Riddle, D Schell

MEMBERS PRESENT:

Tony Turri
Cody Lamb,
Jim Bingham, Reid Lamson

VISITORS IN PERSON:

Shaun Fredrickson, Zane Schreder
Leilani Miller, Rigoberto Salazar
Kendyl Knight, Melissa Pinnter
Sherry Fissori, Patricia Esparza
Myndee Albers, Sarah Pettit
John Miller

SCHOOL DISTRICT REPRESENTATIVES:

Miguel Barriga, District Superintendent
Jason Armstrong, CUHS Principal
Justine Felton, CUHS Associate Principal
Diana Davisson, Chief Business Official
Heather Felciano, Director of Special Education
Joe Fenske, Director of M & O
Jessica Marquez, Administrative Assistant to Superintendent

THE CORNING UNION HIGH SCHOOL -

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

Attendance is as follows:

- Tony Turri
- Jim Bingham
- Cody Lamb

Absent:

- Reid Lamson
- Larry Glover

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

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the agenda with the removal of the following items:

5.3
11.7
12.12

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

The vote is as follows:

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

5. REPORTS

5.1 STUDENT REPORT:

Board Member, Yaslene Martinez reported on the following:

1. 8th grade invasion- more booths than ever
2. Spring BBQ
3. Tattoo a staff member
4. Drill Team Tryouts
5. Softball made it to the first round of playoffs
6. Senior Awards
7. Senior Skip Day
8. CSF
9. FNL hosted a family enrichment event with 100 attendees

5.2 PRINCIPAL REPORT:

Principal Audri Bakke was not present and Superintendent, Miguel Barriga shared her monthly report:

There was a great turnout for Centennial's end of the year family celebration last night! One of our biggest events yet. Mrs. Bakke wanted to thank Ana Partida-Navarro, Melissa Case, and Leilani Miller for the hours they spent setting up and organizing the event prior to guests arriving. Also, a huge thank you to Ms. Miller and Francisco Barriga for the time they spent calling families to personally invite them. During our dinner we recognized our students of the quarter for showing our values of Growth, Responsibility, Integrity, and Teachability. Students were also recognized for positive attendance during their time at Centennial. She shared some photos and a video of the night with Mr. Barriga for those who are interested in seeing some of the event.

Starting next school year, Corning Adult School will be partnering with Job Training Center and California Human Development to offer a

truck driving course. Those interested in the course will go through JTC to qualify for placement in the program and CHD will provide the teacher and curriculum. We will simply provide a classroom space and be able to count the students awards our program numbers. As you know, the adult school strives to provide our community with classes and programs that best meet their needs. We have long offered high school diploma and ESL classes but are now seeing a larger need for more career tech skills courses.

Although some of the funding we have relied on may not be there moving forward in the coming years, we are doing our best to partner with other agencies to continue to offer quality programs for all adults in the Corning community.

**5.3 QUARTERLY
FINANICAL
REPORT:**

Item was removed from the agenda.

**5.4 SUPERINTENDENT
UPDATE:**

Superintendent, Miguel Barriga reported on the following:

- Congratulations to all retirees. Welcome to all new staff. Welcome John Miller.
- Construction update: No update. Item on the agenda. He looks forward to coming back to look at the changes that will take place this summer. Landscaping, Mat shack remodel, rebranding.
- Superintendent Barriga attended the FFA banquet and the AgSTEP presentation at SC RB.
- Superintendent Barriga took part in 2 days of senior exit interviews. Great experience. Impressive. Worked with Helen Pitkin and Yulissa Avalos NCCDI.
- Spring sports are closing out: Congratulations to August Kee top 10 finish in golf. Track and field finals are at West Valley as usual this Friday. Superintendent Barriga plans on going to the running events at 6:00 PM.
- Superintendent Barriga and Cassie Biddle finished year 2 of Personnel and Labor Law PD series.
- Summer camps: The greater benefit will be the connection creating the welcoming environment we hope to imprint in our youth.
- Safe routes to school with possible start time of Spring/Summer 2027. City of Corning.
- An improved contract for the school SRO with the City of Corning. This will add to our security and safety.

- Kid stuff: Mariachi and Folklorico dancing as we speak. This is a fantastic show. Minerva Martinez is to be commended. They have run the kids ragged this month!
- This will be Superintendent Barriga's last live report and looks forward to graduation.

Enrollment

CUHS - 867 (-78 in five months)

A-G ISP - 4 (even)

ISP- 57

Centennial -44

Total District Enrollment - 972 (16 fewer from last month) -49 district wide in five months. (some graduated early).

6. RECOGNITION OF RETIREES:

The CUHSD Governing Board recognizes the following employees with a plaque and speech of gratitude:

- Corine Maday
- Myndee Albers
- Carol Lynch (not present)
- Miguel Barriga

7. RECOGNITION OF STUDENT BOARD MEMBERS:

The CUHSD Governing Board recognizes the 2025-26 student board member Yaslene for her service and hard work.

8. INTRODUCTION OF NEW CUHSD EMPLOYEES:

The board requested to have the new staff be present and the following were in attendance:

- Meleissa Pinter
- Kendal Knight
- John Miller

9. PUBLIC COMMENT ON CLOSED SESSION OR ITEMS NOT ON THE AGENDA:

Rigo Salazar commented on the following:

Rigo grew up in Corning and spoke about AgSTEP

AgSTEP would be a great opportunity for students and community

Hands on exposure with heavy equipment would be great

The partnership and collaboration would be a great investment.

10. CONSENT AGENDA ITEMS:

A motion was made by Cody Lamb 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: <u> X </u>	No: <u> </u>	Absent: <u> </u>	Abstain: <u> </u>
Larry Glover	Aye: <u> </u>	No: <u> </u>	Absent: <u> X </u>	Abstain: <u> </u>
Reid Lamson	Aye: <u> </u>	No: <u> </u>	Absent: <u> X </u>	Abstain: <u> </u>
Cody Lamb	Aye: <u> X </u>	No: <u> </u>	Absent: <u> </u>	Abstain: <u> </u>
Jim Bingham	Aye: <u> X </u>	No: <u> </u>	Absent: <u> </u>	Abstain: <u> </u>

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

Approval of Regular School Board Meeting Minutes from April 16, 2026.

**10.2 APPROVAL
OF WARRANTS:**

Approval of the warrants as follows:

40301291-40301315, 40301316-40301316, 40301316-40301621
40301622-40301981, 40301982-40302147, 40302148-40302323
40302324-40302623, 40302623-4030271, 40302872-VCH-00000558
VCH-00000559- VCH-00000571, VCH-00000571-VCH-00000584
VCH-00000584- VCH-00000594

CHECK 40303373 CHECK AMOUNT \$39,514.88

**10.3 INTERDISTRICT
REQUEST:**

The request since the last board meeting are as follows:

Incoming Request for 2026-27 school year= 2
Outgoing Request for 2026-27 school year = 3

**10.4 HUMAN
RESOURCE
REPORT:**

The report is as follows:

Board Meeting: 5/21/26					
<u>Action</u>	<u>Type</u>	<u>ID/Name</u>	<u>Position</u>	<u>Effective</u>	<u>Background</u>
New	Hire	Tinoco, Deyanira	Para SPED	8/11/26	Filling Vacancy
Voluntary	Resignation	Nye, Lyndsey	CUHS Counselor	6/30/2026	Voluntary Resignation
New	Hire	Knight, Kendyl	Ag/ Natural Resources	7/1/26	Filling Vacancy
New	Hire	Lisle, Ivy	CUHS Art Teacher	7/1/26	Filling Vacancy
New	Hire	Tellez, Mariela	CUHS Counselor	7/1/26	Filling Vacancy
New	Hire	Witzel, Robert	CUHSD Maintenance/ Electrician	5/18/26	Filling Vacancy

Voluntary	Resignation	Lynch, Carol	CUHSD Payroll Tech	6/30/26	Retiring
Voluntary	Resignation	Albers, Myndee	CUHS ASB Admin Assistant	8/31/26	Retiring
Extra Duty/Stipend/Temporary/Coaching Authorizations					
4/13/26	Stipend	Rico, Veronica	Skills USA Advisor	One Time	\$600 CTEIG
7/1/26	Stipend	Fredrickson, Shaun	Cell Phone	Monthly	Per Board policy
7/1/26	Stipend	Tellez, Mariela	Master's Degree	Monthly	Per CITA Contract
5/22/26	Stipend	Witzel, Robert	Cell Phone	Monthly	Per Board policy
5/16/26	Stipend	Armstrong, Jason	CEI Committee	One Time	\$4500 CEI Grant
5/6/26	Stipend	Bogarin, Mayra	CEI Committee	One Time	\$4500 CEI Grant
5/6/26	Stipend	Miller, Leilani	CEI Committee	One Time	\$4500 CEI Grant
5/6/26	Stipend	Barriga, Francisco	CEI Committee	One Time	\$4500 CEI Grant
5/6/26	Stipend	Lopez-Ramero, Emily	CEI Committee	One Time	\$4500 CEI Grant
5/6/26	Stipend	Leal, Margarita	CEI Committee	One Time	\$4500 CEI Grant
5/6/26	Stipend	Valdovinos, Silvia	CEI Committee	One Time	\$4500 CEI Grant
5/6/26	Stipend	Carney, Tara	CEI Committee	One Time	\$4500 CEI Grant
7/1/26	Stipend	Knight, Kendyl	FFA Advisor	Monthly	Per CITA Contract
7/1/25	Stipend	Magee, Stacie	Cell Phone	Monthly	Per Board Policy

10.5 BUDGET TRANSFERS:

There were budget transfers during this period for the following:

<u>Department</u>	<u>Amount</u>
Ranch	\$2,750
Ranch	\$23,301

10.6 MOU BETWEEN CUHSD & TOBACCO USE PREVENTION AND YOUTH ENGAGEMENT GRANT:

This MOU is between CUHSD & TDCE for the Tobacco-Use Prevention and Youth Engagement Grant 2026-2029.

**10.7 MOU BETWEEN
CENTENNIAL
& HIGH GRADUATE
SCHOOL OF EDUCATION:**

This MOU is entered into as of 4/22/26 between High Tech High Graduate School of Education and Centennial High School. This is for 2026-2029.

**10.8 MOU BETWEEN
TCDE & CUHSD
FOR THE MATH
LEARNING LAB
TEAM YEAR 1:**

This MOU is between TCDE & CUHSD for the Math Learning Lab Team Year 1. This is effective August 1, 2026 and will be until June 1, 2027.

**10.9 MOU BETWEEN
THE CITY OF
CORNING & CUHSD
FOR THE USE OF
THE CITY POOL:**

This MOU is for the use of the City Pool is entered into on the 26th by and between the City of Corning and CUHSD.

**10.10 SURPLUS
EQUIPMENT FORM:**

The following Surplus Items are as follows:

1. Planer - Trash
2. Surplus of (nuts, beans, rice and sauces) -students will take what they can.
3. List of equipment in the Culinary Classroom – surplus or dispose

**10.11 MOU BETWEEN
CORNING PD &
CUHSD:**

This MOU is between the City of Corning and Corning Union High School District for the purpose of clarity with regard to the School Resource Officer position.

**10.12 EXPANDED LEARNING
OPPORTUNITIES
PROGRAM THIRD
PARTY PROGRAM
HEATH & SAFETY
NOTIFICATION
AGREEMENT:**

This MOU is between Corning Union Elementary School District and Corning Union High School District for the purpose of ensuring compliant with the notification and pupil health information requirements applicable to third-party operations of programs under the Expanded Learning Opportunities Program (ELOP).

**10.13 APPLICATION
FOR FUNDING:**

This is the Consolidated Application for Funding for 2026-27.

**10.14 MOU BETWEEN
CUHSD & GERBER
ELEMENTARY
SCHOOL DISTRICT
FOR THE 2026
SUMMER
ENRICHMENT
& SPORTS
CAMP PROGRAM:**

The MOU is between CUHSD and Gerber Elementary School District for the purpose of implementing the 2026 Summer Enrichment and Sports Camp Program.

11. ITMES FOR DISCUSSION

11.1 RODGERS RANCH COMMITTEE UPDATE:

The Board discussed the following with regard to the Rodgers Ranch Committee:

1. Enterprises
2. Rebranding Discussion
3. AgSTEP Discussion
4. Involvement of classes
5. Project Update
- 6.. Tinker Trail
7. Tony Rosiles gave an update on walnuts and olives

11.2 CEI COMMUNITY ENGAGEMENT INITIATIVE REPORT:

The Board will receive information from CUHS Principal Jason Armstrong with regard to CEI Community Engagement Initiative. Alongside Jason was Francisco Barriga, Leilani Miller, M, Leal, Silvian Valdovinos and Mayra Bogarin

Principal, Jason Armstrong shared the following:

The CEI Team participates in California's Peer Leading and Learning Network

PLLN focused on :

Improving authentic partnerships between students, families, schools, and community

Using data and community feedback to improve student outcomes

Strengthening family engagement across all groups

While family engagement is a shared priority, 37% of families report that they rarely or never attend school events, suggesting that current outreach communication scheduling or even design may not be fully accessible or responsive to all families.

- Hispanic Families
- Communication Gaps
- Access Barriers

Research Supporting Family Engagement & Student Achievement

Academic Achievement- students whose families are actively engaged in their education are more likely to

- Earn higher grades and test scores
- Complete homework more consistently
- Enroll in higher level coursework
- Graduate at higher rates

Attendance & Behavior

Research also shows that strong family-school partnerships are associated with:

- Lower Chronic absenteeism
- Reduced disciplinary incidents
- Improved student behavior
- Greater student motivation and engagement

What we learned

Data & Equity Walks

The team reviewed family engagement data, school climate information, equity indicators, and student subgroup performance

Root causes identified

Events not promoted in enough ways

Language barriers

Scheduling conflicts for working families

Events no seen as meaningful or welcoming

Lack of strong personal relationships and trust

Four Primary Drivers for Improvement

Effective Communication

Culturally Responsive Engagement

Family Friendly Events

Meaningful Involvement

Change Ideas We are Exploring

Spring Mountain Family Alliance

Bilingual Communication

Back to school BBQ

Phone call frenzy & community outreach

Key Reflections from our Team

What we have learned

- Relationships and trust drive engagement
- Accessibility matters as much as the event itself
- Community voice must guide the work
- Authentic outreach requires consistency and visibility

Committed to Lasting Change

CEI work aligns closely with district goals around equity, engagement, belonging and student success. The team is dedicated to creating stronger school family community partnerships and long term improvements in student connectedness and family participation.

Board Member, Jim Bingham would like to have a family pack for games and events and he feels like this is a good part of community and family engagement. Mr. Armstrong agrees, and made a note of it.

11.3 UPDATE ON SPORTS BOARDS :

The Board discussed the following information with regard to the sports boards:

Cody would like to have Joe Fenske look into how many awards will fit in the barrel section and go from there.

**11.4 CITY PLANS
PROPERTY
ACROSS
THE STREET:**

The Board discussed the following with regard to city plans with the property located across the street from the high school:

1. Superintendent Miguel Barriga met with the city
2. The City would like some sort of timeline

There was discussion about using the property for a maintenance shop, for a district office or for athletic files.

Board Clerk, Cody Lamb shared that they want a map and a timeline. Well for the greenspace we should reference 0-10 and stretch the last out as far as we can. If it needs to be cancelled due to FAA then we could request that the City buy the assets. He understands that there are height restrictions but we have been talking about this for a long time and we need to get something going. Superintendent, Miguel Barriga will get working on this and email the Board once he is done.

**11.5 BUDGET
INFORMATION:**

Chief Business Official, Diana Davisson shared detailed information on the budget. She color coded this for the board for them to review ahead of time.

This item was brought to the board for a discussion item only and will be brought back for final presentation on June 17th and approval on June 18th.

Board Clerk, Cody Lamb thanked Diana for the great job and work in making this easier to read, this has been the best prepared budget by far.

11.6 AG STEP:

The Board received more information on AgSTEP and discussed that additional information was provided by Buffy Tanner. Patricia Esparza was present for any additional questions and assured the Board that there would be minimal impact on the day to day. This would likely be after hours and when it was during school hours, Mitch Barker would be overseeing and coordinating schedules. John Miller, new Superintendent in July, shared that he has viewed the simulators at Merced and it is great. He believes that this is a great opportunity and was in favor of this program.

**11.7 FUNDING/
OPERATING
STRUCTURE FOR
THE
STORE AT
THE RODGERS
RANCH:**

This item was removed from the agenda.

**12. ITEMS FOR
ACTION:**

**12.1 APPROVAL
OF
THE BID FOR
THE CTE
SHOP BUIDLING
REMODEL
PROJECT:**

- A motion was made by Cody Lamb and seconded by Jim Bingham
1. Reject all bids
 2. Reject protest from REM Construction Inc.
 3. Authorize the Superintendent & Construction Manager to change scope due to budgetary reasons.
 4. Grant authorization to rebid the modified project.
 5. Undertake the other required steps to solicit bids.

There being no further discussion, the Board voted unanimously on the five items noted above.

The vote is as follows:

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

**12.2 YEAR END
CLOSING
RESOLUTION:**

A motion was made by Cody Lamb and seconded by Jim Bingham approve the 2025-26 year end closing Resolution No. 485. There being no further discussion, the Board voted unanimously to approve The annual year end closing resolution.

The vote is as follows:

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

**12.3 FILING OF
AUTHORIZED
SIGNATURES:**

A motion was made b Cody Lamb and seconded by Jim Bingham to remove Jason Armstrong from the CUHS ASB account and to add Shaun Fredrickson to the CUHSD ASB Account and the newly created Athletic Club Account. There being no further discussion, the Board voted unanimously to approve to remove Jason from the CUHS ASB Account and to add Shaun Fredrickson to the CUHSD ASB Account and the Athletic Club Account.

The vote is as follows:

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

**12.4 RATIFICATION
OF THE TENTATIVE
AGREEMENT
BETWEEN
CUHSD & CUHS
CAL-ESP CTA:**

A motion was made by Jim Bingham and seconded by Cody Lamb to approve the agreement between CUHSD & CAL_ESP CTA for the 2026-27 school year. There being no further discussion, the Board voted unanimously to ratify the tentative agreement between CUHSD & CAL-ESP CTA.

The vote is as follows:

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

**12.5 RATIFICATION
OF THE TENTATIVE
AGREEMENT
BETWEEN
CUHSD & CITA:**

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the agreement between CUHSD & CITA for the 26/27 school year. There being no further discussion, the Board voted unanimously to approve the tentative agreement between CUHSD & CITA.

The vote is as follows:

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

**12.6 APPROVAL
OF UPDATE
CLASSIFIED
MANAGEMENT
EXEMPT
SALARY SCHEDULE:**

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the 25/26 Classified Management Exempt Salary Schedule. There being no further discussion, the Board voted unanimously to approve the classified management exempt salary schedule.

The vote is as follows:

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

**12.7 APPROVAL
OF
UPDATED
25/26 CLASSIFIED
SALARY SCHEDULE:**

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the 2025-26 Classified Salary Schedule which has been updated. There being no further discussion, the Board voted unanimously to approve the 2025-26 classified salary schedule.

The vote is as follows:

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

**12.8 APPROVAL
OF UPDATE 26/27
ESP CLASSIFIED
SALARY SCHEDULE:**

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the 26/27 Classified Salary Schedule which was approved at a previous meeting, however modified. There being no further discussion, the Board voted unanimously to approve the updated 26/27 ESP Salary Schedule.

The vote is as follows:

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

12.9 BOARD APPOINTMENT GOVERNANCE HANDBOOK:

A motion was made by and seconded by Cody Lamb and seconded by Jim Bingham to approve Tony Turri to serve as the board member chosen to participate in negotiations as described on page 16 of the CUHSD Governance Handbook. There being no further discussion, the Board voted unanimously to approve the appointment of Tony Turri.

The vote is as follows:

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

12.10 APPROVAL OF THE DIRECTOR OF THE RODGERS RANCH JOB DESCRIPTION:

A motion was made by Jim Bingham and seconded by Cody Lamb to approve the Director of Rodgers Ranch job description. Jim Bingham would like to see how things to and not commit to a salary that is going to add expense to the Ranch. He would like to go slow and not move quickly. There being no further discussion, the Board voted unanimously to approve the job description.

The vote is as follows:

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

12.11 RANCH MANAGEMENT COMMITTEE:

A motion was made by Cody Lamb and seconded by Jim Bingham to approve the following:

A committee which is made up of the Superintendent, Ag Dept Chair, 2 Board Members, CBO and the Director of the Ranch.

The vote is as follows:

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

12.12 BUDGET TRANSFER:

This item was removed from the agenda.

**12.13 FUTURE
AGENDA ITEMS:**

The two items for the next board meeting are as follows:

1. Ag STEP for approval
2. Property across the street for approval

**13. ADJOURN TO
CLOSED SESSION:**

The Board adjourned to closed session at 7:58 p.m.

**14. REOPEN TO PUBLIC
SESSION:**

The Board reopened to public session at 9:48 p.m.

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

Board President, Tony Turri shared no action was taken in closed session.

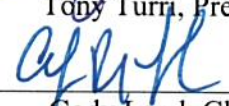
16. ADJOURNMENT:

A motion was made by Cody Lamb and seconded by Jim Bingham to adjourn the meeting. Meeting was adjourned at 9:49 p.m.

Approved



Tony Turri, President



Cody Lamb Clerk

Corning Union High School Special School Board Meeting

DATE: May 26, 2026

TYPE OF MEETING:
Special

TIME: 5: 45 P.M.

MEMBERS ABSENT:
Reid Lamson

PLACE: Corning Union High School
Conference Room

CUHS AG DEPARTMENT:
Megan Parolini, Emily Brown
Nolan Kee, Sarah Richardson

MEMBERS PRESENT:

Tony Turri
Cody Lamb,
Jim Bingham Larry Glover

SCHOOL DISTRICT REPRESENTATIVES:

Justine Felton, CUHS Associate Principal
Diana Davisson, Chief Business Official
Jessica Marquez, Administrative Assistant to Superintendent

THE CORNING UNION HIGH SCHOOL -

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

Attendance is as follows:

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

Absent:

- Reid Lamson

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

A motion was made by Cody Lamb and seconded by Jim Bingham 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: <u>X</u>	No: <u> </u>	Absent: <u> </u>	Abstain: <u> </u>
Larry Glover	Aye: <u>X</u>	No: <u> </u>	Absent: <u> </u>	Abstain: <u> </u>
Reid Lamson	Aye: <u> </u>	No: <u> </u>	Absent: <u>X</u>	Abstain: <u> </u>
Cody Lamb	Aye: <u>X</u>	No: <u> </u>	Absent: <u> </u>	Abstain: <u> </u>
Jim Bingham	Aye: <u>X</u>	No: <u> </u>	Absent: <u> </u>	Abstain: <u> </u>

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

There was none.

**6. ITMES FOR
DISCUSSION**

**6.1 REPORT
ON
MEETING
WITH AUDITOR:**

Chief Business Officer, Diana Davisson shared the following:

1. Auditor Sheldon stressed that we should make sure to call the jobs programs rather than enterprises.
2. ASB is self sufficient and runs itself with expenses and revenues and these are non-district funds.
3. We need to keep things separate and she shared an example of selling meat, the cows are the districts so that needs to be separated.
4. A large funding profit would be something like 200 K.
5. We need to be careful on clubs for ASB and District. We need to be fair for all clubs.
6. Diana will be reviewing the FCMAT Manual to make sure we are doing everything correctly with regard to ASB.
7. Examples of selling to the store at wholesale were shared.
8. Discussion on how we cannot pay adults out of ASB funds but can through district funds.

Board Clerk, Cody Lamb shared that we want the students to be involved in the day to day but can we still pay them. Diana shared that we can. There was an example how we invoice ASB for gates and the enterprises should be operating in the same way.

Diana Davisson shared that the Ag Dept. choses the students/programs and then we pay on the district side. The group discussed that we need to be consistent with everything, peaches was a good example from Nolan Kee. CUHS Associate Principal shared that what does the district pay for. Eggs, chicken etc.= anyone can do this. Emily Brown shared that the funding for the peaches would be that they buy the peaches from the district at a set rate. There should be a standardized

rate or formula set up front so there is an incentive to purchase from the farm. We need it to be desirable. Justine Felton shared how do we pull classroom curriculum out of there (an example is we pay for math curriculum) what does the district pay for. Board President, Tony Turri shared that it may be good to put up a set percentage of expenses on curriculum. Emily Brown shared that we basically need to put everything in the Ranch Budget. Board President, Tony Turri shared that the intent is to clean up the enterprise system that we currently have to move forward in the correct way.

There was further discussion how chickens for example are educational for students and what percentage goes to Ed Program. Is it fair to charge wages to ASB. Board Members think it should be a district cost and accountability. Board Member, Jim Bingham feels a portion should go back to sustainability- a percentage of some sort. There would need to be some side accounting on enterprises/programs. Wholesale prices need to be established and consistent. These need to be set ahead of time. Ross shared that we know the cost of food, and we can do a business plan a head of time and review the prices and details each year. Emily Brown feels like we should obtain this data from a crop report and FFA shouldn't have to pay for the educational side of things. She thinks this should be put in writing and reflected in the Ranch oversight Master Plan which is then approved by the Governing Board.

Nolan Kee asked about the money that was received from the Olives and Walnuts, where is that money? Diana Davisson shared that the 12K is staying in fund 0019 which is Ranch Expenses. Jim Bingham would like to see the Ranch self-sufficient or close to eventually over time. As we grow and revenues get larger the goal is to reduce the general fund contributions.

6.2 ENTERPRISE FUNDING:

If we keep as is, there is 21K that the district will take over. Each Enterprise will be in the District Budget and it will just be placed in fund 0019 not 0650, so no real change. We need to stop using the word Enterprises and keep these like the Ag Dept budget is with line items that are within the entire budget. There were discussion that some events collect cash through ASB, the money goes to FFA and the process is the same but we receive a bill and pay the invoice. So the storefront would have to make sure to do this same process. Currently the store front is using ASB Works and the credit card is ASB so we would need to change this. ASB would not be involved. The district invoices clubs as needed and the Ranch Director would take care of the invoicing whether it was weekly or monthly. The district would pay for R Farm expenses that are educational. The conversation came up about Sarah using the peaches for an event vs Ana Thuemler using them for culinary arts class. Would Sarah receive a discount since she has been developing the farm. If other groups want to be involved, they could but FFA should have some sort of first rights, or discounts. Examples were shared about whole sale prices vs discounted wholesale prices, which would be the same thing in this sort of scenario

**6.3 MAP ON PLANS
OF
WORK BEING
DONE:**

Tony Rosiles shared a map which includes the following:

Page 2 Ripped out North Side of the Store (cleared out)
Page 3 Two possible areas a fruit orchard and garden area . He thought about location #1 might be better off than #2 for you pick events and chickens can go in the back or an orchard as well. There was a discussion about bio security. Tony Turri shared we cannot have chickens on orchard for 90 days prior to harvest. We would need to move chickens away from the public. Ross shared that you pick can be located in the front, chickens could be in the back area (they are self contained)

Tony R. shared that the price will not change, same acreage and it is not ripped or leveled yet. It will be leveled regardless and we can decide then. Cody Lamb shared his thoughts with regard to overflow parking, Tony R. thinks behind the store or by the fenced area would be ideal. Page 3 shows what it would look like and page 4 shows a diagram of moving the orchard area #2. #5 orchard and garden area.

Tony Turri expressed that we need to decide in one months' time for irrigation and land prep.

Justine Felton asked about the 5 year plan for students. What about the Life & Work Prep students and how can we maintain this. Cody Lamb shared that this vision would be more of a lab setting where teachers take kids to the areas for educational labs such as soil and leaf labs. Justine Felton's thinks that LWP will not take soil samples . This is their classroom where they irrigate, harvest and do weeding. There was discussion that pumpkins would be on both sides and that is the main plan for now along with irrigation. We need to have a plan and to get started. Emily really likes location #1 and how this allows goats and sheep with little infrastructure. Board President asked for a show of hands and the vote was 7/2 that people were in favor of Plan #1

**7. ITEMS FOR
ACTION:**

**7.1 RENAME
THE
R FARM STORE:**

A motion was made by Jim Bingham and seconded by Cody Lamb to approve the store to be renamed to the Rodgers Ranch Farm Store. There was a discussion of having it The Store at Rodgers Ranch and The board voted unanimously to approve the Rodgers Ranch Farm Store.

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

**7.2 STORE BUSINESS
PLAN:**

This item was tabled and will be reviewed and brought back for approval at a later time.

**7.3 START UP
MONEY FOR THE
STORE:**

A motion was made by Cody Lamb and seconded by Jim Bingham to have some start up money of 10K one time funding to get going and move forward with the plans to open the store in July 2026. There was discussion that we will be selling beef and port and there will be some advertisement on social media and through the chamber of commerce. The group discussed that they animals were bought from the fair and were raised at the farm. Justine Felton expressed that she wants to make sure the district doesn't stray from the Strategic plan. Also, we have been deficit spending. Board Member, Jim Bingham shared that we need product and we need to move forward. CBO, Diana Davisson shared that we were deficit spending but we have significantly reduced that and money should be better. We were overbudgeting and this year we have tightened the budget. Jim Bingham feels that 10K is not much and is a good start. The Board is scaling it and trying to do small scale in the beginning. There being no further discussion, the Board voted unanimously to approve the 10K one-time funding startup money.

The vote is as follows:

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

**7.4 DIRECTOR
OF RODGERS
RANCH:**

A motion was made by Larry Glover and seconded by Cody Lamb to approve the Director of Rodgers Ranch position. Jim Bingham opposed. This position is starting at \$70,000 on the salary schedule. There was discussion that we may have 120 in GSPP Grant Funds that we could use which could cover the 1st year and part of second year. Board Member, Jim Bingham feels like this is not the right time to hire a full time manager and the current person should just be held accountable for the changes. This is why he is not in favor. There is a concern that there is there is a job description for the current position and there could be complications if we try to have this person work outside of the job description. There being no further discussion, the Board voted to approve.

The vote is as follows:

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

**8. ADJOURN TO
CLOSED SESSION:**

The Board adjourned to closed session at 7:32 p.m.

**9. REOPEN TO PUBLIC
SESSION:**

The Board reopened to public session at 7:39 p.m.

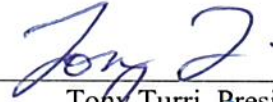
**10. ANNOUNCEMENT
OF ACTION TAKEN
IN CLOSED SESSION:**

Board President, Tony Turri shared no action was taken in closed session.

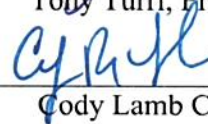
11. ADJOURNMENT:

A motion was made by Cody Lamb and seconded by Jim Bingham to adjourn the meeting. Meeting was adjourned at 7:40 p.m.

Approved



Tony Turri, President



Cody Lamb Clerk

Checks Dated 05/01/2026 through 05/31/2026

Board Meeting Date June 18, 2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40302988	05/04/2026	HOME DEPOT DEPT 32-2539278279	01-4300	CONSTRUCTION SUPPLIES	436.60	
			11-4300	CONSTRUCTION CLASS STUDENT TOOLKITS	10,601.46	11,038.06
40303209	05/06/2026	AT&T MOBILITY SPECTRUM	01-5901	AT&T MOBILITY/BUSES		268.66
40303210	05/06/2026	BAMBULA, ROSE M	01-5202	MILEAGE		30.60
40303211	05/06/2026	BOOSTLINGO, LLC	01-5800	ASL SUBSCRIPTION		2,496.50
40303212	05/06/2026	CALIF. ASSOCIATION FFA	01-5300	FFA MEMBERSHIP		70.00
40303213	05/06/2026	CENTRAL RESTAURANT PRODUCTS	01-4300	UTILITY SINK FOR EGG WASH MACHINE		338.71
40303214	05/06/2026	CITY OF CORNING POLICE DEPT.	01-5800	SCHOOL RESOURCE OFFICER		14,569.62
40303215	05/06/2026	CORNING LUMBER COMPANY	01-4300	CORNING LUMBER		227.80
40303216	05/06/2026	CUHS ASB	01-4300	PE CLOTHES FOR SPED STUDENTS	151.00	
				PE CLOTHES LOW INCOME	632.00	783.00
40303217	05/06/2026	DONALD R WOOD NORTHWOOD BACKFLOW SERVICES	01-5800	BACKFLOW SERVICES		450.00
40303218	05/06/2026	FRESNO CO SUPER OF SCHOOLS	01-5200	6/8-6/11 J SUTTON TINY HOUSE BUILD FRESNO		7,199.00
40303219	05/06/2026	GEARY PACIFIC CORP	Cancelled	SUPPLIES	110.68	*
		Cancelled on 05/15/2026, Cancel Register # AP05182026		Unpaid Sales Tax	.51-	110.17
40303220	05/06/2026	HUNT & SONS, INC	01-4311	HUNT AND SON'S GAS	802.41	
			01-4312	HUNT AND SON'S DIESEL	1,860.49	2,662.90
40303221	05/06/2026	JESSE HEATING & AIR	01-5600	HVAC REPAIRS		2,378.00
40303222	05/06/2026	MARIACHI CONNECTION	01-4300	PROP 28 BALLET FOLKLORIKO UNIFORMS/SUPPLIES		1,265.20
40303223	05/06/2026	MILLER GLASS ORLAND	01-5600	GLASS REPAIR		150.62
40303224	05/06/2026	MJB WELDING SUPPLY	01-4300	YEARLY CLYINDER EXCHANGE	1,281.92	
				Unpaid Sales Tax	5.95-	1,275.97
40303225	05/06/2026	O'REILLY AUTO PARTS	01-4300	MATERIALS/SUPPLIES		22.80
40303226	05/06/2026	P G & E	01-5503	R FARM 3914 ELECTRIC/8947-8 START 12/2022		502.83
40303227	05/06/2026	P G & E	19-5503	RANCH 4916 & 7250 ELECTRIC		1,270.95
40303228	05/06/2026	P G & E	01-5503	CUHS ELECTRIC/GAS 6218	17,391.53	
			01-5504	CUHS ELECTRIC/GAS 6218	3,020.78	20,412.31
40303229	05/06/2026	P G & E	01-5503	R FARM 3914 ELECTRIC/8947-8 START 12/2022		828.83
40303230	05/06/2026	PAUL EVANS DBA NORCAL CONTAINERS	01-6400	STORAGE CONTAINER FOR GREENHOUSE		7,850.00
40303231	05/06/2026	SAV-MOR FOODS	01-4300	A. SHIELTS (SAVE MORE)	93.25	

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 05/01/2026 through 05/31/2026

Board Meeting Date June 18, 2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
40303231	05/06/2026	SAV-MOR FOODS	01-4300	HIKE SUPPLIES	129.37	
				STRIVE- SPRING COOKING	11.94	234.56
40303232	05/06/2026	SHEFFIELD POTTERY, INC	01-4300	GLAZES & SPECIALTY KILN PARTS		733.25
40303233	05/06/2026	SOUTH AVENUE ACE HARDWARE	01-4300	RANCH-VARIOUS MATERIALS/SUPPLIES	127.60	
				SUPPLIES	51.04	
			14-4300	PAINT SUPPLIES	7.24	185.88
40303234	05/06/2026	VIVEROS-ZARCO, VICTORIA	01-5202	MILEAGE		31.90
40303373	05/11/2026	U.S. BANK CORPORATE PAYMENT SYSTEM	01-4300	ALT ED GRADUATION	1,068.16	
				ASSETS- COOKING CLUB SPRING	46.90	
				ASSETS- CWC TRIP	155.01	
				C. WARD EASTER ACTIVITY	62.72	
				COSTCO - FOOD PANTRY & TESTING SNACKS	165.32	
				DISTRICT HOMELESS STUDENTS	232.32	
				FOOD AND SUPPLIES FOR CLASS	1,561.65	
				FOOD FOR AUTHOR VISIT NIGHT	1,250.00	
				INCUBATOR AND HATCHING SUPPLIES	298.75	
				ITEMS TO FIX MACHINE	1,372.38	
				J. WILLIAMS HUMAN BODY SYSTEM BUNDLE WORKSHEETS	24.99	
				NR HABITAT MODEL MATERIALS	105.60	
				PARLI PRO BOOTCAMP SUPPLIES	65.92	
				SEEDS FOR GREENHOUSE	67.33	
				SKILLS USA STATE CONFERENCE	1,695.62	
				STAFF APPRECIATION 2026	248.36	
				STARS- ROBOTICS TRIP	8.50	
				STATE FFA CONFERENCE 3/19-3/24	2,736.80	
				STORAGE CONTAINERS/SYSTEM FOR ASCI	495.63	
				THE MUSIC CONNECTION	64.35	
				TURKEY HARVESTING CONES	667.99	
				VARIOUS AG DEPARTMENT SUPPLIES	1,145.73	
				WATER BOTTLES BOARD	13.96	
				WELLNEST - FOOD INCENTIVES	11.80-	
			01-5200	3/25-3/26 C WARD BEHAVIOR SOLUTIONS SAC	277.13	
				3/25-3/26 A BAKKE BEHAVIOR SOLUTIONS SAC	232.13	

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40303373	05/11/2026	U.S. BANK CORPORATE PAYMENT SYSTEM	01-5200	3/25-3/26 A PARTIDA-NAVARRO BEHAVIOR SOLUTIONS SAC	232.13	
				3/25-3/26 E GARYSON BEHAVIOR SOLUTIONS SAC	232.13	
				3/25-3/26 J WILLIAMS BEHAVIOR SOLUTIONS SACTO	252.13	
				3/25-3/26 L MILLER BEHAVIOR SOLUTIONS SAC	252.13	
				3/25-3/26 M CASE BEHAVIOR SOLUTIONS SAC	232.13	
				3/9-3/12 M TENA AERIES CONF MONTEREY	492.39	
				4/10-4/12 E BROWN SKILLS USA ONTARIO	60.00	
				4/13-4/17 A THUEMLER BEST OF BOOT CAMP NAPA	2,655.00	
				5/8-5/10 J FELTON ACSA CONF RENO	399.00	
				6/3-6/5 K HERFI CASBO PAYROLL ESS ONLINE	1,395.00	
			01-5800	CA AIR RESOURCE BOARD	132.36	
				CULINARY CLASS REGISTRATION	3,413.25	
				MAKEUP ADVISORY MEETING MEALS	154.73	
				STATE CONFERENCE HOTELS	8,231.60	
			01-5833	CHAT GPT SUBSCRIPTION	40.00	
				CHATGBT AND CANVA	140.00	
				CHATGPT FOR FELTON	20.00	
				FELCIANO- CHATgpt	20.00	
				OPEN AI SUBSCRIPTION	20.00	
				OPEN AI SUBSCRIPTION - CARRILLO	20.00	
				VCARVE PRO CAM SOFTWARE	699.00	
				WELDING EDPUZZLE SUB	13.50	
			01-5904	09/20/24 US BANK PRIORITY MAIL	11.95	
			01-6400	CENTENNIAL PLANER	5,745.00	
			11-4300	CONSTRUCTION BOOT CAMP COURSE COMPLETION	600.00	39,514.88
40303687	05/13/2026	A-Z BUS SALES	01-4300	TRANS PARTS/SUPPLIES		596.22
40303688	05/13/2026	AT&T	01-5901	CALNET 3 -TELEPHONE SVC 581/582/57893		378.54

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40303689	05/13/2026	CITY OF CORNING	01-5502	COR 154=1600,1590,194=1620 CUHSD WATER/SEWER	4,169.24	
				COR 157=1610 TRANS WATER/SEWER	30.76	
				COR 37=0160,176=0170 CENT WATER/SEWER	758.44	4,958.44
40303690	05/13/2026	COASTAL BUSINESS SYSTEMS, INC.	01-5620	COPY CENTER COPIERS	3,425.92	
				CUHSD COPIERS	3,243.35	6,669.27
40303691	05/13/2026	CORNING ELEMENTARY SCHOOL	01-5800	AUTHOR VISIT - ERICA ALFARO		1,250.00
40303692	05/13/2026	CORNING LUMBER COMPANY	01-4300	SUPPLIES		34.70
40303693	05/13/2026	CORNING UNION HIGH SCHOOL	13-5508	STAFF UNIFORMS		190.00
40303694	05/13/2026	FIRST ADVANTAGE OCCUPATIONAL IRS # 1365611	01-5831	DRUG TESTING		133.74
40303695	05/13/2026	GREEN WASTE OF TEHAMA	01-5506	DISPOSAL R-FARM 4018-2763626	249.66	
			19-5506	DISPOSAL FARM-RANCH 4018-2783982	249.66	499.32
40303696	05/13/2026	HUNT & SONS, INC	01-4311	HUNT AND SON'S GAS	1,420.37	
			01-4312	HUNT AND SON'S DIESEL	2,476.12	3,896.49
40303697	05/13/2026	JRD FOOD SERVICES CORNING PAPA MURPHY'S PIZZA	13-4700	NSLP FOOD		7,015.00
40303698	05/13/2026	KNOX LA RUE JR LA RUE COMM	01-5900	BUS RADIO'S		300.00
40303699	05/13/2026	LAUREL AG AND WATER - LODI	01-4300	ORCHARD - MATERIALS/SUPPLIES		6.65
40303700	05/13/2026	P G & E	01-5503	CENT ELECTRIC 0308-1		23.82
40303701	05/13/2026	P G & E	01-5503	TRANS ELECTRIC/GAS 1749-6	207.60	
			01-5504	TRANS ELECTRIC/GAS 1749-6	63.31	270.91
40303702	05/13/2026	RIVER CITIES COUNSELING & CONSULTING INC.	01-5800	RIVER CITIES COUNSELING SERVICES		14,717.50
40303703	05/13/2026	SANCHEZ-CONTRERAS, FELIPE C	01-5800	CHP RENEWAL		12.00
40303704	05/13/2026	SAV-MOR FOODS	01-4300	RICE LAB SUPPLIES	7.85	
				SAVMOR SUPPLIES	118.13	
			01-4307	STAFF APPRECIATION 2026	28.08	154.06
40303705	05/13/2026	SMARTTRASH	01-5800	COMPACTOR SERVICES		80.00
40303706	05/13/2026	SOUTH AVENUE ACE HARDWARE	01-4300	CLASS SUPPLIES	21.29	
				LWP	209.94	
				RANCH-VARIOUS MATERIALS/SUPPLIES	39.68	
				SUPPLIES	504.83	
			14-4300	PAINT SUPPLIES	27.07	802.81
40303804	05/18/2026	BANDSHOPPE PEARISON INC	01-4300	COLORGUARD BLADES		446.58
40303805	05/18/2026	COLUSA COUNTY FARM SUPPLY INC	01-4300	PESTICIDES	7,943.74	
			01-5800	PESTICIDES	134.00	8,077.74
40303806	05/18/2026	GORDON TRUCK CENTERS FREIGHTLINER NORTHWEST	01-4300	MATERIALS/SUPPLIES		799.72
40303807	05/18/2026	HUNT & SONS, INC	01-4311	HUNT AND SON'S GAS	1,951.40	

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40303807	05/18/2026	HUNT & SONS, INC	01-4312	HUNT AND SON'S DIESEL	3,197.30	5,148.70
40303808	05/18/2026	ISOM ADVISORS URBAN FUTURES, INC.	01-5800	FY 2023-2024/2024-2025 DISCLOSURE FILING SVCS		5,575.00
40303809	05/18/2026	MJB WELDING SUPPLY	01-4300	CONSUMABLES FOR ALL CLASSES		1,261.26
40303810	05/18/2026	NATIONAL PRINT & PROMO	01-4300	REPORT CARD PAPER		1,160.54
40303811	05/18/2026	PACE ENGINEERING	01-6170	BUS CHARGING STATIONS PERMIT MEETINGS		121.50
40303812	05/18/2026	PATTERSON ELECTRIC	01-5600	GREENHOUSE ELCTRICAL WORK	4,529.98	
				POWER FOR V-CARVE	6,483.74	11,013.72
40303813	05/18/2026	SOUTH AVENUE ACE HARDWARE	01-4300	SUPPLIES		28.47
40303814	05/18/2026	STEPHENS ELECTRICAL, INC.	01-5600	FIRE ALARM TESTING		5,400.00
40303815	05/18/2026	SYSCO SACRAMENTO, INC.	13-4700	NSLP FOOD	100.13	
				SNACK BAR	787.04	887.17
40303816	05/18/2026	TEHAMA CO DEPT OF EDUCATION	01-5830	FINGERPRINTING SERVICE		64.00
40303817	05/18/2026	TONY TURRI	01-4300	REIMBURSEMENT		100.00
40303818	05/18/2026	TRANSFINDER	01-5800	TRANSPORTATION TRAINING	11,500.00	
			01-5833	TRANSPORTATION TRAINING	7,285.00	18,785.00
40303819	05/18/2026	U.S. BANK CM-9690	01-5800	2016,17 SERIES A BOND ADMIN FEE		1,190.00
40303820	05/18/2026	UNITED SPIRIT ASSOC	01-5800	DRUM MAJOR CAMP		988.00
40303821	05/18/2026	UNRUH, LONNIE	01-4300	FEED FOR RANCH ANIMALS	216.00	
			19-4300	FEED FOR RANCH ANIMALS	500.00	716.00
40303822	05/18/2026	VERIZON WIRELESS SERVICES LLC	01-5902	DISTRICT CELL PHONE SERVICE		16.27
40303823	05/18/2026	WASTE MANAGEMENT	01-5506	CENT DISPOSAL 4-02058-55008	599.35	
				CUHS DISP 13-88262-43003/4-02058-75004	1,565.59	
				CUHS DISPOSAL 4-02058-65006	564.37	2,729.31
40303824	05/18/2026	WAXIE SANITARY SUPPLY	01-4300	SUPPLIES		1,976.06
40303825	05/18/2026	WURTH USA, INC	01-4300	TRANS PART/SUPPLIES		450.28
40304159	05/27/2026	APPEAL-DEMOCRAT	01-5800	NMR PROJECT # 23-2051-10	193.19	
			35-5800	NMR PROJECT # 23-2051-10	193.19	386.38
40304160	05/27/2026	ATTORNEY GENERAL'S REGISTRY OF CHARITABLE TRUSTS	19-5802	EIN 68-215532 FFR-1		75.00
40304161	05/27/2026	BAMBULA, ROSE M	01-5202	MILEAGE		30.89
40304162	05/27/2026	BROWN, EMILY A	01-5202	APR-MAY MILEAGE		248.39
40304163	05/27/2026	CENTER FOR EVALUATION AND RESEARCH, LLC.	01-5800	ASSETS- CONSULTATION FEE		7,000.00
40304164	05/27/2026	CORNING IND. TEACHERS A SSOC.	76-9512	LOST PAYROLL CK 30171678		280.00
40304165	05/27/2026	CORNING LUMBER COMPANY	01-4300	CORNING LUMBER	436.64	
				SUPPLIES	46.81	483.45

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40304166	05/27/2026	CORNING UNION HIGH SCHOOL	13-5508	STAFF UNIFORMS		40.00
40304167	05/27/2026	DELPHI CREATIVITY GROUP DELPHI GLASS CORP	01-4300	GLASS & MOLDS	1,156.39	
				PROP 28 ART INSTRUCTIONAL MATERIALS AND SUPPLIES	2,003.79	
			01-4400	PROP 28 ART INSTRUCTIONAL MATERIALS AND SUPPLIES	807.05	3,967.23
40304168	05/27/2026	FLORA FRESH	01-4300	FLOWERS FOR YEAR		2,021.39
40304169	05/27/2026	HOME DEPOT DEPT 32-2539278279	01-4300	AG MECH TOOL STORAGE	1,443.69	
				AG MECHANICS TEAM MATEIRALS	902.55	
				CONSTRUCTION SUPPLIES	8,241.04	
				HOME DEPOT	515.67	
				WEIGHT SPACE PROJECT	969.85	
			11-4300	CONSTRUCTION CLASS STUDENT TOOLKITS	150.80-	
				JTC CONSTRUCTION - PLUMBING & ELECTRICAL	5,378.42	
			11-4400	JTC CONSTRUCTION - PLUMBING & ELECTRICAL	645.42	17,945.84
40304170	05/27/2026	HUNT & SONS, INC	01-4311	HUNT AND SON'S GAS	737.41	
			01-4312	HUNT AND SON'S DIESEL	4,132.22	4,869.63
40304171	05/27/2026	JAMES SUTTON	01-5200	6/8-6/11 J SUTTON TINY HOUSE BUILD FRESNO		616.55
40304172	05/27/2026	MARIACHI CONNECTION	01-4300	PROP 28 BALLET FOLKLORIKO UNIFORMS/SUPPLIES		120.00
40304173	05/27/2026	MILLER GLASS ORLAND	01-5600	GLASS REPAIR	220.77	
				Unpaid Sales Tax	1.02-	219.75
40304174	05/27/2026	NOR CAL FENCE DBA FENCEIT INC	01-6170	DISTRICT SECURITY FENCING		22,206.06
40304175	05/27/2026	OFFICE DEPOT	01-4300	PAPER/ENVELOPES/TISSUE		1,914.99
40304176	05/27/2026	REDWOOD TOXICOLOGY LAB INC	01-5831	DRUG TESTING FOR ATHLETES		455.00
40304177	05/27/2026	ROBERTSON ERICKSON	35-5800	SHOP MODERNIZATION - ENGINEERING SRVCS		1,440.00
40304178	05/27/2026	RODRIGO PRECIADO	01-5800	DOT PHYSICALS		130.00
40304179	05/27/2026	SAN JOAQUIN COUNTY OFFICE OF EDUCATION	01-5800	SEIS BILLING		87.00
40304180	05/27/2026	SAV-MOR FOODS	01-4300	ADV AG PROJECT SUPPLIES		18.49
40304181	05/27/2026	SOUTH AVENUE ACE HARDWARE	01-4300	PROPANE TANK & PARTS	611.29	
				RANCH-VARIOUS MATERIALS/SUPPLIES	96.62	707.91
40304182	05/27/2026	SYSKO SACRAMENTO, INC.	13-4700	SNACK BAR		720.15
40304183	05/27/2026	TEHAMA COUNTY AUDITORS OFFICE	01-5600	PARK RESERVATION DEPOSIT		115.00

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40304184	05/27/2026	TORRES, CLEMENTINA	01-5211	MILEAGE		187.05
40304185	05/27/2026	U.S. TELEPACIFIC TPX COM.	01-5901	TELEPHONE SERVICE 149142		619.18
40304186	05/27/2026	VERNER, DOUGLAS L	01-5202	MILEAGE		6.31
VCH-00000595	05/04/2026	AMAZON CAPITAL SERVICES, INC	01-4200	ELD CLASS SET OF BOOKS	286.65	
				REPLACEMENT BOOKS	15.12	
			01-4300	CONSTRUCTION TECH SUPPLIES	2,097.98	
				CTE CONFERENCE ROOM SEATING	1,077.48	
				ERGONOMICS SUPPLIES	112.59	
				LEADERSHIP SUPPLIES	66.97	
				VARIOUS SUPPLIES	491.28	4,148.07
VCH-00000596	05/04/2026	CINTAS CORPORATION NO. 3	01-5500	MNT LAUNDRY SERVICE	480.80	
			01-5508	MNT UNIFORMS	337.21	
			13-5500	CAFE LAUNDRY	52.01	870.02
VCH-00000597	05/04/2026	CRYSTAL CREAMERY	13-4700	CACFP DAIRY	369.90	
				NSLP DAIRY	351.75	721.65
VCH-00000598	05/04/2026	E406 INC. NAT'L POULTRY EQUIP	01-6400	EGG WASHING MACHINE		3,882.50
VCH-00000599	05/04/2026	GOLD STAR FOODS, INC	13-4700	CACFP FOOD	1,022.79	
				NSLP FOOD	1,807.73	
				SNACK BAR	313.95	3,144.47
VCH-00000600	05/04/2026	PRO PACIFIC FRESH	13-4700	NSLP PRODUCE		2,012.97
VCH-00000601	05/04/2026	W.W. GRAINGER, INC.	01-4300	SUPPLIES (CUSTODIAL)		124.57
VCH-00000602	05/06/2026	AMAZON CAPITAL SERVICES, INC	01-4300	ANIMAL SCI CLASSROOM SUPPLIES	16.15	
				LEADERSHIP SUPPLIES	648.03	
				SUPPLIES	168.05	
				VARIOUS SUPPLIES	139.04	971.27
VCH-00000603	05/06/2026	CINTAS CORPORATION NO. 3	01-5500	MNT LAUNDRY SERVICE	480.80	
			01-5508	MNT UNIFORMS	422.21	
				TRANS UNIFORMS	133.00	
			13-5500	CAFE LAUNDRY	79.91	1,115.92
VCH-00000604	05/06/2026	CRYSTAL CREAMERY	13-4700	NSLP DAIRY		547.44
VCH-00000605	05/06/2026	GOLD STAR FOODS, INC	13-4300	NSLP SUPPLIES	133.34	
			13-4700	NSLP FOOD	3,337.77	
				SNACK BAR	53.55	3,524.66
VCH-00000606	05/06/2026	NICHOLS-MELBURG & ROSSETTO AIA & ASSOCIATES, INC	01-5800	25-2131 CULINARY ARTS CLASSROOM	9,595.96	
			35-6200	23-2051 CHS SHOP PROJECT	10,015.50	19,611.46
VCH-00000607	05/06/2026	PACIFIC SKY CREATIVE, INC.	01-5800	PAC SK VIDEOS, WEBSITE, POSTERS		400.00
VCH-00000608	05/06/2026	PITNEY BOWES PURCHASE POWER	01-4300	POSTAGE SUPPLIES 15823703	346.98	

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VCH-00000608	05/06/2026	PITNEY BOWES PURCHASE POWER	01-5904	25/26 PURCHASE POWER 4538	1,024.75	1,371.73
VCH-00000609	05/06/2026	PRIMO BRANDS BLUETRITON	01-5800	WATER SERVICES		81.96
VCH-00000610	05/06/2026	W.W. GRAINGER, INC.	01-4300	SUPPLIES (CUSTODIAL)		33.65
VCH-00000611	05/13/2026	AMAZON CAPITAL SERVICES, INC	01-4300	CPR SUPPLIES AMAZON	2,713.53	
				LAB/CLASSROOM SUPPLIES	1,971.89	
				OFFICE ITEMS FOR OFFICE AT HOPE CENTER	301.66	
				STAFF APPRECIATION 2026	89.73	
				SUPPLIES	65.05	
				WOODSHOP CONSUMABLES	88.29	5,053.57
VCH-00000612	05/13/2026	CINTAS CORPORATION NO. 3	01-5500	MNT LAUNDRY SERVICE	480.80	
			01-5508	MNT UNIFORMS	358.52	
				TRANS UNIFORMS	35.00	874.32
VCH-00000613	05/13/2026	CRYSTAL CREAMERY	13-4700	CACFP DAIRY	253.95	
				NSLP DAIRY	475.49	729.44
VCH-00000614	05/13/2026	FOSTER & FOSTER CONSULTING ACTUARIES, INC.	01-5800	GASB 75 ACTUARIAL VALUATION FY 063026		1,800.00
VCH-00000615	05/13/2026	GOLD STAR FOODS, INC	13-4300	NSLP SUPPLIES	960.12	
			13-4700	CACFP FOOD	89.66	
				NSLP FOOD	3,013.62	
			13-5800	FEE FOR COMMODITY STORAGE	37.50	4,100.90
VCH-00000616	05/13/2026	PRIMO BRANDS BLUETRITON	01-5800	DRINKING WATER FOR SHOP AND TRANSPORTATION OFFICE	271.46	
				WATER SERVICES	306.79	578.25
VCH-00000617	05/13/2026	PRO PACIFIC FRESH	13-4700	NSLP PRODUCE		1,050.62
VCH-00000618	05/13/2026	THE PAPE GROUP, INC KENWORTH	01-4300	TRANS/PARTS/SUPPLIES 7106581		276.52
VCH-00000619	05/13/2026	W.W. GRAINGER, INC.	01-4300	SUPPLIES (CUSTODIAL)		557.93
VCH-00000620	05/18/2026	AMAZON CAPITAL SERVICES, INC	01-4300	CENTENNIAL GRAD SUPPLIES	121.66	
				LAB/CLASSROOM SUPPLIES	8.61	
				PROP 28 ISP	895.05	
				STARS GRWM FRAGRANCE	848.71	
				STARS- COLORGUARD	671.84	
				STARS- GRWM HAIR STYLING	640.73	
				STARS- GRWM MAKE UP	1,060.75	
				VARIOUS KITCHEN TOOLS	318.93	4,566.28
VCH-00000621	05/18/2026	VESTIS GROUP	01-5500	LAUNDRY SERVICE	1,483.80	
			01-5508	UNIFORMS	1,361.05	2,844.85
VCH-00000622	05/27/2026	AMAZON CAPITAL SERVICES, INC	01-4200	SPANISH SILENT READING BOOKS	456.11	

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VCH-00000622	05/27/2026	AMAZON CAPITAL SERVICES, INC	01-4300	CONSTRUCTION TECH SUPPLIES	691.21	
				ORTEGA	87.72	
				ORTEGA INSTRUCTIONAL MATERIALS	316.18	
				ORTEGA TEACHER SUPPLIES	247.06	
				STARS B1 GAMES	330.94	
				STARS GRWM FRAGRANCE	254.82	
				STARS LEGO CLUB	5,337.03	
				STARS- GENERAL ITEMS	776.89	
				STARS- GRWM HAIR STYLING	21.49	
				STARS- GRWM MAKE UP	135.68	
				STARS- PHOTOGRAPHY START UP	7,407.72	
				SUPPLIES FOR AGUIRRE ELD	45.21	
				SUPPLIES FOR FIOROT	394.20	
				VARIOUS SUPPLIES	282.80	
				WN HEADPHONES	61.88	
VCH-00000623	05/27/2026	CALIFORNIA'S VALUED TRUST	01-4400	STARS LEGO CLUB	1,573.13	
				STARS- PHOTOGRAPHY START UP	13,402.75	31,822.82
			01-3402	JUNE 2026-G.GLOVER//MV	1,290.98	
				JUNE 2026-J.BINGHAM//MDV	2,781.15	
				JUNE 2026-T.TURRI//MV	1,579.98	
			01-3701	JUNE 2026-C.TROUGHTON	3,212.94	
				JUNE 2026-D.LAMSON	1,012.32	
				JUNE 2026-J.BEARDSLEY	1,226.32	
				JUNE 2026-L.ALLDRIN	1,226.32	
				JUNE 2026-M.BEARDSLEY	1,226.32	
				JUNE 2026-M.WILLIAMS	1,091.51	
				JUNE 2026-T.LAMB	3,409.51	
				JUNE 2026-W.VADER	1,012.32	
			01-3702	JUNE 2026-D. MESSMER	1,661.00	
				JUNE 2026-M.RODRIGUEZ	2,172.38	
				JUNE 2026-S.HOAG	1,014.03	
VCH-00000624	05/27/2026	CINTAS CORPORATION NO. 3	76-9513	JUNE 2026 MEDICAL	197,180.00	
			76-9551	JUNE 2026 LIFE	95.00	
			76-9552	JUNE 2026 DENTAL	20,974.27	
			76-9553	JUNE 2026 VISION	2,650.42	244,816.77
			01-5500	MNT LAUNDRY SERVICE	480.80	
			01-5508	MNT UNIFORMS	860.57	

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 05/01/2026 through 05/31/2026

Board Meeting Date June 18, 2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
VCH-00000624	05/27/2026	CINTAS CORPORATION NO. 3	01-5508	TRANS UNIFORMS	35.00	1,376.37
VCH-00000625	05/27/2026	CRYSTAL CREAMERY	13-4700	CACFP DAIRY		884.10
VCH-00000626	05/27/2026	GOLD STAR FOODS, INC	01-4307	FOOD FOR 8TH GRADE INVASION	876.73	
			13-4700	NSLP FOOD	1,365.26	
				SNACK BAR	528.15	2,770.14
VCH-00000627	05/27/2026	PRO PACIFIC FRESH	01-4307	FOOD FOR 8TH GRADEINVASION	173.36	
			13-4700	NSLP PRODUCE	4,335.40	4,508.76
VCH-00000628	05/27/2026	W.W. GRAINGER, INC.	01-4300	SUPPLIES (CUSTODIAL)		155.02
VCH-00000629	05/27/2026	YOURTEQ. LLC	01-4400	EL LAPTOPS	4,335.98	
			01-6400	VIEWBOARD	5,219.36	9,555.34
Total Number of Checks					133	653,623.77

	Count	Amount
Cancel	1	110.17
Net Issue		653,513.60

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	GENERAL	114	369,558.47
11	ADULT EDUCATION	3	17,074.50
13	CAFETERIA SPEC REV	18	31,929.30
14	DEFERRED MAINTENANCE	2	34.31
19	FOUNDATION SPECIAL	4	2,095.61
35	COUNTY SCH FACILITY	3	11,648.69
76	WARRANT/PASS-THRU	2	221,179.69
Total Number of Checks		132	653,520.57
Less Unpaid Sales Tax Liability			6.97
Net (Check Amount)			653,513.60

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

Register 001488 - 06/08/2026

Bank Account COUNTY - COUNTY

Payment Id	Comment					
Check # 40304837	01	Check Amt	36,983.18	Status	Printed	U.S. BANK CORPORATE PAYMENT SYSTEM (000681/1)
0693-0430	6/15-6/17 J FELTON AVID SUMMER INST SAC			01-0000-0-0000-2700-5200-410-000-000		1,099.00
0693-0504-04	CHATGPT FOR FELTON			01-0000-0-0000-2700-5833-410-000-000		20.00
0693-0506-05	STAFF APPRECIATION 2026			01-0000-0-0000-7200-4300-000-000-000		112.58
0693-0506-06	STAFF APPRECIATION 2026			01-0000-0-0000-7200-4300-000-000-000		9.98
0693-0510	5/8-5/10 J FELTON ACSA CONF RENO			01-0000-0-0000-2700-5200-410-000-000		410.80
3130-0423	PROGRAMMING TOOL			01-0000-0-0000-7700-5833-000-000-603		200.00
3148-0429	STUDENT TRAVEL FOR CEI 4/31			01-9827-6-8100-5000-4300-000-000-000		28.89
3148-0429-01	STUDENT TRAVEL FOR CEI 4/31			01-9827-6-8100-5000-4300-000-000-000		52.78
3148-0430	STUDENT TRAVEL FOR CEI 4/31			01-9827-6-8100-5000-4300-000-000-000		51.96
3148-0501	STUDENT TRAVEL FOR CEI 4/31			01-9827-6-8100-5000-4300-000-000-000		37.14
3148-0502	STUDENT TRAVEL FOR CEI 4/31			01-9827-6-8100-5000-4300-000-000-000		25.34
3148-0502-01	STUDENT TRAVEL FOR CEI 4/31			01-9827-6-8100-5000-4300-000-000-000		27.53
3148-0506	AVID CSU SAC FT - 05.06.26			01-0000-0-1110-1000-4300-410-000-602		144.96
3148-0507-05	AVID CSU SAC FT - 05.06.26			01-0000-0-1110-1000-4300-410-000-602		10.26
3890-0519	2X2X2 FOOD/MTG			01-0000-0-0000-7150-4307-000-000-000		101.87
4118-0422	FOOD AND SUPPLIES FOR CLASS			01-0650-0-3841-1000-4300-410-000-310		408.48
4118-0428	FOOD AND SUPPLIES FOR CLASS			01-0650-0-3841-1000-4300-410-000-310		93.88
4118-0429	FOOD AND SUPPLIES FOR CLASS			01-0650-0-3841-1000-4300-410-000-310		678.28
4118-0429-01	ASSETS- COOKING CLUB SPRING			01-4124-0-1135-1000-4300-410-000-200		34.39
4118-0506-05	FOOD AND SUPPLIES FOR CLASS			01-0650-0-3841-1000-4300-410-000-310		523.91
4118-0507-05	ASSETS- COOKING CLUB SPRING			01-4124-0-1135-1000-4300-410-000-200		37.12
4118-0508-05	FOOD AND SUPPLIES FOR CLASS			01-0650-0-3841-1000-4300-410-000-310		336.79
4118-0513	FOOD AND SUPPLIES FOR CLASS			01-0650-0-3841-1000-4300-410-000-310		754.45
4118-0513-05	FOOD AND SUPPLIES FOR CLASS			01-0650-0-3841-1000-4300-410-000-310		87.81
4118-0514-05	ASSETS- COOKING CLUB SPRING			01-4124-0-1135-1000-4300-410-000-200		36.10
4118-0519	ASSETS- COOKING CLUB SPRING			01-4124-0-1135-1000-4300-410-000-200		49.90
4118-0519-01	FOOD AND SUPPLIES FOR CLASS			01-0650-0-3841-1000-4300-410-000-310		171.58
4118-0521-05	FOOD AND SUPPLIES FOR CLASS			01-0650-0-3841-1000-4300-410-000-310		97.94
4627-0423-05	OPEN AI SUBSCRIPTION			01-0000-0-0000-2700-5833-410-000-000		20.00
4627-0501	4/29-5/1 J ARMSTRONG CEI GRANT MG ANAHEIM			01-9827-6-8100-3900-5200-000-000-000		15.10
4627-0501-01	4/29-5/1 J ARMSTRONG CEI GRANT MG ANAHEIM			01-9827-6-8100-3900-5200-000-000-000		14.94
4627-0501-02	4/29-5/1 J ARMSTRONG CEI GRANT MG ANAHEIM			01-9827-6-8100-3900-5200-000-000-000		36.00
4627-0502	4/29-5/1 J ARMSTRONG CEI GRANT MG ANAHEIM			01-9827-6-8100-3900-5200-000-000-000		34.73
4627-0503	STAFF APPRECIATION 2026			01-0000-0-0000-7200-4300-000-000-000		9.70
4627-0503-01	STAFF APPRECIATION 2026			01-0000-0-0000-7200-4300-000-000-000		110.72
4627-0510	5/8-5/10 J ARMSTRONG ACSA REG 1-4 RENO			01-0000-0-0000-2700-5200-410-000-000		523.80
4627-0518	STAFF APPREC- ICE CREAM			01-0000-0-0000-7200-4307-000-000-000		110.56
5063-0422-05	SNACK BAR-COSTCO			13-5310-0-0000-3702-4700-410-000-333		190.90
5063-0423-01	SNACK BAR-COSTCO			13-5310-0-0000-3702-4700-410-000-333		206.87

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 905, Source = N, Pay To = N, Payment Method = N, Check Number(s) = 40304837, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

Register 001488 - 06/08/2026

Bank Account COUNTY - COUNTY

Payment Id	Comment					
Check # 40304837	01	Check Amt	36,983.18	Status	Printed	U.S. BANK CORPORATE PAYMENT SYSTEM (000681/1) - continued
5063-0423-05	SNACK BAR-COSTCO				13- 5310- 0- 0000- 3702- 4700- 410- 000- 333	406.48
5063-0514	SNACK BAR-COSTCO				13- 5310- 0- 0000- 3702- 4700- 410- 000- 333	106.37
5063-0514-01	SNACK BAR-COSTCO				13- 5310- 0- 0000- 3702- 4700- 410- 000- 333	192.70
5063-0514-02	SNACK BAR-COSTCO				13- 5310- 0- 0000- 3702- 4700- 410- 000- 333	264.11
5063-0521-01	SNACK BAR-COSTCO				13- 5310- 0- 0000- 3702- 4700- 410- 000- 333	386.88
5063-0521-05	SNACK BAR-COSTCO				13- 5310- 0- 0000- 3702- 4700- 410- 000- 333	265.90
5063-0522-05	SNACK BAR-COSTCO				13- 5310- 0- 0000- 3702- 4700- 410- 000- 333	43.98
5107-0427	CPR MATERIALS				01- 6388- 5- 3806- 1000- 4400- 410- 000- 000	609.85
5107-0427-01	SKILLS USA STATE CONFERENCE				01- 6387- 5- 3800- 1000- 5800- 410- 000- 000	2,482.80
5107-0428-05	STUDENT NOTEBOOKS				01- 6300- 0- 1140- 1000- 4300- 410- 000- 000	484.88
5107-0503-05	STARS- GRWM SKIN CARE				01- 4124- 0- 1135- 1000- 4300- 410- 000- 200	1,465.53
5107-0503-06	STARS GRWM MAKE UP				01- 4124- 0- 1135- 1000- 4300- 410- 000- 200	345.22
5107-0504-01	SENIOR EXIT INTERVIEWS				01- 0000- 0- 0000- 3118- 4300- 410- 000- 000	197.60
5107-0504-05	SENIOR EXIT INTERVIEWS				01- 0000- 0- 0000- 3118- 4300- 410- 000- 000	247.72
5107-0505	STAFF APPRECIATION 2026				01- 0000- 0- 0000- 7200- 4300- 000- 000- 000	124.11
5107-0506-02	STARS- GRWM HAIR STYLING				01- 4124- 0- 1135- 1000- 4300- 410- 000- 200	2,505.45
5107-0506-05	SENIOR EXIT INTERVIEWS				01- 0000- 0- 0000- 3118- 4300- 410- 000- 000	200.85
5107-0507-01	CHAT GPT SUBSCRIPTION				01- 0000- 0- 0000- 7200- 5833- 000- 000- 000	20.00
5107-0507-05	STAFF APPRECIATION 2026				01- 0000- 0- 0000- 7200- 4300- 000- 000- 000	75.53
5107-0508-05	6/15 M FIOROT UNLUCK SUCCESS AP SPANISH ONLINE				01- 0000- 0- 1160- 1000- 5200- 410- 000- 000	150.00
5107-0513	AVID UC DAVIS FT - 05.13.26				01- 0000- 0- 1110- 1000- 4300- 410- 000- 602	54.00
5107-0513-01	AVID UC DAVIS FT - 05.13.26				01- 0000- 0- 1110- 1000- 4300- 410- 000- 602	280.00
5107-0515-05	6/11 K HERFI SSC C-90 VIRTUAL				01- 0000- 0- 0000- 7200- 5200- 000- 000- 000	205.00
5247-0423	FAMILY ENGAGEMENT / STUDENT RECOGNITION EVENT				01- 0220- 0- 3200- 2495- 4300- 411- 000- 000	193.02
5247-0430	STAFF APPRECIATION 2026				01- 0000- 0- 0000- 7200- 4300- 000- 000- 000	14.48
5247-0505-01	07.13.26 A. BAKKE MTSS ANAHEIM				01- 0220- 0- 3200- 2700- 5200- 411- 000- 000	536.80
5247-0505-05	CHAT GPT SUBSCRIPTION				01- 0220- 0- 3200- 2700- 5833- 411- 000- 603	20.00
5247-0505-06	07.13.26 M. CASE MTSS ANAHEIM				01- 0220- 0- 3200- 1000- 5200- 411- 000- 000	536.80
5247-0506	ADULT ED CTE CLASS COMPLETION INCENTIVE				11- 0000- 0- 4110- 1000- 4300- 411- 000- 000	600.00
5247-0506-01	ADULT ED CTE CLASS COMPLETION INCENTIVE				11- 0000- 0- 4110- 1000- 4300- 411- 000- 000	300.00
5247-0507	ADULT ED CTE CLASS COMPLETION INCENTIVE				11- 0000- 0- 4110- 1000- 4300- 411- 000- 000	300.00
5247-0507-01	ADULT ED CTE CLASS COMPLETION INCENTIVE				11- 0000- 0- 4110- 1000- 4300- 411- 000- 000	300.00
5247-0507-02	ADULT ED CTE CLASS COMPLETION INCENTIVE				11- 0000- 0- 4110- 1000- 4300- 411- 000- 000	300.00
5247-0507-03	ADULT ED CTE CLASS COMPLETION INCENTIVE				11- 0000- 0- 4110- 1000- 4300- 411- 000- 000	300.00
5247-0507-04	ADULT ED CTE CLASS COMPLETION INCENTIVE				11- 0000- 0- 4110- 1000- 4300- 411- 000- 000	300.00
5247-0507-05	ADULT ED CTE CLASS COMPLETION INCENTIVE				11- 0000- 0- 4110- 1000- 4300- 411- 000- 000	300.00
5247-0518	ADULT ED CTE CLASS COMPLETION INCENTIVE				11- 0000- 0- 4110- 1000- 4300- 411- 000- 000	300.00
5247-0519	FAMILY ENGAGEMENT / STUDENT RECOGNITION EVENT				01- 0220- 0- 3200- 2495- 4300- 411- 000- 000	34.67
5247-0519-01	FAMILY ENGAGEMENT / STUDENT RECOGNITION EVENT				01- 0220- 0- 3200- 2495- 4300- 411- 000- 000	114.88

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 905, Source = N, Pay To = N, Payment Method = N, Check Number(s) = 40304837, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

Register 001488 - 06/08/2026

Bank Account COUNTY - COUNTY

Payment Id	Comment					
Check # 40304837	01	Check Amt	36,983.18	Status	Printed	U.S. BANK CORPORATE PAYMENT SYSTEM (000681/1) - continued
5702-0422-05	EGG CARTONS AND LABELS				01- 6388- 5- 3805- 1000- 4300- 410- 000- 000	357.98
5702-0422-06	EGG CARTONS AND LABELS				01- 6388- 5- 3805- 1000- 4300- 410- 000- 000	65.23
5702-0422-07	VARIOUS AG DEPARTMENT SUPPLIES				01- 7010- 0- 3800- 1000- 4300- 410- 000- 000	49.52
5702-0423-05	EGG CARTONS AND LABELS				01- 6388- 5- 3805- 1000- 4300- 410- 000- 000	128.62
5702-0423-06	VARIOUS AG DEPARTMENT SUPPLIES				01- 7010- 0- 3800- 1000- 4300- 410- 000- 000	115.95
5702-0424-07	PARLI PRO BOOTCAMP SUPPLIES				01- 0650- 0- 3800- 1000- 4300- 410- 000- 000	70.26
5702-0426-05	CHICKEN COOP SUPPLIES				01- 6387- 5- 3824- 1000- 4300- 410- 000- 654	118.22
5702-0428-05	VARIOUS AG DEPARTMENT SUPPLIES				01- 7010- 0- 3800- 1000- 4300- 410- 000- 000	73.27
5702-0429-05	VARIOUS AG DEPARTMENT SUPPLIES				01- 7010- 0- 3800- 1000- 4300- 410- 000- 000	48.88
5702-0502-05	VARIOUS AG DEPARTMENT SUPPLIES				01- 7010- 0- 3800- 1000- 4300- 410- 000- 000	88.35
5702-0505-01	FLORAL SUPPLIES				01- 0650- 0- 3802- 1000- 4300- 410- 000- 321	174.21
5702-0505-02	FLORAL SUPPLIES				01- 0650- 0- 3802- 1000- 4300- 410- 000- 321	17.44
5702-0505-03	MISC FLORAL DESIGN SUPPLIES				01- 0650- 0- 3802- 1000- 4300- 410- 000- 321	124.26
5702-0505-04	VARIOUS AG DEPARTMENT SUPPLIES				01- 0650- 0- 3800- 1000- 4300- 410- 000- 000	31.52
					01- 7010- 0- 3800- 1000- 4300- 410- 000- 000	73.36
5702-0505-05	WELDING EDPUZZLE SUB				01- 0650- 0- 3801- 1000- 5833- 410- 000- 302	13.50
5702-0507	VARIOUS AG DEPARTMENT SUPPLIES				01- 7010- 0- 3800- 1000- 4300- 410- 000- 000	642.88
5702-0511	VARIOUS AG DEPARTMENT SUPPLIES				01- 7010- 0- 3800- 1000- 4300- 410- 000- 000	661.77
5702-0511-01	VARIOUS AG DEPARTMENT SUPPLIES				01- 7010- 0- 3800- 1000- 4300- 410- 000- 000	94.67
5702-0511-02	VARIOUS AG DEPARTMENT SUPPLIES				01- 7010- 0- 3800- 1000- 4300- 410- 000- 000	193.73
5702-0511-03	VARIOUS AG DEPARTMENT SUPPLIES				01- 7010- 0- 3800- 1000- 4300- 410- 000- 000	20.93
5702-0511-04	VARIOUS AG DEPARTMENT SUPPLIES				01- 7010- 0- 3800- 1000- 4300- 410- 000- 000	20.93
5702-0512-05	VARIOUS AG DEPARTMENT SUPPLIES				01- 7010- 0- 3800- 1000- 4300- 410- 000- 000	46.48
5702-0515-06	VARIOUS AG DEPARTMENT SUPPLIES				01- 7010- 0- 3800- 1000- 4300- 410- 000- 000	128.78
5702-0515-07	SOIL FOR GREENHOUSE				01- 0019- 0- 3801- 1000- 4300- 410- 000- 659	251.94
5779-0423	5/8 8 ADMI/TCHRS F3 SPED LEGAL VIRTUAL				01- 3310- 0- 5760- 1190- 5200- 410- 000- 000	433.00
					01- 3310- 0- 5760- 2100- 5200- 410- 000- 000	62.00
5779-0429	6/15-6/17 H FELCIANO AVID SUMMER INS SAC				01- 3310- 0- 5760- 2100- 5200- 410- 000- 000	1,099.00
5779-0430-05	STARS ROBOTICS DRONES				01- 4124- 0- 1135- 1000- 4300- 410- 000- 200	1,564.67
5779-0503	STAFF APPRECIATION 2026				01- 0000- 0- 0000- 7200- 4300- 000- 000- 000	151.74
5779-0503-01	STAFF APPRECIATION 2026				01- 0000- 0- 0000- 7200- 4300- 000- 000- 000	62.64
5779-0505-05	STARS- ROBOTICS TRIP				01- 4124- 0- 1135- 1000- 4300- 410- 000- 200	8.50
5779-0506	FELCIANO- CHATgpt				01- 3310- 0- 5760- 2100- 5833- 410- 000- 000	20.00
5779-0507	5/6-5/8 H FELCIANO WAI SPRING MEET GRASS VALLEY				01- 6520- 0- 5001- 2100- 5200- 410- 000- 000	322.46
5779-0507-01	5/6-5/8 H MORRIS WAI SPRING MEET GRASS VALLEY				01- 6520- 0- 5760- 3115- 5200- 410- 000- 000	322.46
6342-0422-05	CPR MATERIALS				01- 6388- 5- 3806- 1000- 4300- 410- 000- 000	210.94
					01- 6388- 5- 3806- 1000- 4400- 410- 000- 000	1,016.08
6342-0422-06	CPR MATERIALS				01- 6388- 5- 3806- 1000- 4300- 410- 000- 000	5.84
					01- 6388- 5- 3806- 1000- 4400- 410- 000- 000	80.31

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 905, Source = N, Pay To = N, Payment Method = N, Check Number(s) = 40304837, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

Register 001488 - 06/08/2026

Bank Account COUNTY - COUNTY

Payment Id	Comment				
Check # 40304837	01	Check Amt	36,983.18	Status Printed	U.S. BANK CORPORATE PAYMENT SYSTEM (000681/1) - continued
6342-0501-05	COSTCO MEMBERSHIP FEE			13- 5310- 0- 0000- 3700- 5300- 410- 000- 000	65.00
				13- 5320- 0- 0000- 3700- 5300- 410- 000- 000	65.00
6342-0504-05	CPR MATERIALS			01- 6388- 5- 3806- 1000- 4400- 410- 000- 000	3,048.25
6342-0504-06	SENIOR EXIT INTERVIEWS			01- 0000- 0- 0000- 3118- 4300- 410- 000- 000	192.16
6342-0505-05	OPEN AI SUBSCRIPTION - CARRILLO			01- 1100- 0- 1170- 1000- 5833- 410- 000- 000	20.00
6342-0507-05	TRANS CLEARINGHOUSE- DRUG/ALCOHOL CDL			01- 0723- 0- 0000- 3600- 5800- 000- 000- 000	25.00
6342-0508	MOVIE TICKETS FOR ENG IV NF FIELD TRIP			01- 1100- 0- 1150- 1000- 5800- 410- 000- 000	229.02
6342-0510	WELLNEST - FOOD INCENTIVES			01- 6500- 0- 5760- 1110- 4300- 410- 000- 406	95.90
6342-0513-05	STRIVE- SPRING COOKING			01- 3310- 0- 5760- 1110- 4300- 410- 000- 402	264.10
6342-0513-06	AP SNACKS FOR FIOROT-PEEK			01- 1100- 0- 1160- 1000- 4300- 410- 000- 000	171.99
6342-0514	AP SNACKS FOR FIOROT-PEEK			01- 1100- 0- 1160- 1000- 4300- 410- 000- 000	20.04
9551-0424	MAKEUP ADVISORY MEETING MEALS			01- 6387- 5- 3800- 2700- 5800- 410- 000- 000	52.96
9551-0426	VARIOUS AG DEPARTMENT SUPPLIES			01- 7010- 0- 3800- 1000- 4300- 410- 000- 000	282.64
9551-0428	VARIOUS AG DEPARTMENT SUPPLIES			01- 7010- 0- 3800- 1000- 4300- 410- 000- 000	2.58
9551-0428-01	VARIOUS AG DEPARTMENT SUPPLIES			01- 7010- 0- 3800- 1000- 4300- 410- 000- 000	114.32
9551-0429	VARIOUS AG DEPARTMENT SUPPLIES			01- 7010- 0- 3800- 1000- 4300- 410- 000- 000	34.95
9551-0501	SHADEHOUSE SUPPLIES			01- 6387- 5- 3802- 1000- 4300- 410- 000- 321	415.00
9551-0501-1	SOIL FOR GREENHOUSE			01- 0019- 0- 3801- 1000- 4300- 410- 000- 659	75.80
9551-0510	CHATGBT AND CANVA			01- 0650- 0- 3800- 3110- 5833- 410- 000- 000	20.00
9551-0511	VARIOUS AG DEPARTMENT SUPPLIES			01- 7010- 0- 3800- 1000- 4300- 410- 000- 000	333.50
Number of Items	1		36,983.18	Totals for Register 001488	

2026 FUND-OBJ Expense Summary / Register 001488

01-4300	17,876.90	
01-4307	212.43	
01-4400	4,754.49	
01-5200	4,728.29	
01-5800	2,789.78	
01-5833	353.50	
01-9110*		31,788.99-
01-9330*	1,073.60	
Totals for Fund 01	31,788.99	31,788.99-
11-4300	3,000.00	
11-9110*		3,000.00-
Totals for Fund 11	3,000.00	3,000.00-

Selection Sorted by Check Number, Inv #, Include Address=No, (Org = 905, Source = N, Pay To = N, Payment Method = N, Check Number(s) = 40304837, Summary? = Y, Sort/Group 1 = 1, Sort/Group 2 =)

ERP for California

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Register 001488 - Fund/Obj Expense Summary

Bank Account COUNTY - COUNTY

2026 FUND-OBJ Expense Summary / Register 001488 (continued)

13-4700	2,064.19	
13-5300	130.00	
13-9110*		2,194.19-
Totals for Fund 13	2,194.19	2,194.19-
Total for Fiscal Year 2026	36,983.18	36,983.18-
01-5200	1,073.60	
01-9330*		1,073.60-
Total for Fiscal Year 2027 and Fund 01	1,073.60	1,073.60-
Totals for Register 001488	38,056.78	38,056.78-

* denotes System Generated entry

Net change to Cash 9110 36,983.18-Credit

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Board Meeting: 6/18/2026

<u>Action</u>	<u>Type</u>	<u>ID/Name</u>	<u>Position</u>	<u>Effective</u>	<u>Background</u>
New	Position		Director of Rodgers Ranch	7/1/26	
New	Position		Director of CTE	7/1/2026	Restructuring
Close	Position		Career Pathway Coordinator	6/30/26	Restructuring
Change	Position	Brown, Emily	Director of CTE	7/1/26	Changing from Career Pathway Coord. to Director of CTE
New	Hire	Ruiz, Jonathan	Social Science/CTE Elective Centennial	7/1/26	Filling Vacancy
Voluntary	Resignation	Anguiano, Metzly	Para I- SPED Dept.	6/30/26	Voluntary Resignation
Termination		Avitia, Eric	Night Lead Custodian	5/20/26	Per Disciplinary Hearing
Change	Position	Herrera, Nizza	ASB Admin Assistant	7/1/26	Changing from CUHS Campus Supervisor to CUHS ASB Admin Assistant
New	Hire	Haney, Austin	Centennial Campus Supervisor	7/1/26	Filling Vacancy
Extra Duty/Stipend/Temporary/Coaching Authorizations					



TEHAMA COUNTY

Special Education Local Plan Area

SELPA Local Plan: Agenda Item Summary and Tehama SELPA Guidance Memo

MEMO DATE:

June 1, 2026

TO:

ALL MEMBER LEAS OF THE TEHAMA COUNTY SELPA

BOARD AGENDA ITEM TITLE:

Tehama County SELPA Local Plan Approval (ACTION)

BACKGROUND:

Pursuant to California Education Code (EC) Section 56195.9, each Special Education Local Plan Area (SELPA) is required to review its Local Plan at least once every three years to ensure that the information contained within the Governance and Administration section remains current, relevant, and accurate. A Local Plan may not be implemented without approval from the County Office of Education (COE) and/or the California Department of Education (CDE).

The Local Plan must be developed and updated collaboratively by a representative committee that includes special education and general education teachers and administrators selected by their respective groups, as well as parent representatives from the Community Advisory Committee (CAC) or parents selected by the CAC. SELPAs are responsible for ensuring meaningful participation, communication, and engagement throughout the review and revision process.

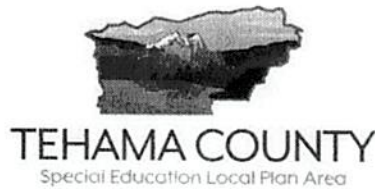
Revisions to the Local Plan Governance and Administration Section (Section B) must be reviewed by the Community Advisory Committee (CAC) and the County Office of Education (COE). Consistent with Tehama County SELPA's local governance practices, the Local Plan is also presented to the governing board of each participating local educational agency (LEA) for review and affirmation of the LEA's understanding of and commitment to its responsibilities under the Plan. *In addition, all California SELPAs are required to ensure that special education services is available to meet the diverse needs of*

During the 2025–26 school year, the Tehama County SELPA completed the development and revision of its Local Plan. The revision process included the participation of all required stakeholder groups. The committee provided programmatic, and policy recommendations to the SELPA Executive Council, and Community Advisory Council (CAC), which include school district and community partners.

Signature

Page

The proposed Local Plan was reviewed at meetings of the Tehama County SELPA Governance Council, composed of the superintendents of participating LEAs. These meetings were conducted in accordance with the Brown Act, providing opportunities for public participation and comment. In addition, all Local Plan documents were made available for public review on the SELPA website and shared drive.



A public hearing was held on May 28, 2026, during which the Tehama County SELPA Governance Council formally adopted the Local Plan in its entirety. Furthermore, the Community Advisory Council (CAC), participating LEAs, community partners, and members of the public were provided more than 30 days to review and comment on the proposed Local Plan.

Upon approval by the Tehama County SELPA Governance Council, the Local Plan will serve as the interim plan pending final approval by the California Department of Education. As part of Tehama County SELPA's local governance process, each member district governing board is requested to review and affirm its understanding of and commitment to the responsibilities outlined in the Local Plan. The approved Local Plan must also be posted on the websites of each participating school district, the Tehama County SELPA, and the Tehama County Department of Education (TCDE). The Local Plan presented for approval contains all required components and documentation. Local Plan materials are available on the Tehama County SELPA website at: <https://www.tehamacountyselpa.org/>

The Tehama County SELPA respectfully requests that signed Local Plan Certifications be returned no later than June 29, 2026. Each LEA certification must identify the website where the Local Plan has been posted in accordance with state requirements. If you have any questions regarding the Tehama County SELPA Local Plan, LEA responsibilities, or the certification process, please contact Ms. Veronica Coates, Assistant Superintendent, Tehama County Department of Education and Tehama County SELPA Administrator.

Warm Regards,

A handwritten signature in black ink, appearing to read "V Coates".

Veronica Coates

Assistant Superintendent, Tehama County SELPA

vcoates@tehamaschools.org

530.588.4476



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive, Oroville, CA 95965

**COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT**

This College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is entered into by and between the Butte-Glenn Community College District on behalf of Butte Community College ("College") and the **Corning Union High School District** ("School District") pursuant to the enacted Assembly Bill 288 College and Career Access Pathways Act ("AB 288") and California Education Code § 76004.

WHEREAS, Education Code § 76004 enables the governing board of a community college district to enter into a College and Career Access Pathways ("CCAP") partnership with the governing board of a public school district or a county office of education that is governed by a CCAP partnership agreement approved by the governing boards of both partners (Ed. Code § 76004 (a)-(b)); and

WHEREAS, School District is a public school district serving grades 9-12 located in Butte County or Glenn County and within the regional service area of the College, unless otherwise specified and agreed to as specified in California Education Code § 76004 (e); and

WHEREAS, College and School District desire to enter into this CCAP Agreement, consistent with the provisions of Education Code § 76004, for the purpose of offering or expanding dual enrollment opportunities for high school students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. For purposes of this CCAP partnership, "high school" includes a community school, continuation high school, juvenile court school, or adult education program offering courses for high school diplomas or high school equivalency certificates. (Ed. Code § 76004 (a)).

NOW THEREFORE, the College and School District agree as follows:

1. TERM OF AGREEMENT

- 1.1. The term of this CCAP Agreement shall be for Three (3) years beginning on **July 1, 2026** and ending on **June 30, 2029** unless terminated earlier in accordance with this CCAP Agreement.

2. CCAP AGREEMENT APPENDIX

This CCAP Agreement outlines the terms of the CCAP partnership between the College and School District. The CCAP Agreement Appendix shall specify additional detail regarding, but not limited to:

- 2.1. The total number of high school students projected to be served;
- 2.2. The total number of full-time equivalent students projected to be claimed by the College for those students;
- 2.3. The scope, nature, time, location and listing of community college courses to be offered;
- 2.4. The criteria to assess the ability of pupils to benefit from those courses; (Ed. Code § 76004 (c)(1));
- 2.5. A point of contact for the College and School District (Ed. Code, § 76004 (c)(2)); and
- 2.6. Specify which participating district will be the employer of record for purposes of assignment monitoring and reporting to the county office of education (Ed. Code § 76004 (m)(1)).

3. STUDENT ELIGIBILITY, ADMISSION, REGISTRATION AND ENROLLMENT

- 3.1. Students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. (Ed. Code § 76004 (a))
- 3.2. The School District and College understand and agree that successful College admission and registration requires that each high school student complete the College's application for admission and Dual Enrollment Approval Form.
- 3.3. Admission, registration, and withdrawal procedures for students participating in this CCAP Agreement shall be governed by the College and shall be in compliance with College's admissions, registration, and withdrawal guidelines set forth in applicable law and College policy. The College policy on open enrollment must be published in the College catalog, schedule of classes, and any addenda to the schedule of classes.
- 3.4. The College will provide the necessary admission, registration, and withdrawal forms and procedures, and will be responsible for processing student applications.
- 3.5. The School District agrees to assist College in the admission, registration, and withdrawal of School District students as may be necessary and requested by College.
- 3.6. The College and School District will jointly ensure that each applicant accepted has met all the enrollment requirements.
- 3.7. Enrollment in College courses offered as part of this CCAP Agreement shall be open to School District students who:
 - 3.7.1. are high school students enrolled in the School District;
 - 3.7.2. have been admitted to the College;
 - 3.7.3. meet all applicable prerequisite requirements as established by the College and stated in the college catalog before enrolling in a course offered as part of this CCAP Agreement;
 - 3.7.4. have a written parental consent form and principal recommendation for the duration of the student's enrollment in College courses offered as part of this CCAP Agreement. (Ed. Code § 76004 (c)(1))
- 3.8. Students seeking to enroll in College courses offered as part of this CCAP Agreement may enroll in up to a maximum of 15 units per term if the all of the following circumstances are satisfied:
 - 3.8.1. The units constitute no more than four community college courses per term.
 - 3.8.2. The units are part of an academic program that is part of this CCAP Agreement.
 - 3.8.3. The units are part of an academic program that is designed to award students with both a high school diploma and an associate degree or certificate or a credential. (Ed. Code § 76004, (p)(1)(2)(3))

4. PARTICIPATING STUDENTS

- 4.1. Students enrolled in College courses offered as part of this CCAP Agreement will be directed to the official catalog of the College for information regarding applicable policies and procedures.

- 4.2. Grades earned by students enrolled in College courses offered as part of this CCAP Agreement will be posted on the official College transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the College catalog.
- 4.3. Students enrolled in College courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at the College and School District.
- 4.4. Students who withdraw from College courses offered as part of this CCAP Agreement will not receive College credit. Students must submit appropriate paperwork by College's published deadlines. Transcripts will be annotated according to College policy.
- 4.5. Students enrolled in College courses offered as part of this CCAP Agreement at the School District shall be held to the same standards of achievement, grading standards, methods of assessment (e.g., papers, portfolios, quizzes, labs, etc.), and behavioral standards (College's Student Code of Conduct) as those expected of students in courses taught on the College campus.

5. PARTICIPATING STUDENT FEES

- 5.1. A high school student enrolled in College courses offered through this CCAP Agreement shall not be assessed or charged a fee prohibited by Education Code § 49011, including a fee charged to a pupil, or a pupil's parent or guardian, as a condition for course registration or for textbooks, supplies, materials, and equipment needed to participate in the course. (Ed. Code §§ 49010 et seq.; 76004 (f))
- 5.2. A high school student enrolled in College courses offered through this CCAP Agreement and that are properly classified as having "special part- time student" status as described by Education Code § 76004 (p) shall be exempt from the following community college fee requirements (Ed. Code § 76004 (q)):
 - 5.2.1. Student Representation Fee. (Ed. Code § 76060.5)
 - 5.2.2. Nonresident Tuition Fee. (Ed. Code § 76140)
 - 5.2.3. Transcript Fees. (Ed. Code § 76223)
 - 5.2.4. Course Enrollment Fees. (Ed. Code § 76300)
 - 5.2.5. Apprenticeship Course Fees. (Ed. Code § 76350)
 - 5.2.6. Child Development Center Fees. (Ed. Code § 79121)
 - 5.2.7. Any other fees charged as a condition for course registration, pursuant to Education Code § 49011.
- 5.3. The total cost of books and instructional materials for School District students who enroll in a College course offered as part of this CCAP Agreement will be specified in the CCAP Agreement Appendix. Costs will be borne by School District.

6. CCAP AGREEMENT COURSES

- 6.1. Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All College courses offered as part of this CCAP Agreement have been approved in accordance with the policies and guidelines of the College and applicable law.

- 6.2. The scope, nature, time, location and listing of courses offered by the College as part of this CCAP Agreement shall be determined by the College and will be recorded in the CCAP Agreement Appendix. (Ed. Code § 76004 (c)(1))
- 6.3. The courses offered as part of this CCAP Agreement must be held at facilities which are clearly identified as being open to the general public, and must be open to any person who has been admitted to the College and has met any applicable prerequisite, except that the College may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered as part of this CCAP Agreement. (Ed. Code § 76004 (o)(1))
- 6.4. The College is responsible for all courses and educational programs offered as part of this CCAP Agreement regardless of whether the course and educational program is offered on site at the School District or at the College. Procedures shall be put into place by the College to ensure instructors teaching different sections of the same course teach in a manner consistent with the approved outline of record for that course.
- 6.5. Courses offered as part of this CCAP Agreement either at the College or School District shall be jointly reviewed and approved.
- 6.6. Courses offered as part of this CCAP Agreement shall not provide physical education course opportunities to high school pupils participating in this CCAP Agreement or any other course opportunities that do not assist in the attainment of at least one of the goals outlined in this CCAP Agreement. (Ed. Code § 76004 (d))
- 6.7. Courses offered as part of this CCAP Agreement at the School District shall:
 - 6.7.1. Be of the same quality and rigor as those offered on College campus and shall be in compliance with College academic standards.
 - 6.7.2. Be listed in the College catalog with the same department designations, course descriptions, numbers, titles, and credits, and shall identify if the credit is transferable.
 - 6.7.3. Adhere to the official course outline of record and the student learning outcomes established by the associated College academic department.
- 6.8. Courses offered as part of this CCAP Agreement shall comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to College as well as any corresponding policies, practices and requirements of the School District. In the event of a conflict between College course related regulations, policies, procedures, prerequisites and standards and School District policies, practices and requirements, the College regulations, policies procedures, prerequisites, and standards shall prevail. Standard FTES computation rules, support documentation, course section tabulations, and record retention requirements continue to apply.
- 6.9. Site visits and instruction audits by one or more representatives of the College shall be permitted by the School District to ensure that courses offered as part of this CCAP Agreement in the School District are the same as the courses offered on the College campus and in compliance with College academic standards.
- 6.10. College has the sole right to ensure compliance with course outline of record.

7. INSTRUCTORS

- 7.1. All instructors teaching College courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in California Code of

Regulations, Title 5, §§ 53410 and 58060 as amended. The College shall be responsible to ensure all instructors teaching College courses offered as part of this CCAP Agreement meet the minimum qualifications for instruction in the discipline of the course in a California community college.

- 7.2. The College and School District may agree to select instructors from School District personnel to teach College courses offered as part of this CCAP Agreement. The School District shall provide and pay School District personnel selected to teach courses offered as part of this CCAP Agreement. School District personnel selected to be instructors remain employees of the School District, subject to the authority of the School District, but will also be subject to the authority of the College specifically with regard to their duties as instructors teaching College courses offered as a part of this CCAP Agreement.
- 7.3. Each instructor furnished by the School District to teach College courses offered as a part of this CCAP Agreement shall execute a separate written agreement with the College in the form of a CCAP Agreement Instructor Agreement as specified in Exhibit A to this CCAP Agreement. The CCAP Agreement Instructor Agreement shall require student attendance and FTES be reported by the instructor, and state that the College has the primary right to control and direct the instructional activities of the instructor. Instructors provided by the School District shall not be considered adjunct faculty for the College, and shall not be entitled to any of the benefits to which adjunct faculty are entitled. (Cal. Code Regs. tit. 5 § 58058(b))
- 7.4. The School District will be responsible for reporting pursuant to applicable federal teacher quality mandates for all instructors provided by the School District. (Ed. Code § 76004 (m)(2))
- 7.5. Instructors who teach College courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity. As a general rule, faculty must be physically present in the classroom or lab or within line-of-sight of the students. (Cal. Code Regs. tit. 5 §§ 58050, 58051, 58056, 58058)
- 7.6. Instructors who teach College courses offered as part of this CCAP Agreement shall be responsible for the evaluation of students enrolled in courses in accordance with College policies, guidelines, and pertinent statutes and regulations.
- 7.7. Instructors who teach College courses offered as part of this CCAP Agreement shall comply with the fingerprinting requirements set forth in Education Code § 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code § 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a School District site.
- 7.8. Prior to teaching College courses offered as part of this CCAP Agreement, instructors shall receive dual enrollment instructor training and orientation from the College regarding, but not limited to, reporting census, drops, withdrawals, grading procedures, record keeping, Dual Enrollment Course Audit process, and other instructional responsibilities related to dual enrollment. Said training shall be approved by and provided by the College. The College shall provide materials to instructors as are provided to College's hourly on-campus instructors, which may include instructor's manuals, course outlines, curriculum materials, and other materials.
- 7.9. Instructors who teach College courses offered as part of this CCAP Agreement are encouraged to participate in professional development activities sponsored by the College and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to address course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.10. Instructors who teach College courses offered as part of this CCAP Agreement will be audited by the College using the adopted Dual Enrollment Course Audit process.

8. LIAISON AND COORDINATION OF RESPONSIBILITIES

- 8.1. The College shall appoint an educational administrator, to be specified in the CCAP Agreement Appendix, who will serve as point of contact to facilitate coordination and cooperation between College and School District on matters related to this CCAP Agreement in conformity with College policies and standards. (Ed. Code 76004 (c)(2))
- 8.2. The School District shall appoint an educational administrator, to be specified in the CAAP Agreement Appendix, who will serve as the point of contact to facilitate coordination and cooperation between College and School District on matters related to this CCAP Agreement in conformity with School District standards. (Ed. Code 76004 (c)(2))
- 8.3. The College will provide School District personnel with reasonable assistance, direction and instruction in how to fulfill their responsibilities under this CCAP Agreement, including conducting appropriate student assessments, outreach and recruitment activities, and compliance with the College policies, procedures and academic standards.
- 8.4. The School District will provide personnel to perform clerical services and services associated with student outreach and recruitment activities, student assessment and college applications, the enrollment of eligible students, and other related services as deemed necessary. The School District's personnel will perform services as part of their regular assignment. School District personnel performing these services will be employees of School District, subject to the authority of School District.
- 8.5. The College shall ensure that student support services, including counseling and guidance, assistance with assessment and placement and tutoring are available to participating students at the College.
- 8.6. The School District shall ensure that student support services, including counseling and guidance, assistance with assessment and placement and tutoring are available to participating students at the School District.
- 8.7. The School District counselor shall work closely with the College counselor to identify those students who should be assessed by the Disabled Students Programs and Services ("DSPS") Office counselors as soon as possible so these students can receive needed accommodations early.
 - 8.7.1. A high school student enrolled in College courses offered through this CCAP Agreement with an Individual Educational Plan (IEP) or 504 Plan with the School District may request accommodations for his or her disability to participate in the educational programs and activities required by the Course and/or by the College. Accommodations required by state law or School District policy will be provided through the School District in consultation with College's DSPS Office. In order to best support the student, the School District will provide a copy of the student's current IEP or 504 Plan to College's DSPS Office.
 - 8.7.2. A high school student enrolled in College courses offered through this CCAP Agreement may request services from College's DSPS Office. In order to be considered for services by the DSPS office, students would need to follow the required process for all College students and described by the DSPS office.

9. STATE APPORTIONMENT

- 9.1. The College shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionment when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 9.2. For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of

full-time equivalent students attributable to the attendance of eligible high school pupils. (Ed. Code § 76004 (o)(2))

- 9.3. The College shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. (Ed. Code § 76004 (r))
- 9.4. The attendance of a high school pupil at a community college as a special part- time or full-time student pursuant to this CCAP Agreement is authorized attendance for which the College shall be credited or reimbursed pursuant to Education Codes §§ 48802 or 76002, provided that School District has not received reimbursement for the same instructional activity. (Ed. Code § 76004 (s))
- 9.5. The School District agrees and acknowledges that College will claim apportionment for the School District students enrolled in community college course(s) under this CCAP Agreement.
- 9.6. The College shall demonstrate, and maintain documentation, that instruction claimed for apportionment pursuant to this CCAP Agreement is under the immediate supervision and control of an employee of the College who has met the minimum qualifications for instruction in the discipline of the course in a California community college. (Cal. Code Regs. tit. 5 §§ 58050, 58051, 58056, 58058)

10. CCAP AGREEMENT CERTIFICATIONS

10.1. This CCAP Agreement certifies:

- 10.1.1. That any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Education Code § 87010, or any controlled substance offense as defined in Education Code § 87011. (Ed. Code § 76004 (h))
- 10.1.2. That any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. (Ed. Code § 76004 (i))
- 10.1.3. That a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. (Ed. Code § 76004 (j))
- 10.1.4. That any pretransfer-level course taught by community college faculty (which includes a qualified high school teacher teaching a college course as an "employee" of the community college district pursuant to California Code of Regulations, title 5, section 58058, subdivision (b)) at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both based on an interim assessment in grade 10 or 11, as determined by the partnering school district, and that the delivery of these pretransfer-level courses shall involve a collaborative effort between high school and community college faculty to deliver an innovative pretransfer-level course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon high school graduation. (Ed. Code § 76004 (n))
- 10.1.5. That both the school district and the community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching an CCAP Agreement course offered for high school credit. (Ed. Code § 76004 (l))

10.2. The College certifies that:

- 10.2.1. That a community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus. (Ed. Code § 76004 (k)(1))
- 10.2.2. That participation in this CCAP Agreement is consistent with the core mission of the community colleges pursuant to Ed Code § 66010.4, and that pupils participating in this CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college. (Ed. Code, § 76004 (k)(2))
- 10.2.3. The College certifies that it will not receive full compensation for the direct education costs of the course(s) offered under this CCAP Agreement from any public or private agency, individual or group. (Ed. Code § 84752; Cal. Code of Regs., tit. 5, § 58051.5)
- 10.3. The School District certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources. (Ed. Code § 84752; Cal. Code Regs. tit. 5 § 58051.5)

11. RECORDS

- 11.1. Permanent records of student attendance, grades and achievement will be maintained by School District for School District students who enroll in a course(s) offered as part of this CCAP Agreement.
- 11.2. Permanent records of student enrollment, grades and achievement for College students shall be maintained by College.
- 11.3. Records will be open for review at all times by College officials and submitted on a schedule developed by the College. (Cal. Code Regs., tit. 5, §§ 55021, 55040, 58030)
- 11.4. Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

12. REIMBURSEMENT

- 12.1. The financial arrangements implied in this CCAP Agreement will be further detailed in the CCAP Agreement Appendix.

13. FACILITIES

- 13.1. The School District will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction of courses offered as part of this CCAP Agreement and do so without charge to College or students. School District agrees to clean, maintain, and safeguard School District's premises. School District warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- 13.2. The School District will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all School District students. The parties understand that such equipment and materials are School District's sole property. The instructor shall determine the type, make and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement.
- 13.3. The College facilities may be used subject to mutual agreement by the parties as expressed in the CCAP Agreement Appendix.

14. REPORTING TO THE STATE CHANCELLOR'S OFFICE

- 14.1. The College, in conjunction with the School District, shall report annually to the State Chancellor's Office all of the following information. (Ed. Code § 76004 (t))
 - 14.1.1. The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
 - 14.1.2. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
 - 14.1.3. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
 - 14.1.4. The total number of full-time equivalent students generated by CCAP partnership community college district participants.
- 14.2. The School District and College shall work cooperatively for timely submission of said annual reports in accordance with any and all deadlines prescribed by the State Chancellor's Office.

15. CCAP AGREEMENT ADOPTION REQUIREMENTS

- 15.1. As a condition of adopting this CCAP Agreement, the governing boards of both the College and the School District shall do both of the following:
 - 15.1.1. For career technical education pathways to be provided under the partnership, consult with, and consider the input of the appropriate local workforce development board to determine the extent to which the pathways are aligned with regional and statewide employment needs. The governing board of each partner shall have final decision-making authority regarding the career technical education pathways to be provided under the partnership.
 - 15.1.2. Present, take comments from the public on, and approve or disapprove this CCAP Agreement or any CCAP Agreement Appendix at an open public meeting of the governing board of each partner. (Ed. Code § 76004 (b))
- 15.2. Upon approval of this CCAP Agreement or any CCAP Agreement Appendix by the governing boards of both the College and School District, A copy of the CCAP partnership agreement shall be filed with the office of the Chancellor of the California Community Colleges and with the department before the start of the CCAP partnership. The chancellor may void any CCAP partnership agreement it determines has not complied with the intent of the requirements of this section. (Ed. Code § 76004 (c)(3))

16. PRIVACY OF STUDENT RECORDS

- 16.1. College and School District understand and agree that education records of students enrolled in a College course offered as part of this CCAP Agreement and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). College and School District agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076)

- 16.2. Limitation on Use. College and School District shall use each student education record that it may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with its authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Ed. Code § 49076)
- 16.3. Recordkeeping Requirements. College and School District shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- 16.4. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this CCAP Agreement, College and School District hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

17. INDEMNIFICATION

- 17.1. School District shall defend, indemnify and hold College, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this CCAP Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of School District, its officers, employees or agents.
- 17.2. College shall defend, indemnify and hold School District, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this CCAP Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of College, its officers, employees or agents.

18. INSURANCE

- 18.1. The School District shall secure and maintain in force during the entire term of this CCAP Agreement the following insurance coverage or an approved program of self-insurance with an admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority authorized to provide public liability and property damage insurance in the State of California.

- 18.1.1. General Liability insurance with a limit of not less than \$1,000,000 per occurrence, for bodily injury, property damage, personal injury, products and completed operations, and blanket contractual coverage, including but not limited to, the liability assumed under the indemnification provisions of this agreement.

The General Liability insurance coverage, shall be **endorsed** to name the Butte-Glenn Community College District, its officers, employees, and agents as additional insureds for the purpose of this CCAP Agreement.

- 18.1.2. Automobile Liability insurance, "any auto" with a limit of not less than \$1,000,000 combined single limit per accident for bodily injury and property damage.

The Automobile Liability insurance coverage, shall be **endorsed** to name the Butte-Glenn Community College District, its officers, employees, and agents as additional insureds for the purpose of this CCAP Agreement.

18.1.3. Workers' Compensation insurance with limits statutorily required by the State of California, and Employer's Liability insurance with limits of not less \$1,000,000 per accident for bodily injury or disease.

18.2. School District shall furnish the College with original certificates of insurance and endorsements evidencing the coverages, conditions, and limits required by this CCAP Agreement.

18.3. For the purpose of Workers' Compensation, School District shall be the "primary employer" for all its personnel who perform services as instructors and support staff. School District shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective School District personnel made in connection with performing services and receiving instruction under this CCAP Agreement. School District agrees to hold harmless, indemnify, and defend College, its officers, employees and agents from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by School District personnel connected with providing services under this CCAP Agreement. School District is not responsible for non-School District personnel who may serve as instructors.

19. NON-DISCRIMINATION

19.1. Neither the School District nor the College shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

20. TERMINATION

20.1. Either party may terminate this CCAP Agreement by giving written notice specifying the effective date of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester.

21. FUNDS UNAVAILABLE

21.1. This CCAP Agreement may be terminated immediately by either party if funds become unavailable for the support of the CCAP Agreement. In the event termination is pursuant to this paragraph, a notice specifying the reason for termination shall be sent as soon as possible after the termination.

22. NOTICES

22.1. Any and all notices under this CCAP Agreement shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive
Oroville, CA 95965
ATTN: Vice President for Administrative Services

CORNING UNION HIGH SCHOOL DISTRICT
643 Blackburn Ave.
Corning, CA 96021
ATTN: Superintendent

23. ENTIRETY OF AGREEMENT

- 23.1. This CCAP Agreement sets forth the entire agreement and understanding between the parties relating to the subject matter of this CCAP Agreement, and supersedes all prior written or oral representations and agreements with respect to the subject matter herein.

24. AMENDMENTS

- 24.1. This CCAP Agreement may be modified only by written amendments duly executed by the College and the School District.

25. APPLICABLE LAW AND VENUE

- 25.1. This CCAP Agreement shall be construed in accordance with and governed by the laws of the State of California.

26. COMMUNITY COLLEGE DISTRICT BOUNDARIES

- 26.1. For locations outside the geographical boundaries of Butte-Glenn Community College District, College will comply with the requirements of California Code of Regulations, Title 5, §§ 55300 et seq., or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

27. SEVERABILITY

- 27.1. If any term, provision, covenant, or condition of this CCAP Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the CCAP Agreement shall remain in full force and effect and in no way shall be affected, impaired, or invalidated.

28. TERMS AND CONDITIONS

- 28.1. The parties to this CCAP Agreement acknowledge that they have read and understood this CCAP Agreement completely, and will fully comply with all terms and conditions of this CCAP Agreement set forth herein.

29. COUNTERPARTS

- 29.1. This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

30. BOARD APPROVAL

- 30.1. The College and School District enter into this CCAP Agreement pursuant to action of the governing boards of the College and School District.

College Public Comment and Approval Board Meeting Date:	June 24, 2026
School District Public Comment and Approval Board Meeting Date:	June 17, 2026

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties to this CCAP Agreement have executed this CCAP Agreement by their duly authorized representatives on the dates of their signatures.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

CORNING UNION HIGH SCHOOL DISTRICT

By: _____
(Signature of person authorized to execute Agreement on behalf of College.)

By: _____
(Signature of person authorized to execute Agreement on behalf of School District.)

Name: Jessica A. Snelling, MBA

Name: Miguel Barriga

Title: Vice President for Administrative Services

Title: Superintendent

Date: _____

Date: _____

List of Attachments

CCAP Agreement Appendix

Exhibit A College and Career Access Pathways Agreement Instructor Agreement

TO BE COMPLETED BY DISTRICT ONLY				
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.				
Initiating Department:	DUAL ENROLLMENT/INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN-3180821	Phone: 7586
Vendor Name:	CORNING UNION HIGH SCHOOL DISTRICT		Vendor ID:	
PO Description:	CCAP PARTNERSHIP AGREEMENT			
Budget Code:	11.000.404.1.601035.55100		PO Amount:	N/A
Contract Monitor Name <i>(Person Who Approves Invoices)</i> :		TANNA NEILSEN		Phone: 7586
APPROVALS				
ROBERT WHITE		ERIK SHEARER		
Department Dean/Director Name	Initials	Department Vice President Name	Initials	
Business Contracts & Risk Management Initials				



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive, Oroville, CA 95965

**COLLEGE AND CAREER ACCESS PATHWAYS
PARTNERSHIP AGREEMENT**

APPENDIX

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between Butte-Glenn Community College District ("College") and NAME OF SCHOOL DISTRICT School District ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code § 76004 (c)(1))

NOW THEREFORE, the College and School District agree as follows:

1. CCAP AGREEMENT

- 1.1. The College and School District entered into the CCAP Agreement on DATE, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	Appendix:
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	Appendix:
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2. POINTS OF CONTACT

- 2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code § 76004 (c)(2))

COLLEGE

Name:	Tanna Neilsen	Title:	Program Manager
Telephone:	(530) 893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:		Title:	
Telephone:		Email:	

3. STUDENT SELECTION

- 3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

Required: Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code § 76004 (c)(1))

SCHOOL DISTRICT counselors and pathway instructors select students based on academic readiness and alignment of course content to students' education and career goals.

- 4. CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College has identified the following: program year; educational program(s) and course(s) to be offered at the said date, time, and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:		EDUCATIONAL PROGRAM:	
SCHOOL DISTRICT:		HIGH SCHOOL:	

TOTAL NUMBER OF STUDENTS TO BE SERVED:	TOTAL PROJECTED FTES:
---	------------------------------

COURSE NAME	COURSE NUMBER	TERM	# OF SECTIONS	TIME	DAYS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
							☐ CC ☐ HS	☐ CC ☐ HS
							☐ CC ☐ HS	☐ CC ☐ HS
							☐ CC ☐ HS	☐ CC ☐ HS
							☐ CC ☐ HS	☐ CC ☐ HS

Required: Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

- 5. BOOKS AND INSTRUCTIONAL MATERIALS.** The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 per completed section.
- 6.2. The College will pay School District for each School District instructor attending the College's Dual Enrollment Orientation and Training as follows: \$100.00 per instructor.
- 6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. FACILITIES USE.

- 7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.
- 7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

BUILDING	CLASSROOM	DAYS	HOURS

8. APPENDIX APPROVAL

- 8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Appendix, take comments from the public, and approve or disapprove this CCAP Appendix. (Ed. Code § 76004 (b))
- 8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor's Office of the California Community Colleges prior to the start of the course. (Ed. Code § 76004 (c)(3))

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties to this CCAP Agreement have executed this CCAP Agreement by their duly authorized representatives on the dates of their signatures.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT	NAME OF SCHOOL DISTRICT
By: _____ (Signature of person authorized to execute Agreement on behalf of College.)	By: _____ (Signature of person authorized to execute Agreement on behalf of School District.)
Name: <u>Jessica A. Snelling, MBA</u>	Name: _____
Title: <u>Vice President for Administrative Services</u>	Title: _____
Date: _____	Date: _____

List of Attachments
Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY					
The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.					
Initiating Department:	INSERT DEPT NAME	Preparer's Name & ID:	INSERT PREPARER NAME/ID	Phone:	EXT
Vendor Name:	INSERT VENDOR NAME		Vendor ID:	INSERT VENDOR ID	
PO Description:	INSERT DESCRIPTION				
Budget Code:	INSERT BUDGET CODE		PO Amount:	INSERT VALUE FOR PO	
Contract Monitor Name (Person Who Approves Invoices):		INSERT MONITOR NAME		Phone:	EXT
APPROVALS					
INSERT NAME		INSERT NAME			
Department Dean/Director Name		Initials	Department Vice President Name		Initials
Business Contracts & Risk Management Initials					

**CAREER AND COLLEGE ACCESS PATHWAYS APPENDIX
ATTACHMENT 1
COURSE DESCRIPTIONS**

The course description(s) for each course offered as part of this CCAP Agreement Appendix are attached and incorporated herein as Attachment 1.

PRO FORMA CONTRACT



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT
3536 Butte Campus Drive, Oroville, CA 95965

COLLEGE AND CAREER ACCESS PATHWAYS
INSTRUCTOR AGREEMENT

This College and Career Access Pathways ("CCAP") Instructor Agreement ("CCAP Instructor Agreement") is made and entered into this DAY of MONTH, YEAR, by the Butte-Glenn Community College District ("College") and INSERT CCAP INSTRUCTOR NAME ("CCAP Instructor") an employee of the INSERT SCHOOL DISTRICT NAME ("School District") who is being assigned to the College on a part-time basis pursuant to Title 5, California Code of Regulations, Sections 58058 (b), and shall be an at-will and uncompensated temporary academic employee of the College on a limited basis during this part-time assignment pursuant to this Agreement.

RECITALS

WHEREAS, the College needs supervisory and instructional services with regard to instruction for classes offered by the College in cooperation with the School District, subject to the terms and conditions set forth in the separate College and Career Access Pathways ("CCAP") Partnership Agreement ("CCAP Agreement") between the College and the School District; and

WHEREAS, the School District has the experience, training, equipment and other resources, and qualified staff necessary to provide supervisory and instructional services in the area of INSERT DESCRIPTION OF TRAINING PROGRAM to School District students. Such training will be structured and designed with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness; and,

WHEREAS, the authority for this CCAP Instructor Agreement includes Title 5, California Code of Regulations, Section 58058 (b) and Education Code section 76004.

NOW, THEREFORE, the parties to this CCAP Instructor Agreement hereby agree as follows:

1. The CCAP Instructor is an employee of School District but will be assigned to College as an at-will, uncompensated temporary academic employee of the College for the purposes of providing supervisory and instructional services as authorized by the separate CCAP Agreement, for the courses specifically described in the Appendix to the CCAP Agreement, attached and incorporated herein as Attachment 1, which may be updated from time to time by the School District and College.
2. At all times during which the CCAP Instructor is providing supervisory and instructional services on behalf of the College, the College shall have the right to control and direct the instructional activities of the CCAP Instructor.
3. The College shall be responsible for providing the CCAP Instructor with an orientation, instructor's manual, course outlines, curriculum materials, testing and grading procedures, and any other materials and services it would provide to its hourly on-campus instructors.
4. The CCAP Instructor is responsible for the following.
 - 4.1. Meeting the "Minimum Qualifications" identified by the College, in compliance with Title 5, California Code of Regulations, section 53410. Said minimum qualifications are attached hereto as Attachment 2.
 - 4.2. Complying with the fingerprinting requirements set forth in Education Code sections 44830.1 and 87013, as applicable, and the tuberculosis testing and risk assessment requirements of the Education Code sections 49406 and 87408.6, as applicable.
 - 4.3. Attending dual enrollment instructor training and orientation provided by College regarding, but not limited to, reporting census, drops, withdrawals, grading procedures, record keeping, Dual Enrollment Course Audit process, and other instructional responsibilities related to dual enrollment.

- 4.4. Participating in professional development activities sponsored by the College and in ongoing collegial interaction to include, but not limited to address course content, course delivery, assessment, evaluation and/or research and development in the field.
- 4.5. Being familiar with and comply with all relevant College policies, rules and regulations, including but not limited, to those related to student safety, grading, attendance, sexual harassment and discrimination.
- 4.6. Complying with the supervision and control requirements outlined in Title 5, California Code of Regulations, sections 58055 and 58056, which include but are not limited to the following.
- 4.7. Being in sufficient physical proximity and range of communication to provide line-of-sight instructional supervision and control of students.
- 4.8. Providing the supervision and control necessary for the protection of the health and safety of students.
- 4.9. Ensuring that he/she does not have any other assigned duty during the hours of supervisory and instructional services provided pursuant to this CCAP Instructor Agreement.
- 4.10. Ensuring that instructional services he/she provides adhere to the official course outlines of record and the student learning outcomes established by the College.
- 4.11. Ensuring and reporting accurate and current daily student attendance records.
- 4.12. Ensuring and reporting the accurate calculation of final student grades and the prompt submission of them to the College.
5. The term of this CCAP Instructor Agreement shall be for the period of DATE through DATE.
6. For purposes of indemnification and defense of any claims, actions or lawsuits, pursuant to CCAP Agreement section 17, the CCAP Instructor shall be considered an employee of the College only during those times when he/she is actually performing supervisory and instructional services on behalf of the College, except that any worker's compensation claims filed by the CCAP Instructor shall be filed with the School District pursuant to CCAP Agreement section 18.1.3.
7. The College may terminate this CCAP Instructor Agreement at any time, in the College's sole and exclusive discretion, upon written notice to the CCAP Instructor.
8. The CCAP Instructor may terminate this CCAP Instructor Agreement, in the CCAP Instructor's sole and exclusive discretion, by providing the College with thirty (30) days' prior written notice.

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties enter into this Career and College Access Pathway Instructor Agreement as of the date executed by the College.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

CCAP INSTRUCTOR

By: _____
(Signature of person authorized to execute agreement.)

Name: Jessica A. Snelling, MBA
Title: Vice President for Administrative Services
Date: _____

By: _____
(Signature of person authorized to execute agreement.)

Name: _____
Title: _____
Date: _____

TO BE COMPLETED BY COLLEGE ONLY

Approved by Dean/Director

By: _____
Name: _____
Title: _____
Date: _____

Approved by Human Resources

By: _____
Name: _____
Title: _____
Date: _____

**CAREER AND COLLEGE ACCESS PATHWAYS INSTRUCTOR AGREEMENT
ATTACHMENT 1
CCAP AGREEMENT APPENDIX**

The CCAP Instructor shall provide supervisory and instructional services as authorized by the separate CCAP Agreement, for the courses specifically described in the Appendix to the CCAP Agreement, attached hereto as Attachment 1.

PRO FORMA CONTRACT

**CAREER AND COLLEGE ACCESS PATHWAYS INSTRUCTOR AGREEMENT
ATTACHMENT 2
MINIMUM QUALIFICATIONS**

CCAP Instructor shall meet the Minimum Qualifications listed herein:

[INSERT MINIMUM QUALIFICATIONS]

PRO FORMA CONTRACT

FARM LABOR SERVICE AGREEMENT

THIS AGREEMENT for farm labor contracting services is by and between Corning High School (hereinafter referred to as "Grower"), and Arce Farm Labor Services, Inc. (hereinafter referred to as "Contractor"). The basic measure of compensation for Contractor under this Agreement shall be that Grower must pay Contractor an amount equal to its gross payroll plus a commission which shall be a percentage of that gross payroll as set forth in this Agreement. In consideration of their mutual obligations, Grower and Contractor agree as follows:

- In General:** Contractor warrants that it is experienced and capable of providing and performing the farm labor contractor services, including but not limited to planting, pruning, weeding, clean-up and other cultural practices, as well as harvesting or any other related agricultural operations on fields and lots to be determined by Grower and as set forth in the Farm Labor Contractor Work Authorization attached hereto as ***Exhibit A*** and incorporated herein by this reference.
- Term of the Agreement:** The Term of this Agreement is one year, commencing on the date of the last signature, and shall automatically renew each year unless terminated according to the provisions of this section or another provision of this Agreement.
- Time and Location for Performance of Services:** Contractor's services shall be performed on the property described in Exhibit A, which Grower represents it has the legal right to utilize for agricultural operations.
- Contractor's Qualifications:** Contractor warrants that it is a farm labor contractor, duly registered, licensed and operating in full compliance under all applicable federal and state laws. Contractor agrees that it will maintain valid registration and licensing at all times during the performance of this Agreement for all Farm Labor Contractor activities it engages in and provides to Grower. Contractor will immediately notify Grower in writing of any suspension, revocation or expiration of such registration and licensing. Contractor will provide Grower with a copy of its valid registration and licensing upon request. Contractor warrants and represents that the following information is true and correct:

Legal Name of Business	Arce Farm Labor Services, Inc.
Street Address	1403 Solano St. Corning, CA 96021
Telephone Number	(530) 838-4306
Federal Tax I.D. Number	82-1996951
Workers' Compensation Insurance Carrier	AmTrust Insurance
Street Address	800 Superior Ave, 21st Floor
City, State, Zip	Cleveland, OH 44114
Telephone Number	1-888-486-7466
Workers' Compensation Policy No	CTP1003842
Workers' Compensation Policy Exp. Date	June 1, 2026
California FLC License	FLC000287814
California FLC License Expiration Date	May 25, 2027
Federal Contractor I.D. No.	FLC-I-WE-CA-73142345-0224
U.S. Department of Labor Exp. Date	February 17, 2027

FARM LABOR SERVICE AGREEMENT

Employment Development Dept. ER#	021-34757
County of Tehama Registration No.	FLC-R-WE-CA-78188858-0526

5. Services to be Performed:

(a) Contractor shall provide labor for Grower's operations as directed and dictated by Grower in Exhibit A. Contractor represents that it has the necessary qualifications and skills to fully perform the services under this Agreement in a competent and professional manner, in conformity with all applicable laws and consistent with the highest prevailing standards in the industry.

(b) Contractor shall be responsible for supervising and directing the work of its employees, subject to production schedules and standards and quality standards as established by Grower. Both parties understand and agree that Contractor is acting as an independent contractor to supply labor, and Grower shall be entitled to monitor Contractor to enforce both this Agreement and its own production, quality, and food safety standards.

(c) Labor Shortages and Hold Harmless. Grower acknowledges that availability of labor to perform harvesting activities during the harvest period is very limited and that ground conditions and/or weather conditions, such as rain, wind, smoke and heat, may affect the ability of Contractor to perform harvesting activities at the time(s) desired by Grower. Accordingly, Grower shall notify Contractor no later than three (3) calendar days prior to the desired start date for harvest. Available dates for work shall be filled in on a first-come, first served basis. Contractor shall use its best efforts to schedule activities to occur on Grower's desired dates, however, Grower makes no guarantee that it will have labor available for activities on Grower's desired dates. Further, Grower shall hold Contractor harmless for any inability on the part of Contractor to perform, or any delay in performing, harvesting activities for Grower.

(d) No Warranty/Guaranty. Contractor makes no warranty or guaranty, express or implied, as to the description, quality, purity, protectiveness, freedom from defects or disease, resistance to disease, trueness to cultivar or clone or as to any matter of merchantability or fitness for a particular purpose regarding plants planted or scion grafted or to the quantity or quality of the produce harvested. The plants and/or scion are provided "as is." Grower shall be responsible for all costs and expenses associated with replacing and replanting any plants after initial planting or grafting.

(e) Upon receipt and acceptance of a Work Authorization from Grower, Contractor shall supply agricultural laborers to meet the needs of Grower's operations. It is agreed that any such Work Authorization will become part of this Agreement. Contractor shall have no obligation to provide any labor unless and until such Work Authorization is actually received and accepted.

(f) Contractor may represent, perform services for, and contract with as many additional Growers, persons, or companies as Contractor, in its sole discretion, sees fit.

FARM LABOR SERVICE AGREEMENT

6. Contractor's Obligations:

(a) Labor Supply and Control: Contractor shall have full authority to employ qualified and competent persons in performing its duties under this Agreement and shall be responsible for, and in full control of, such persons. Subject only to applicable law, Contractor shall have primary control, direction, and supervision of such persons with respect to its employment of them, supervision of their work, and the responsibility for preparing payroll, paying wages and payroll taxes, and complying with all applicable employment laws. Contractor shall have sole and exclusive responsibility for verifying employment authorization as required by the Immigrant Reform and Control Act of 1986. Grower shall have the right to refuse any individual access to its premises, and to demand that any employee of Contractor who violates Grower's rules, policies and procedures be reassigned so that such individual is not performing work under this Agreement. Any discipline imposed on any employee of Contractor who is the subject of such a reassignment remains in the sole discretion of Contractor. Grower shall have the right to oversee the services provided by the supplied labor to ensure compliance with safety standards, food safety protocols, and production and quality standards, and shall be entitled to intervene and prevent any employee of contractor from creating a workplace hazard or otherwise violating Grower's standards.

(b) MSPA: Contractor agrees to comply with all the requirements of the Migrant and Seasonal Agricultural Worker Protection Act of 1983, codified at 29 U.S.C. §§ 1801 et seq. (the "MSPA") while fulfilling the terms of this Agreement and shall at all times be duly certified as a labor contractor with the United States Secretary of Labor.

(c) Sole, Exclusive Control: Both parties agree that Contractor will have full authority to employ qualified and competent persons in performing its duties under this Agreement and will be responsible for, and in full control of, such persons. Except as may be otherwise provided by law, persons hired by Contractor will be employees of Contractor alone and not employees of Grower. Subject only to applicable law, Contractor will have sole and exclusive control, direction, and supervision of such persons with respect to Contractor's employment and recruitment of them, power to hire, fire, manage, discipline, direct, assign or otherwise affect their terms of employment, the right to train and monitor job performance, and the responsibility for preparing payroll, paying wages, and complying with all applicable employment laws including, but not limited to, those state and federal pertaining to employment taxes, workers' compensation and unemployment insurance, worker health and safety, maintaining payroll records, posting notices, disclosing information to workers, and verifying employment authorization as required by the Immigrant Reform and Control Act of 1986 and any relevant state laws. Grower will have no right to direct or control such persons in any respect whatsoever, and subject to applicable law, Grower is not an employer or joint employer of said labor and is relying entirely upon Contractor to provide persons and equipment necessary to perform Contractor's duties under this Agreement. Grower and Contractor agree that quality- and production-related issues shall be addressed through Contractor's designated job site supervisor only.

FARM LABOR SERVICE AGREEMENT

(d) Furnishing of Tools and Equipment: Contractor, at its expense, shall furnish all hand tools, materials, and equipment, except as indicated in **Exhibit A**, that it needs to perform its duties under this Agreement. Grower shall supply any unique or specialized equipment needed for its operations.

(e) Employment Records: Contractor shall be responsible for the creation and maintenance of all employment records or documents required by law.

(f) Insurance Contractor shall purchase and maintain such insurance as will protect it from claims set forth below, which may arise out of or result from the performance of its duties under this Agreement, whether such performance is its own, or any permitted subcontractors, or anyone directly or indirectly employed by any of them, or anyone for whose acts any of them may be liable:

(1) Claims under workers' compensation, disability benefit, and other similar employee benefit acts. Contractor will cooperate with Grower with regard to workplace safety programs.

(a) The parties acknowledge and agree that they have established a special employment relationship for purposes of workers' compensation law, and that both are obligated to secure payment of compensation.

(b) Contractor shall provide workers' compensation insurance coverage for Grower as set forth in Labor Code Section 3602(d).

(2) Claims for damages insured by usual comprehensive general liability coverage in an amount satisfactory to Grower. Grower and Contractor agree to meet and confer to review their respective insurance policies to ensure that sufficient general liability coverage is in place to protect both businesses in the event of accidents or injuries arising out of the agricultural operations.

(3) Claims for damages of bodily injury or death of any person or property damage arising out of the ownership, maintenance, or use of any motor vehicle, including but not limited to non-owned automobile liability insurance coverage.

(f) Compliance: Contractor shall comply with all federal, state and local statutes and regulation pertaining to farm operations and the employment of agricultural laborers and all relevant and applicable tax, wage and hour, overtime, employment and safety laws, rules and regulations, and food safety laws, rules, regulations, and industry standards.

(g) Mutual Protection and Defense: Each party agrees to indemnify and hold the other party harmless from any and all claims, losses, damages, costs or expenses whatsoever including reasonable attorneys' fees and costs that the other party may incur directly or indirectly as a result of the indemnifying party's obligations under this Agreement, including the services performed under this agreement, the indemnifying party's acts or omissions, breach of any provisions of this Agreement, or violation of any federal, state, local statute, regulation or ordinance by the

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indemnifying party, any of their employees, agents or supervisors to the extent permitted by law. Each party agrees to protect, defend, indemnify and the other party and hold their employees and/or agents free and harmless from and against any and all losses, claims, liens, demands and causes of action of every kind and character (including the amount of judgment, penalties, interests, court costs and legal fees incurred by each other in defense of the same), including governmental agencies or bodies, on account of taxes, liens, claims, debts, personal injuries (including employees of each other), death or damages to property (including property of each other), and without limitation by enumeration all other claims or demands of every character occurring or in any way incidental to, in connection with, or arising directly or indirectly out of, the indemnifying party's obligations hereunder, except only claims arising out of accidents or incidents resulting from sole negligence of the other party. Each party further agrees to investigate, handle, respond to, provide defense for, and defend any such claims, demand or suit against the other party at their own expense and agrees to bear all other costs and expenses related thereto, even if said claim, demand or suit is meritless, false or fraudulent. Either of the parties may participate in the defense of any such claim or suit without relieving the other party of any obligation hereunder and may select their own attorney to provide any such defense.

- (1) Contractor shall not be responsible for any damage caused by its employees or agents to any underground utilities including, but not limited to: electrical lines; gas lines; water lines; cable lines; and sewer/septic lines, tanks or leach fields; located upon the Property that were unknown to Contractor or its employees and/or agents at the time of occurrence of such damage. It shall be the sole responsibility of Grower to notify Contractor in writing of the existence and specific location of any underground utility upon the Property.
- (2) Regarding the services provided under this agreement, Contractor shall not be liable for any damages, including incidental, special, or consequential damages, or for lost profits, revenue or savings of any kind.
- (3) In the event that either Grower or Contractor becomes aware of any actual or potential legal claim or an incident or accident that could give rise to a legal claim, controversy, or government investigation concerning compliance with laws pertaining to labor and/or employment, regardless of whether such claim or investigation involves employees of Contractor, Grower, or both, the party that obtains knowledge of the actual or potential claim or investigation shall immediately notify the other party. As soon as reasonably practical thereafter, the parties shall meet and confer, with their respective chosen counsel if appropriate, to determine which party shall have primary responsibility for handling the matter, and to determine a mutually cooperative approach to efficiently minimize the risk of exposure to both parties. Neither party shall be required to waive any claim or

FARM LABOR SERVICE AGREEMENT

defense, but such discussions shall, at minimum, include consideration of a joint defense agreement.

(i) Transportation: Contractor and/or Contractor's management personnel shall not provide employee transportation without authorization from Grower. If Contractor provides transportation, Contractor shall comply with all laws relating to such transportation, including proper licensing and insurance of drivers.

(j) Housing: Contractor and/or Contractor's management personnel shall not provide, operate, or control employee housing without the express written consent of Grower. If housing is authorized, Contractor shall comply with all laws relating to the provision of housing to agricultural laborers.

(k) Safety: Contractor shall comply with all federal and state laws and regulations pertaining to employee safety. In the event Contractor discovers a hazard, it shall have the power and authorization to take appropriate feasible steps to protect employees from the hazard and to immediately correct or remove the hazard, including removing employees from the work site if there is no other way to protect against the hazard. In the event Grower or Contractor discovers a hazard, each party agrees to notify the other of the hazard and the steps taken as soon as is practicable after discovery of the hazard, but will not wait for contact with or authorization from the other before immediately acting to protect employees from the hazard. If the hazard is discovered due to an accident, the first party to discover the accident will notify the other immediately, but not before taking appropriate steps to protect the health and safety of employees, and not before complying with any applicable CalOSHA reporting requirements. Each party agrees to correct any discovered workplace hazard within its control and, in the event of an accident, to reasonably accommodate the other in any independent accident investigation.

(l) Access to Premises: Contractor and its employees are given permission under a limited license to access to Grower's private property solely for the purpose of performing services under this Agreement. Neither Contractor nor its supervisors or employees shall have authority to allow any other person to enter Grower's private property. Should Contractor, its supervisors, or employees be contacted by any person, entity, or organization seeking access to Grower's private property, it shall respond that it is not authorized to allow entry to Grower's premises and shall direct the party seeking access to Grower's premises to contact Grower's office and shall provide a telephone number for its contact with Grower.

(m) Paid Sick Leave: Contractor shall maintain compliance with the California Healthy Families Act by providing paid sick leave to all supplied employees as required by applicable law. Contractor shall be entitled to bill all sick leave wages paid to employees who were scheduled to work in Grower's operation but did not work for a reason that qualifies for paid sick leave. Sick leave wages shall be included as part of the gross payroll on the invoice covering the period when such sick leave wages were paid. Sick leave charges shall be subject to Contractor's commission charge that is applied to the gross payroll under this Agreement.

7. Grower's Obligations: Grower agrees to cooperate with and comply with all reasonable requests of contractor to facilitate the performance of services under this Agreement.

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Grower shall not assign its duties or obligations under this Agreement without the prior written consent of Contractor.

8. Compensation/Expense:

(a) Compensation: Grower agrees to pay Contractor a commission rate of 43% percent of its gross payroll. Contractor's payroll cost for piece rate workers shall include any compensable non-productive time reasonably related to conducting operations at the highest industry standards, as well as any rest period time incurred by contracted employees in accordance with applicable law.

(b) Documentation: Contractor shall detail expected costs for providing such services herein, at designated locations as set forth in Exhibit A. Grower shall be responsible for any reasonable but unanticipated costs in connection with the performance of services under this Agreement.

(c) Time for Payment: All invoices are due upon receipt. Invoices are late after the earlier of 7 days from receipt or 10 days from the postmark date. Late invoices will accrue interest at 18% per annum on any unpaid balances. The parties understand and agree that time is of the essence with respect to payment in order to ensure that all wages are paid when due, and to ensure that taxes and other legal compliance obligations are met.

(d) Contests: In the event the Grower contests any invoiced item, it shall notify Contractor as soon as possible. Any contest based on the quality of production shall be presented in writing within 24 hours of delivery of the product to the first place of inspection by grower or any alleged defect shall be waived. Any changes in the amount of covered expense and/or commission shall be valid if agreed to in writing and signed by both parties. Any contest to the written invoice must be in writing and presented within 24 hours of receipt of the invoice if transmitted electronically, or within five days of the postmark date if the invoice is mailed, or the basis to the contest shall be waived.

9. Termination of Agreement:

(a) This Agreement will terminate on the expiration date upon the service of a Notice of Termination as set forth below. This Agreement may also be terminated before the expiration date at any time by either party giving ten (10) days written notice to the other party.

(b) This Agreement will automatically terminate upon the occurrence of bankruptcy, insolvency or sale of the business of either party.

(c) If either party fails to perform under this Agreement or materially breaches any of its provisions, the non-breaching party may immediately terminate this Agreement by delivering a written Notice of Termination to the breaching party. For purposes of this paragraph, material breach of this Agreement includes, but is not limited to, the following:

- (1) Grower's failure to pay Contractor any undisputed amount of compensation due within five (5) days after written demand for payment.
- (2) Contractor's failure to perform or complete the services specified under this Agreement.

FARM LABOR SERVICE AGREEMENT

- (3) Contractor's material breach of any representation it has made or obligation it has which is set forth in this Agreement;
- (4) Grower's material breach of any representation it has made or obligation it has, which is set forth in this Agreement.

10. Cal WARN Act/WARN Act Compliance: Grower agrees to provide at least 60 days' notice before a termination of work, including a temporary termination of work, which would result in the mass layoff, relocation, or termination of 50 or more workers within a 30-day period. This notice requirement does not apply to workers involved in seasonal employment where the workers were hired with the understanding that their employment was seasonal and temporary. The failure to provide notice of a contract termination in accordance with this provision will result in Grower being responsible for any Cal WARN and/or WARN payments, penalties, back pay, benefits and attorneys' fees including but not limited to up to 60 days wages and benefits for each affected worker.

11. Harassment and Discrimination. Contractor and Grower specifically represent that they have complied with all provisions of the law related to the prevention of and training of all their employees and supervisors on sexual harassment and sex discrimination, including abusive conduct by supervisors and employees. Grower and Contractor specifically agree to hold harmless and indemnify each other against any and all claims, actions or complaints arising from the conduct of their own management, supervisors, employees, customers, vendors, and visitors to the extent permitted by law. The mutual duty to indemnify includes the obligation to make the other party whole for any loss or damage arising from a claim, action, or complaint arising from the conduct of its management, supervisors, employees, customers, vendors, and visitors, and specifically includes the payment of attorney's fees and costs incurred in the defense of such claim, action, or complaint. Each party will retain the right to conduct its own defense of any claim, action, or complaint arising under this provision and will retain the right to select counsel of its choosing for such defense. The right of indemnity provided under this provision will extend to the right to recover reasonable attorney's fees and costs incurred to enforce the rights set forth herein.

12. Confidential Information/Non-Disclosure: Any written, printed, graphic, or electronically or magnetically recorded information furnished by Grower for Contractor's use are the sole property of Grower. This proprietary information includes, but is not limited to customer requirements, customer lists, marketing information, and information concerning Grower's employees, products, services, prices, operations and subsidiaries. Contractor will keep this confidential information in the strictest confidence, and will not disclose it by any means to any person except the with Grower's written approval, and only to the extent necessary to perform the services under this Agreement. This prohibition also applies to Contractor's employees, agents, and subcontractors. On termination of this Agreement, Contractor will return any confidential information in its possession to Grower.

13. Notices: Any notices required to be given under this Agreement by either party to the other may be affected by personal delivery in writing, or by mail, registered or certified,

FARM LABOR SERVICE AGREEMENT

postage prepaid with return receipt requested. Mailed notices must be addressed to the parties as follows:

Grower

Corning Union
High School District
643 Blackburn Ave.
Corning, CA 96021

Contractor

Artemio Arce
1120 Solano St.
Corning, CA
(530) 838-4306

Each party may change the address by giving written notice in accordance with this paragraph. Notice delivered personally will be deemed communicated as of actual receipt; mailed notice will be deemed communicated as of the day of receipt, or the 5th day after mailing, whichever occurs first.

14. Direct Hiring of Employee: If the Grower directly or indirectly hires an employee during the term of this Agreement (such receiving employee's labor through another farm labor contractor providing labor to Grower), the Grower agrees to pay Contractor the equivalent of six months' wages for that employee or employees plus Contractor's commission as liquidated damages. The Parties acknowledge and agree that the damages caused by a breach of this provision are not easily measurable and agree that liquidated damages in the amount of the equivalent of six-months' wages and commission for each worker who is directly or indirectly hired by Grower during the term of this Agreement is a fair and appropriate measure of the harm caused to Contractor by a breach and shall be imposed in the event of a breach.

15. Entire Agreement of the Parties: This Agreement with all of its Exhibits and attachments, incorporated herein by reference taken together supersedes any and all agreements, either oral or written, between the parties with respect to the rendering of services by Contractor for Grower and contains all of the representations, covenants, and agreements between the parties with respect to the rendering of those services. Each party to this Agreement acknowledges that no representations, inducements, promises, or agreements, orally or otherwise, have been made by any party, or anyone acting on behalf of any party, which is not contained in this Agreement, and that no other agreement, statement, or promise not contained in this Agreement will be valid or binding. Any modification of this Agreement will be effective only if it is in writing signed by both parties.

16. Partial Invalidity: If any provision of this Agreement is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will continue in full force and effect without being impaired or invalidated in any way.

17. Force Majeure: Should the performance of this Agreement by either party be prevented or delayed by acts of God, war, civil insurrection, fire, flood, storm, strikes or other labor disputes, walk-outs, total or partial failure of transportation or delivery facilities, interruption of power, or by any law, regulation, or order of any federal, state, county or municipal authority,

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or by any cause beyond the control of such party, such party's performance to the extent it is so prevented or delayed shall be excused.

18. **Resolution of Disputes:** The prevailing party in any court action or arbitration shall be entitled to its reasonable costs and attorneys' fees. Venue for any mediation, arbitration, or court action shall be Tehama County, California. This Agreement and each of its terms shall be governed by and construed in accordance with the laws of the State of California.

19. **Time:** Time as set forth in the various portions of this Agreement is hereby declared to be of the essence of this Agreement

20. **Relationship of Parties:** The parties are separately and independently carrying out their respective businesses, and this Agreement does not and shall not create a partnership or joint venture between them; the relationship between them is agreed to be one independent to the other. However, the parties recognize that they are establishing a special employment relationship for purposes of workers' compensation law in which Contractor is the general employer and Grower is the special employer. Neither party shall be liable for injury or damage to person or property caused by the other, its agents or employees. Each party agrees to carry public liability insurance in amounts adequate to protect against such claims, demands, or liabilities, and to provide a copy of a certificate of insurance upon request by the other party.

21. **Non-assignability:** This Agreement shall not be assignable by either party without the prior written consent of the other party.

22. **Successors:** This Agreement and each of its terms and provisions shall be binding upon the parties and their successors.

23. **Captions:** The captions set forth in the various portions of this Agreement are for convenience only, and none of them shall amplify, modify or amend this Agreement or any portion hereof.

The parties executed this Agreement effective as of 5-20-2026 in _____ County, California by Contractor, and Tehama County, California by Grower.

By:

Ynguel Bariga
Grower

By:

Contractor

EXHIBIT "A"

FARM LABOR CONTRACTOR WORK AUTHORIZATION

Contractor: Arce Labor Services, Inc. Grower: Corning Union High School Dist.

Date: 5/20/2022

Percentage of Gross Payroll for Commission: 43 %

SERVICES: Contractor shall provide the following agricultural services ("Services") for Grower on the property located at 23341 Lolita Ave, Corning CA 91301 ("Property").

(A) Farming: Contractor, either directly or through its agents, shall perform farming services including, but not limited to, pruning, tying, sucker removal, leaf removal, shoot position, fruit thinning, harvesting, irrigating, weed control, vineyard insect and disease control, planting of winter cover crops and erosion control work.

ALL INVOICES MUST BE CONTESTED IN WRITING OR ALL AMOUNTS ARE FINAL

Transportation of Product: By Grower X By Contractor _____

Other Equipment or Materials to be provided by Contractor & Reimbursed by Grower:

TO BE DETERMINED IF NECESSARY

Equipment or Materials to be Provided by Grower:

TO BE DETERMINED IF NECESSARY

Estimated Manpower: _____

Estimated Payroll: _____ per _____

INVOICED PAYROLL CHARGES WILL INCLUDE ANY OVERTIME WAGES INCURRED

By: Miguel Baraja
Client

By: _____
Contractor



Tehama County Department of Education

Jared Caylor
Tehama County
Superintendent of
Schools

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

MEMORANDUM OF UNDERSTANDING

This Agreement is entered into by and between the **Tehama County Department of Education**, herein referred to as DEPARTMENT, and **Corning Union High School District**, herein referred to as DISTRICT, for the provision of the **CRECEMOS Rural Bilingual Teacher Residency Program**

The term of this agreement is **July 1, 2026** through **June 30, 2027**.

A. The DEPARTMENT agrees to:

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

B. The DISTRICT agrees to:

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

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

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

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

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

b. Resident Teachers

- i. Be on campus following their mentor teacher's contract hours:
 1. Three days per week from August to December,
 2. Four days per week from January to March,
 3. Five days per week from April to June
- ii. Serve as a substitute teacher for their mentor teacher as determined by the site administrator.
- iii. Co-teach with the mentor teacher, gradually taking on more leadership in the assignment, until assuming full classroom instruction by March.
- iv. Abide by the University's student teaching and coursework policies
- v. Sign the Resident Teacher Agreement and adhere to its expectations

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

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

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

Jared Caylor

Jared Caylor (May 20, 2026 15:24:10 PDT)

Jared Caylor, Superintendent
Tehama County Department of Education

May 20, 2026

Date

Miguel Barriga

Miguel Barriga (May 20, 2026 15:26:15 PDT)

Miguel Barriga, Superintendent
Corning High School

May 20, 2026

Date

Corning High 26-27 CRECEMOS MOU

Final Audit Report

2026-05-20

Created:	2026-05-20
By:	Katie Ellebrecht (kellebrecht@tehamaschools.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAJTy3K8fTk0-6tfhvhHH3NgnE8vIIWx2

"Corning High 26-27 CRECEMOS MOU" History

-  Document created by Katie Ellebrecht (kellebrecht@tehamaschools.org)
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-  Document emailed to Jared Caylor (jcaylor@tehamaschools.org) for signature
2026-05-20 - 9:37:05 PM GMT
-  Email sent to ddauidson@corninghs.org bounced and could not be delivered
2026-05-20 - 9:37:17 PM GMT
-  Email viewed by Jared Caylor (jcaylor@tehamaschools.org)
2026-05-20 - 10:23:54 PM GMT
-  Document e-signed by Jared Caylor (jcaylor@tehamaschools.org)
Signature Date: 2026-05-20 - 10:24:10 PM GMT - Time Source: server - Signature Appearance Selected: TYPE
-  Document emailed to mbarriga@corninghs.org for signature
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-  Email viewed by mbarriga@corninghs.org
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-  Signer mbarriga@corninghs.org entered name at signing as Miguel Barriga
2026-05-20 - 10:26:13 PM GMT
-  Document e-signed by Miguel Barriga (mbarriga@corninghs.org)
Signature Date: 2026-05-20 - 10:26:15 PM GMT - Time Source: server - Signature Appearance Selected: TYPE
-  Agreement completed.
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**Application for Funding
Agricultural Career Technical Education
Incentive Grant Program Year 2026–2027**

(for use by High School and Comprehensive Middle & High School Programs)

Project Duration: July 1, 2026 to June 30, 2027

School Site: Corning High School

District: Corning Union High School District

Certification:

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

Signature of Superintendent or Designee

Superintendent

Title of Designee

Signature of Agriculture Teacher Responsible for Program _____ Signature of Principal _____

Agriculture Teacher Contact Cell Number: 707-496-1516

Local Educational Agency (LEA) Board Approval Date: 6.18.2026

Name of Agriculture Teachers for 2025–26:

Robert Safford

David Tinker/Callie Tanson (Sub)

Sarah Richardson

Carly Rice

Megan Parolini

Nolan Kee

Part A - Base Funding

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

- ☒ 1. Properly Credentialed Teachers:
Log onto the California Commission on Teacher Credentialing (CTC) and provide printout of credentials or provide a copy of current credentials. (2026 - Required for teachers who were hired for 2025-26.)
- ☒ 2. Professional Development:
Provide printout from teacher journal in Agriculture Experience Tracker (AET) verifying professional development activities. Each teacher (with 50% of their teaching assignment in agriculture) must have participated in six approved professional development activities during the 2025-26 school year. (2026 - Required for all teachers employed during 2025-26 school year.)
- ☒ 3. Course Sequence:
Provide evidence of at least one two-year course pathway. (2026 - Nothing required unless the pathway has changed since last year.)
- ☒ 4. Alternative Credits:
Submit description of at least one course meeting A-G, Dual Enrollment, Articulation, etc. (2026 - Nothing required unless there were changes in 2025-26.)
- ☒ 5. Grading of Future Farmers of America (FFA) and Supervised Agricultural Experience Participation (SAE):
Provide a copy of each course syllabus identifying the grading policy for FFA and SAE. (2026 - Only required for **NEW** courses that were taught in 2025-26 or if changes have been made to your department policies.)
- ☒ 6. Future Farmers of America (FFA) Constitution & By-Laws:
Provide a copy of the current Chapter Constitution & Bylaws with the election of officers highlighted. (2026 - Nothing required unless there were changes in 2025-26.)
- ☒ 7. Future Farmers of America (FFA) Meetings:
Use meeting manager in AET or provide minutes for a minimum of six chapter meetings. (2026 - Required)
- ☒ 8. Graduate Exit Survey:
Have completed graduate exit surveys submitted in AET. (2026- Required for all 2026 graduates)
- ☒ 9. Agriculture Advisory Committee:
Provide roster of committee members with their role and contact information.
(Note: Ag teachers and administrators are ex officio/non-voting members of the Advisory Committee.) (2026 – Required)
Provide minutes for two local Agriculture Advisory Committee meetings. (Note: District-wide CTE, Academy, and/or ROP committees will not be accepted.)
(2026 - Required)
Roster & minutes templates are available here:
https://calaged.org/resources/program_management

PART A – Base Funding (Continued)

Qualified Program (\$6,000) to each site		<u>\$ 6,000</u>
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Number of Agriculture Teachers (with at least 50% of their teaching assignment in agriculture) in 2025-26?	<u>6</u>	
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Teacher-based funding (Number of teachers x \$500)		<u>\$ 3,000</u>
--	--	-----------------

Number of Students as identified on the 2025-26 FFA Membership roster?	<u>577</u>	
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Student-based funding (Number of students x \$15)		<u>\$ 8,655</u>
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Class size funding only applies to Agriculture Teachers with at least 50% of their teaching assignment in agriculture.

Class size funding A (number of teachers meeting level A in all classes – 28 in classroom/22 in shop classes)	<u>3</u>	
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Class size A funding (Number of teachers meeting level A class size x \$2,000)		<u>\$ 6,000</u>
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Class size funding B (number of teachers meeting level B in all classes – 31 in classroom/25 in shop classes)	<u>3</u>	
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Class size B funding (Number of teachers meeting level B class size x \$1,000)		<u>\$ 3,000</u>
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SAE Period - funding will only be granted if the period is provided in addition to the regular preparatory period provided to all teachers; no students can be assigned to this period

Number of teachers receiving SAE period(s) in 2025-26	<u>5</u>	
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SAE Period funding (Number of teachers receiving SAE periods x \$2,000)		<u>\$ 10,000</u>
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Extended Contract - funding will only be granted if the extended contract provided is at least \$2,000 per teacher

Number of teachers receiving Extended Contract in 2025-26	<u>6</u>	
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Extended Contract funding (Number of teachers receiving Extended Contracts x \$2,000)		<u>\$ 12,000</u>
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Total Part A – Base Funding:		<u>\$ 48,655</u>
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PART B – Excellence in Ag Education Funds

LEA's may qualify for up to \$10,000 of additional funding based on their ability to meet specific program criteria. A program must meet the Professional Development & Advisory Committee Meeting requirements listed at the beginning of this section to apply. If a program does not meet these two requirements, they cannot apply for Part B funding.

There are three sections an LEA may qualify for additional funding in Part B: Classroom, Leadership Development (FFA), and Supervised Agricultural Experience (SAE). A program must meet all criteria listed in that specific section to be eligible to receive additional funding for that section. If any of the criteria listed in a section is not met in the section, the LEA is not eligible for funding in that section. Verification of meeting criteria will be taken from entries in the AET as well as other documentation provided by the LEA. The AET report will be developed based on data as of June 30th. This report will be used to complete Part B and will be included as part of the application. Other documentation must be submitted at the time the original application is submitted to the Regional Supervisor.

Professional Development - Each teacher (with at least 50 percent of their teaching assignment in agriculture) must have participated in **eight** state-approved professional development activities.

- Provide printout from teacher journal in Agriculture Experience Tracker (AET) verifying professional development activities.

Agriculture Advisory Committee: Provide roster and minutes for **three** local Agriculture Advisory Committee meetings.

- *Note: District-wide CTE, Academy, and/or ROP committees will not be accepted.*
- Roster & minutes templates are available here:
https://calaged.org/resources/program_management

CLASSROOM	Minimum %	Program %
Freshmen Retention - Percentage of Freshmen cohort that completed three years of agriculture education enrollment.	30%	
Graduation/4-year Completer - Percentage of graduates who were enrolled in agriculture education courses all four years of high school.	30%	
Student Certifications - Percentage of students who complete approved Industry Validated Certifications.	20%	

If the program meets or exceeds the minimum % in each of the above required areas, then they are eligible for an additional \$3,333.

LEADERSHIP DEVELOPMENT (FFA)	Minimum %	Program %
FFA Activities: Chapter - Percentage of different members that participated in at least two local FFA activities.	70%	
FFA Activities: Above Chapter - Percentage of members that participated in at least one FFA activity above the chapter level.	30%	
Community Service - Percentage of different members that participated in at least one community service activity.	30%	

If the program meets or exceeds the minimum % in each of the above required areas, then they are eligible for an additional \$3,333.

Supervised Agricultural Experience (SAE)	Minimum %	Program %
SAE Assessments - Number of students with SAE Supervision Assessments.	40%	
Active SAE: Percent of 7th/8th/9th & first-year students with active (>10hrs) SAE	60%	
Active SAE: Percent of 10th/11th/12th continuing students with an active (>50hrs) Immersion SAE	50%	
SAE Awards: Percent of students with engagement in SAE Awards (Degrees, Proficiencies, Agriscience Fair)	20%	

If the program meets or exceeds the minimum % in each of the above required areas, then they are eligible for an additional \$3,334.

Part B - Excellence in Ag Education Funding

\$ 0

Part A – Base Funding:

\$ 48,655

Part B – Excellence in Ag Education Funding:

\$ 0

Grand Total Funding:

\$ 48,655

**Budget Report
Agricultural Career Technical Education
Incentive Grant**

July 1, 2026 – June 30, 2027

School Site: Corning High School

District: Corning Union High School District

Budget Category 4000: Books and Supplies

Item	Budget (Column A)	Budget Match (Column B)
Books and Supplies		
Total 4000	\$ 0.00	\$ 0.00

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

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

Item	Budget (Column A)	Budget Match (Column B)
FFA Memberships	\$ 6,000.00	\$ 12,000.00
Event Registrations	\$ 18,200.00	\$ 36,400.00
Student Travel	\$ 16,000.00	\$ 32,000.00
Teacher PD	\$ 8,455.00	\$ 16,910.00
Total 5000	\$ 48,655.00	\$ 97,310.00

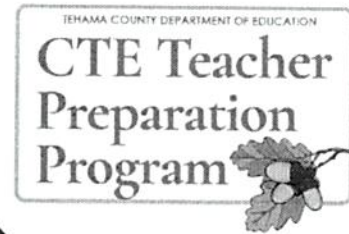
Budget Category 6000: Capital Outlay*

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

Item	Budget (Column A)	Budget Match (Column B)
Total 6000	\$ 0.00	\$ 0.00

Grand Totals: \$ 48,655.00 \$ 97,310.00

RESPONSIVE RELATIONAL RURAL



MEMORANDUM OF UNDERSTANDING

I. General

This Memorandum of Understanding (MOU) is between the **Tehama County Department of Education**, serving as the Local Education Agency ("LEA") for the **Tehama County Department of Education Career Technical Education (CTE) Teacher Preparation Program** ("PROGRAM"), and the **county office of education, district, employing agency, or independent charter school** ("DISTRICT") signing below. Throughout the MOU, new teachers are referred to as "Candidates" and veteran teachers are referred to as "Mentors." The term of this MOU commences on **July 1, 2026**, and terminates on **June 30, 2028**. **This MOU provides services for the two-year designated subject credentialing program.**

II. Purpose

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

III. Eligibility

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

- **Preliminary Designated Subjects (CTE) Credential Program:** Candidates who meet the industry experience and prerequisite CCTC requirements, and have secured employment with a teaching assignment that aligns

with the sector listed on the preliminary credential, will be issued a preliminary CTE Credential. Along with teaching, they will complete four CTE courses (CTE 101-104) and be provided one hour of non-evaluative mentorship per week and one non-evaluative observation per semester. Districts should plan to provide additional support and advisement to meet their needs. The district is responsible for providing formal evaluative feedback aligned with district policies. The district should be prepared to provide additional support at the site level as evidenced by candidate need.

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

IV. LEA and PROGRAM Responsibilities

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

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

V. DISTRICT Responsibilities

- Appoint a DISTRICT Coordinator whose assignment includes dedicated time to fulfill the DISTRICT Coordinators roles and responsibilities.
- Communicate PROGRAM requirements and expectations of Site Administrators to Site Administrators with Candidates enrolled in the CTE Credentialing PROGRAM.
 - CTE Credentialing provides an alternate pathway to teacher credentialing. CTE CANDIDATES complete four courses, while concurrently teaching and receiving one hour of non-evaluative mentorship per week, and one non-evaluative observation per semester. Upon completing the PROGRAM and additional CCTC required documents candidates will be recommended for a clear CTE credential through the CCTC and will not need to complete Teacher Induction.

- Inform all Site Administrators about the novice status of CTE teachers to ensure they understand their role in supporting CTE CANDIDATES and the importance of a coordinated effort between the PROGRAM, PROGRAM MENTOR, and Employing Supervisor.
- Candidates should be provided continuous advisement, feedback and support throughout the CTE Credential process by their employing supervisor. The employing supervisor should meet with candidates after each observation to provide evaluative feedback.
- Provide Candidates and Mentors release time (at the expense of the DISTRICT) to support participants' non-evaluative observations. Candidates should complete a minimum of two observations per semester and the mentor should observe their candidates at least one time per semester.
 - a. When mentors and candidates are not employed by the same district, an alternative virtually recorded observation will be utilized to support this requirement. The observation will be reviewed by the mentor outside of the contract day and will count toward the mentor's required one hour of weekly mentoring support.
- Provide candidates with release time from other DISTRICT responsibilities outside the school day (i.e Coaching, PLCs, etc.) to attend one orientation and three synchronous courses per semester.
- Assign a qualified Mentor to each eligible Candidate within 30 days of the Candidate's enrollment in the PROGRAM.
 - Candidates holding a Clear Multiple Subject, Single Subject, or Education Specialist Credential who are adding a CTE Credential will not have a mentor.
- Utilize defined selection criteria to identify high-quality, experienced teachers to serve as Mentors for Candidates. Mentors must demonstrate effective coaching, interpersonal, and communication skills and meet the following qualifications:
 - a. Hold a Clear Credential. Mentors may have either a clear Single Subject or clear CTE Credential for mentoring a CTE Candidate.
 - b. Have 3 or more years of effective teaching experience.
 - c. Use best practices to provide "just-in-time" (as needed) support and longer-term analysis of teaching practice to help candidates develop enduring professional skills.
 - d. Commit to attending Mentor training, scheduled PROGRAM meetings, and meeting weekly with Candidates for an average of one hour per week.

- e. Have the ability, willingness, and flexibility to meet the Candidate's needs for support.
 - f. Display willingness to work collaboratively with colleagues and regional TCDE staff.
 - g. Embrace a positive attitude and disposition towards students and teaching.
 - h. Develop a sustained and thoughtful collegial relationship with Candidates.
 - i. Demonstrate leadership skills, curriculum expertise, and knowledge of DISTRICT resources.
 - j. Serve as a role model for the teaching profession.
- Assure the PROGRAM that the Mentor assigned to the Candidate does not have any supervisory role or responsibilities over the Candidate they are assigned to Mentor.
 - Provide Mentors time to participate in the PROGRAM's Mentor training on observation protocols, learning-focused conversations, "just-in-time" coaching, and one-to-one consultations with Candidate.
 - Grant full access to Candidates to enroll in the CTE Teacher Preparation Program Google classrooms, **which may include whitelisting TCDE's domain, email addresses, etc.**
 - Notify PROGRAM staff within 10 business days of any changes in the employment status, leaves of absence, or changes in teaching assignment of the enrolled Candidate(s) and Mentor(s).
 - Notify PROGRAM staff when a Mentor reassignment is needed.
 - Inform PROGRAM staff of any Candidate who discontinues PROGRAM participation (Refer to the Refund Schedule).
 - Participate in PROGRAM evaluation by providing feedback via surveys as requested.
 - Participate in the CCTC Accreditation Cycle (Site Review interviews, etc.) as needed.
 - Consider appointing one liaison to serve on the PROGRAM's Regional Advisory Council. The liaison(s) should be a DISTRICT designee authorized to fulfill assigned roles and responsibilities, providing ongoing updates, communication, and information between the DISTRICT and the PROGRAM.
 - Assume financial responsibility for all PROGRAM Fees for each Candidate enrolled in the PROGRAM (Refer to the Fee Schedule).

VI. Non-Discrimination Clause

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

Each party hereto agrees to hold harmless and to indemnify the other party, its officers and employees, against liability for damages for death or bodily injury to persons, injury to property, or any other loss, damage or expense arising from the negligence, willful misconduct or omission of the party which committed the act, and while acting under the terms and conditions of the Agreement. Should any action be brought to enforce any of the terms of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees. Both parties, as certified by the signatures below, agree to the provisions of this Agreement:

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

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

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

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

- ☒ Option A: PROGRAM pays Mentor (see fee schedule)
- ☐ Option B: DISTRICT pays Mentor (see fee schedule)
- ☐ Option C: No Mentor Required

Jared Caylor

Jared Caylor (Feb 12, 2026 09:10:35 PST)

JARED CAYLOR, Superintendent
Tehama County Department of Education

02/12/26

Date

Miguel Barriga

Miguel Barriga (Jun 1, 2026 12:24:39 PDT)

Superintendent/Clerk/Authorized Agent

Miguel Barriga

Print Name

Corning Union High School District

District Name

06/01/2026

Date

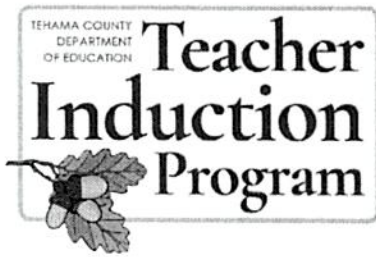
Annual Fee Schedule	Option A PROGRAM Pays Mentor <i>(includes \$1,700 mentor stipend)</i>	Option B DISTRICT Pays Mentor
Clear CTE Teaching Credential Program - Includes enrollment of one Candidate in one year of the Clear CTE credential program (101 & 102 or 103 & 104) - The Candidate must hold a Preliminary CTE Teaching Credential - Includes recommendation to the CCTC for a clear credential at the completion of course sequence.	\$4,200 <i>(before 9/3/2025)</i> \$4,400 <i>(after 9/4/2025)</i>	\$2,500 <i>(before 9/3/2025)</i> \$2,700 <i>(after 9/4/2025)</i>
CTE 100 - Existing Credential Holder Clearing a Preliminary CTE Credential - The Candidate must hold a Clear General Education or Clear Education Specialist Credential - No Mentor Assigned - Includes enrollment of one Candidate in a self-paced one year independent study CTE Program	\$1,200 Course Fee Option C: No Mentor Required/ No Mentor Fee	
Advisement and Issuance of Preliminary CTE Teaching Credential (Candidates will be required to enroll in subsequent program coursework to clear their credential) - Includes appraisal of requirements for the preliminary and clear credentials - Includes support with the completion and submission of CTCC form 41-4.	\$300 Application Fee	
Adding Industry Sector(s) - The Candidate must hold a preliminary or clear CTE Teaching Credential - Includes support with the completion and submission of CTCC form 41-4 - Includes a recommendation to the CCTC for the additional industry sectors to be added to the current preliminary or clear credential	\$300 Application Fee	
Out-of-State Candidates There is no reciprocity for out-of-state CTE credentials. Contact our office for an evaluation of transcripts and experience. We can build an individual program to meet your unique needs that will meet CA Credentialing Requirements.	Fee Based on Candidate Personalized Credentialing Requirements	

Refund Schedule by Year

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

Policies and Procedures

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



RESPONSIVE RELATIONAL RURAL

MEMORANDUM OF UNDERSTANDING

I. General

This Memorandum of Understanding (MOU) is between the **Tehama County Department of Education**, serving as the Local Education Agency ("LEA") for the **Tehama County Department of Education Teacher Induction Program** ("PROGRAM"), and **the county office of education, district, employing agency, or independent charter school** ("DISTRICT") signing below. Throughout the MOU, new teachers are referred to as "Candidates," and veteran teachers are referred to as "Mentors." The term of this MOU commences on **July 1, 2026**, and terminates on **June 30, 2028**. **This MOU provides services for the two-year induction period.**

II. Purpose

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

III. Eligibility

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

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

IV. LEA and PROGRAM Responsibilities

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

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

V. DISTRICT Responsibilities

1. Appoint a DISTRICT Coordinator whose assignment includes dedicated time to fulfill the DISTRICT Coordinator's roles and responsibilities.
2. Upon hire, identify and enroll all Candidates who are eligible for PROGRAM services, as described by state guidelines
3. Communicate to all site administrators the need to support program participants through program work and employer input in the Candidates' development of an Individual Learning Plan (ILP) within 60 days of hire, through collaborative goal-setting meetings at the start of each inquiry, and a mid-year check-in meeting.
4. The DISTRICT will provide Candidates and Mentors release time (at the expense of the DISTRICT) to support participation in formal and informal observations (a minimum of one per semester. Employers understand that the ILP is used to guide professional development and not for teacher evaluation or employment decisions.
 - a. When mentors and candidates are not employed by the same district, an alternative virtually recorded observation will be utilized to support this requirement. The observation will be reviewed by the mentor outside of the contract day and will count toward the mentor's required one hour of weekly mentoring support.
5. Make every effort to assign Candidates to classrooms appropriate to their novice status, avoiding, whenever possible, combination

- classrooms, secondary assignments with multiple preps, teaching assignments at multiple sites, and multiple adjunct duties.
6. Provide newly-hired teachers with a DISTRICT Orientation.
 7. Assign a qualified Mentor to each eligible Candidate within 30 days of the Candidate's enrollment in the PROGRAM.
 8. Utilize defined selection criteria to identify high-quality, experienced teachers to serve as Mentors for Candidates. Mentors must demonstrate effective coaching, interpersonal, and communication skills, and:
 - a. Hold a Clear Credential that matches that of the Credential Candidate
 - b. Have 3 or more years of effective teaching experience
 - c. Display best practices in providing "just-in-time" (as needed) and longer-term analysis of teaching practice to help candidates develop enduring professional skills
 - d. Are committed to attending Mentor training, scheduled meetings, and meeting weekly with Candidates
 - e. Have the ability, willingness, and flexibility to meet the Candidate's needs for support.
 - f. Display willingness to work collaboratively with colleagues and regional TTIP staff
 - g. Embrace a positive attitude and disposition towards students and teaching
 - h. Develop a sustained and thoughtful collegial relationship with Candidates
 - i. Demonstrate leadership skills, curriculum expertise, and knowledge of district resources
 - j. Serve as a role model for the teaching profession
 9. Assure the PROGRAM that the Mentor assigned to the Candidate does not have any supervisory role or responsibilities over the Candidate they are assigned to mentor.
 10. Provide Mentors time to participate in the PROGRAM Mentor training on observation protocol, learning-focused conversations, "just-in-time" coaching, and one-to-one consultations with Candidate(s).
 11. Communicate PROGRAM requirements and Expectations of Site Administrators to Site Administrators with Candidates enrolled in the PROGRAM.

12. Provide full access for Candidates to enroll in the Tehama Teacher Induction Program Google classrooms, **which may include whitelisting TCDE's domain, email addresses, etc.**
13. Notify PROGRAM staff within 10 business days of any changes in the employment status, leaves of absence, or changes in teaching assignment of the enrolled Candidate(s) and Mentor(s).
14. Notify PROGRAM staff of the need for a Mentor reassignment.
15. Notify PROGRAM staff of any Candidate who will discontinue PROGRAM participation for year 1 or year 2 of the program.
16. Participate in PROGRAM evaluation by providing feedback via surveys as requested.
17. Participate in the CCTC Accreditation Cycle (Site Review interviews, etc.) as needed.
18. Consider appointing one liaison to serve on the PROGRAM'S Regional Advisory Council. The liaison(s) should be a designee authorized by the DISTRICT to fulfill the roles and responsibilities assigned to him or her. The liaison supports the PROGRAM by providing ongoing updates, communication, and information to and from the DISTRICT.
19. Assume financial responsibility of all PROGRAM fees for each Candidate enrolled in the PROGRAM (Refer to the Fee Schedule).

VI. Non-Discrimination Clause

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

Each party hereto agrees to hold harmless and to indemnify the other party, its officers and employees, against liability for damages for death or bodily injury to persons, injury to property, or any other loss, damage, or expense arising from

the negligence, willful misconduct or omission of the party which committed the act, and while acting under the terms and conditions of the Agreement. Should any action be brought to enforce any of the terms of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees. Both parties, as certified by the signatures below, agree to the provisions of this Agreement.

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

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

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

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

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

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

Jared Caylor

Jared Caylor (Feb 12, 2026 09:06:20 PST)

JARED CAYLOR, Superintendent
Tehama County Department of Education

02/12/2026

Date

Miguel Barriga

Miguel Barriga (Jun 1, 2026 12:24:39 PDT)

Superintendent/Clerk/Authorized Agent

Miguel Barriga

Print Name

Miguel Barriga

District Name

06/01/2026

Date

Annual Fee Schedule	Option A TTIP Pays Mentor <i>(includes \$1,700 mentor stipend)</i>	Option B District Pays Mentor
Clear Credential Program Includes enrollment of one Candidate in one or more of the following programs: Clear Multiple Subject Credential, Clear Single Subject Credential, Clear PK-3 ECE Specialist Credential, and Clear Education Specialist Credential	\$4,200 (before 9/3 of the current year) \$4,400 (after 9/4 of the current year)	\$2,500 (before 9/3 of the current year) \$2,700 (after 9/4 of the current year)
Dual Credential Program Includes enrollment of one Candidate in two or more of the following programs: Clear Multiple Subject Credential, Clear Single Subject Credential, Clear PK-3 ECE Specialist Credential, or Clear Education Specialist Credential	\$4,500 per year	\$2,800 per year
Early Completion Option Program The Candidate must be an experienced and exceptional teacher and must meet the program criteria to gain admission in the Early Completion Option (ECO) Program	\$5,450 per year	\$3,750 per year
EDUCATION SPECIALIST LEVEL II Holders of the Level I Education Specialist Instruction Credential may obtain the Clear Education Specialist Instruction Credential through completion of a Teacher Induction Program and completion of the Level II coursework.	\$1,200 for course	No Mentor Needed
Extended Year Credential Program If the Candidate goes beyond the two-year program due to lack of progress or missing requirements, an additional fee of \$1000 per year, per Candidate will be applied. Additional yearly fees may apply if a Mentor is assigned to support the Candidate beyond the two-year program. Additional fees will be based on the length of mentoring recommended to support program completion.	\$1000 per year Mentor Stipend Fee (if needed): \$1,700 per year	

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

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

Policies and Procedures

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



Tehama County Department of Education

Jared Caylor
Tehama County
Superintendent of
Schools

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

MEMORANDUM OF UNDERSTANDING

This Agreement is entered into by and between the **Tehama County Department of Education**, herein referred to as DEPARTMENT, and **Corning Union High School District** herein referred to as DISTRICT, for the provision of **attendance of June 11-12, 2026 Tehama Civic Summit** for the **2025-2026** school year.

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

A. The DEPARTMENT agrees to:

1. Organize and host the CA Serves Tehama Civic Summit on June 11–12, 2025, including all facilitation, content, and programming across both days including coordination of guest speakers
2. Provide professional learning experiences and participant materials centered on the State Seal of Civic Engagement (SSCE) framework, the California Global Education Project (CGEP) indicators, and civic skills development
3. Reimburse the DISTRICT a total of \$400.00 per participating school staff member upon receipt of invoice for attendance at the CA Serves Tehama Civic Summit (June 11–12, 2026).
4. Provide DISTRICT with a list of participating staff members who were in attendance both days no later than Monday, June 15, 2026

B. The DISTRICT agrees to:

1. Pay a total stipend of \$400.00 per attending staff member upon completion of both summit days
2. Submit an invoice to DEPARTMENT following the summit for participant stipend reimbursement with required documentation prior to June 30, 2026

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

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

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

Jared Caylor

Jared Caylor (Jun 4, 2026 09:00:06 PDT)

JARED CAYLOR, Superintendent
Tehama County Department of Education

Jun 4, 2026

Date

Miguel Barriga

Miguel Barriga (Jun 4, 2026 09:03:46 PDT)

Miguel Barriga, Superintendent
Corning Union High School

Jun 4, 2026

Date

Memorandum of Understanding

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

1. **SUMMARY.** Tehama County Department of Education ("TCDE") agrees to provide Information Technology support services for **Corning Union High School District ("CUHSD")**. The TCDE Information Technology department will plan, organize, and coordinate with CUHSD Tehama Executive Director or his/her designee to direct overall IT operations in the CUHSD office including coordinating technology functions, and oversight of IT contracts in select IT categories.
2. **EFFECTIVE DATE AND TERM.** This agreement is effective **July 1, 2026** and ends **June 30, 2027**.
3. **DESCRIPTION OF SERVICES.** This agreement covers support for CUHSD Information Technology requirements including but not limited to the services outlined in Attachment A.
4. **COST FOR SERVICES.** The cost below shows all items that will be needed for support. An estimate is provided of the number of days required for LAN support. If CUHSD needs less hours, CUHSD will be billed only for the actual amount of time worked. All other services are fixed costs.

Service	Charge
DocStar Document Management	\$ 1,028.83
Escape Online Financial Software	\$ 10,525.00
Server Hosting	\$ 9,000.00
Total	\$ 20,553.83

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

9. **ALTERATION OF AGREEMENT.** This Agreement may be modified or terminated only by mutual agreement of the parties where the changes are in writing and is signed by both parties.
10. **INDEMNIFICATION.** CUHSD agrees to indemnify, defend, and hold harmless TCDE, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on TCDE arising out of CUHSD's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of TCDE, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless CUHSD under this Agreement, CUHSD shall reimburse TCDE for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. CUHSD shall seek TCDE approval of any settlement that could adversely affect TCDE, its officers, agents or employees.
- TCDE agrees to indemnify, defend, and hold harmless CUHSD, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on CUHSD arising out of TCDE's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of CUHSD, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless TCDE under this Agreement, TCDE shall reimburse CUHSD for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. TCDE shall seek CUHSD's approval of any settlement that could adversely affect CUHSD, its officers, agents or employees.
11. **ATTORNEYS FEES.** Should any action be brought to enforce any of the terms of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees.

SIGNATURES

TCDE, Information Technology

By: _____

JARED CAYLOR
Tehama County Superintendent of Schools

Date: _____

Corning Union High School District

By: Miguel Barriga
Miguel Barriga (Jun 10, 2026 14:35:02 PDT)

Miguel Barriga
Superintendent

Date: 06/10/2026

Notice may be sent to:

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

Attachment "A" Description of Services

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

LAN / Desktop Support

TCDE provides the following Services in this category:

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

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

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

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

RESOLUTION OF THE BOARD OF DIRECTORS
Corning Union High School District
A California Public Benefit Corporation
Board Resolution # 486

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NOW, THEREFORE, IT IS HEREBY RESOLVED:

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

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Corning Union High School District has determined to spend the monies received from the Education Protection Act in fiscal year 2026-27 as attached.

DATED: 6/18/26

[Signature]
Board Member

[Signature]
Board Member

[Signature]
Board Member

[Signature]
Board Member

Board Member



ANNUAL BUDGET REPORT:

July 1, 2026 Budget Adoption

Select applicable boxes:

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

Budget available for inspection at:

Place: CORNING UNION HIGH SCHOOL DISTRICT OFFICE
Date: JUNE 11, 2026

Public Hearing:

Place: CORNING HIGH SCHOOL LIBRARY
Date: JUNE 17, 2026
Time: 5:45 PM

Adoption Date: JUNE 18, 2025

Signed: [Signature]
Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Cody Lamb

Title: 6/18/26

Contact person for additional information on the budget reports:

Name: DIANA DAVISSON
Title: CHIEF BUSINESS OFFICIAL

Telephone: 530-824-8002
E-mail: ddavisson@cornings.org

Criteria and Standards Review Summary

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

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

Budget, July 1
FINANCIAL REPORTS
2026-27 Budget
School District Certification

52 71506 0000000
Form CB
H8BPGREYRG(2026-27)

9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2025-26) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)	X X X	
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Adoption date of the LCAP or an update to the LCAP:		X
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?		X
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

Budget, July 1
FINANCIAL REPORTS
2026-27 Budget
School District Certification

52 71506 0000000
Form CB
H8BPGREYRG(2026-27)

A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Corning Union High School District
2026.27 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Expenditures through: June 30, 2027

Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	3,078,961.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		3,078,961.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
	Function Codes	
Certificated Instructional Salaries	1000-1999	2,205,935.00
Certificated Instructional Benefits		872,420.00
Instructional Supervision and Administration	2100-2150	Not Allowed
AU of a Multidistrict SELPA	2200	Not Allowed
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	Not Allowed
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	Not Allowed
General Administration	7000-7999	Not Allowed
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		3,078,355.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		606.00

**Corning Union High School District
2026.27 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail**

Expenditures through: June 30, 2027

Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Revenue Limit Sources	8010-8099	3,078,961.00
Federal Revenue	8100-8299	0.00
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Other Local Revenue	8600-8799	0.00
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Deferred Revenue	9650	0.00
TOTAL AVAILABLE		3,078,961.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
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Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	Not Allowed
General Administration	7000-7999	Not Allowed
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		3,078,355.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		606.00

Committee On Assignment list for 2026-27 school year

Whitney Armstrong

Sherri Peterson

Thomas Mendonsa

Ana Thuemler

School Plan for Student Achievement (SPSA)

School Name			County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Corning School	Union	High	523170900000000	May 15, 2025	June 18, 2026

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Corning Union High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Additional Targeted Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Corning Union High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

The school's plan for effectively meeting the ESSA requirements in alignment with the LCAP and other programs will be accomplished through three primary goals and multiple actions consistent with our greatest needs.

First, all students in grades 9-12 will demonstrate an improved level of growth on their ELA and Math course local common assessments. We will also measure 11th grade student growth through the CAASPP ELA & Math score results. We will monitor the results of the specific equity groups of Socio-Economically Disadvantaged students (SEDs), English Language Learner students (ELLs), Hispanic students and White students within the four grade levels. We will use these periodic assessments to measure individual and grade level growth. See goals #1 & 4.

Second, all EL students in grades 9-12 will demonstrate an improved level of growth on the ELPAC exam at each annual testing and subsequently sustain or raise the rate of reclassification at CUHS. Actions to improve monitoring and achievement are included. See goal #2.

Third, the CUHS staff will implement specific academic and behavioral support programs that target students who do not meet the standard expectations for three of the five LCAP categories: chronic absenteeism, suspension rate, EL progress, graduation rate, and college/career readiness. Refer to the LCAP for specific details on identified targets consistent with the dashboard. Action steps for improved achievement have been created. See goal #3.

Educational Partner Involvement

How, when, and with whom did Corning Union High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Principal updated the SPSA with input from a variety of school community teams. The Principal started with the document that was generated last year and updated the necessary sections so that they reflected current information and practice. Principal consulted directly with several different groups to inform the goals and steps identified in this document. He consulted with the administrative team, the School Site Council with parent representation, and the respective department heads. He also tapped into the district data specialist. The interaction and consultation occurred at various times throughout the spring semester of 2026 in order to update and revise the existing SPSA document.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

LEA has engaged in the MTSS technical assistance program of the Tehama County Department of Education. Assistance has included the training of school site Tier 1 leadership teams during the 23/24 and 24/25 school years. As part of this training, each leadership team has received training and coaching in developing their understanding and leadership skills to positively impact identification of and implementation of effective Tier 1 strategies that support all students in meeting cognitive, emotional, social, interpersonal, and academic skill development. Teams have been guided in using the cycle of inquiry to analyze school systems and student performance with an emphasis on identifying gaps in instructional practices and student learning. This has also included a look at identification of equity gaps. Teams will continue to receive Tier 1 coaching during the 25/26 school year with training for Tier II teams moving into their second year.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on the 2024–25 California School Dashboard (2025 release) for Corning Union High School, Mathematics is the only indicator in Orange for All Students, indicating a clear area of significant need. This rating reflects that overall student performance in math remains below standard and has not improved sufficiently to exit the Orange level, signaling ongoing challenges with core mathematical understanding and achievement across the student body. While no indicators are currently in Red for All Students, English Language Arts is identified in Yellow, suggesting that although performance is closer to standard, it remains an area to monitor closely to prevent decline. Notably, English Learner Progress and Graduation Rate are both in Blue, and Suspension Rate and College/Career are in Green, indicating relative strengths in those areas at the schoolwide level. In response to the identified need in Mathematics, the school has prioritized strengthening Tier 1 instruction through data-driven PLC cycles, increased use of formative assessment and STAR Math data, and targeted intervention supports within an MTSS framework. Additional efforts include a continued focus on instructional strategies that promote student engagement and academic discourse, with the goal of improving overall math achievement and moving the indicator out of the Orange performance level.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Based on a review of the 2024–25 California School Dashboard (2025 release) for Corning Union High School, there are several instances where student group performance is two or more performance levels below the "All Students" level, indicating notable equity gaps that warrant targeted attention. In the College and Career Indicator (CCI), while All Students are performing at the Green level, English Learners are in Orange, representing a two-level gap and indicating that this group is significantly less likely to meet "Prepared" criteria compared to their peers. Additionally, Hispanic students and Long-Term English Learners are performing at the Yellow level, reflecting a one-level gap and reinforcing a broader trend of reduced college and career readiness among multilingual and historically underserved student populations.

In the Suspension Rate indicator, although All Students are also at the Green level, Homeless students and students identifying as Two or More Races are in Orange, again representing a two-level difference and indicating disproportionately higher suspension rates for these groups. Furthermore, English Learners, Long-Term English Learners, and Students with Disabilities are in Yellow, highlighting additional disparities in school discipline outcomes.

These gaps suggest that, despite overall strong schoolwide performance in these indicators, specific student groups are not experiencing the same level of success. In response, the school has prioritized targeted supports, including increased monitoring of subgroup data within PLCs, expanded use of MTSS to address both academic and behavioral needs, and intentional strategies to improve access to college and career pathways for English Learners. Additionally, efforts to strengthen culturally responsive practices, improve engagement, and reduce exclusionary discipline are key steps being taken to address these disparities and ensure more equitable outcomes for all students.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

None

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Corning Union High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	1.67%	0.62%	0.74%	16	6	7
African American	0.73%	0.82%	0.64%	7	8	6
Asian	1.67%	1.85%	1.70%	16	18	16
Filipino	0.21%	0.31%	0.21%	2	3	2
Hispanic/Latino	67.15%	68.69%	72.37%	642	669	681
Pacific Islander	0.31%	0.21%	0.21%	3	2	2
White	25.10%	24.13%	22.64%	240	235	213
Multiple/No Response	1.57%	1.23%	1.06%	15	12	10
Total Enrollment				956	974	941

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	252	266	240
Grade 10	270	231	242
Grade 11	236	261	220
Grade 12	198	216	239
Total Enrollment	956	974	941

Conclusions based on this data:

- Overall enrollment has remained relatively stable with a slight dip and rebound. Total enrollment decreased from 1,031 students in 2022–23 to 956 in 2023–24, before increasing again to 974 in 2024–25. This suggests a modest decline followed by stabilization, with the school maintaining an enrollment close to 1,000 students over time.
- The student population is predominantly Hispanic/Latino and continues to grow proportionally. Hispanic/Latino students make up the clear majority of the student body, increasing from 66.15% in 2022–23 to 68.69% in 2024–25. At the same time, the percentage of White students has gradually declined (from 25.9% to 24.13%), while other student groups remain relatively small and stable.
- Enrollment distribution across grade levels shows fluctuation by cohort, particularly in upper grades. While incoming 9th grade enrollment has remained relatively consistent (285 ? 252 ? 266), there are noticeable shifts in upper grades, such as a significant drop in Grade 12 from 251 (2022–23) to 198 (2023–24), followed by a partial

rebound to 216 (2024–25). This suggests cohort size variability and/or potential impacts related to retention, mobility, or scheduling patterns.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	244	235	195	26.9%	25.5%	20.7%
Fluent English Proficient (FEP)	298	340	358	29.4%	31.2%	38.0%
Reclassified Fluent English Proficient (RFEP)				43.7%	43.3%	

Conclusions based on this data:

1. The increasing percentage of Hispanic/Latino students suggests a likely sustained or growing English Learner population. Hispanic/Latino students make up the majority of the student body and have increased from 66.15% to 68.69% over the three-year period. While ethnicity is not synonymous with EL status, this trend typically correlates with a continued need for robust English Learner supports, including designated and integrated ELD, as well as academic language development across content areas.
2. Overall enrollment stability indicates that EL program needs will remain consistent rather than fluctuating significantly. With total enrollment holding relatively steady near 1,000 students, the school can anticipate maintaining similar levels of EL services year to year, allowing for more strategic planning around staffing, intervention supports, and program refinement rather than reacting to large enrollment swings.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	207	220	246	200	216	242	200	216	242	96.6	98.2	98.4
All Grades	207	220	246	200	216	242	200	216	242	96.6	98.2	98.4

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2542.	2544.	2549.	11.00	12.04	13.64	27.50	26.85	28.10	28.50	29.63	25.62	33.00	31.48	32.64
All Grades	N/A	N/A	N/A	11.00	12.04	13.64	27.50	26.85	28.10	28.50	29.63	25.62	33.00	31.48	32.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	15.50	16.20	14.46	60.00	56.48	58.26	24.50	27.31	27.27
All Grades	15.50	16.20	14.46	60.00	56.48	58.26	24.50	27.31	27.27

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	10.50	11.57	16.12	51.50	51.85	47.11	38.00	36.57	36.78
All Grades	10.50	11.57	16.12	51.50	51.85	47.11	38.00	36.57	36.78

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	7.50	9.72	10.33	78.00	71.76	72.73	14.50	18.52	16.94
All Grades	7.50	9.72	10.33	78.00	71.76	72.73	14.50	18.52	16.94

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	11.50	11.11	13.64	72.00	68.52	65.70	16.50	20.37	20.66
All Grades	11.50	11.11	13.64	72.00	68.52	65.70	16.50	20.37	20.66

Conclusions based on this data:

- Overall ELA performance shows slight improvement in mean scale score, but proficiency levels remain relatively stagnant. The mean scale score for Grade 11 increased from 2542.1 (2022–23) to 2549.8 (2024–25), indicating modest growth. However, the percentage of students meeting or exceeding standards has only slightly improved (from 38.50% to 41.74%), while a substantial proportion of students (over 30%) continue to perform below standard. This suggests that while incremental gains are being made, a significant number of students still require targeted support to reach proficiency.
- Writing and Research/Inquiry domains show positive growth, while Reading performance has declined slightly. In Writing, the percentage of students above standard increased from 10.50% to 16.12%, reflecting improvement in students' ability to produce clear and purposeful writing. Similarly, Research/Inquiry shows gains in students above standard (11.50% to 13.64%). In contrast, Reading performance shows a slight decline in students above standard (15.50% to 14.46%) and an increase in students below standard, indicating a need to strengthen comprehension of literary and informational texts across content areas.
- Listening skills are improving, but a large percentage of students remain at or near standard across all domains. The Listening domain shows growth in students above standard (7.50% to 10.33%) and a decrease in students below standard compared to the previous year, indicating progress in communication skills. However, across all ELA domains (Reading, Writing, Listening, and Research/Inquiry), the majority of students remain in the "At or Near Standard" range. This highlights a critical need to move students from basic proficiency to higher levels of mastery through increased rigor, academic discourse, and targeted instructional strategies.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	207	219	244	201	214	237	201	214	237	97.1	97.7	97.1
All Grades	207	219	244	201	214	237	201	214	237	97.1	97.7	97.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2487.	2499.	2503.	3.48	3.27	2.95	7.96	8.88	12.66	18.41	26.64	19.41	70.15	61.21	64.98
All Grades	N/A	N/A	N/A	3.48	3.27	2.95	7.96	8.88	12.66	18.41	26.64	19.41	70.15	61.21	64.98

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	4.48	4.21	5.06	28.86	34.11	31.22	66.67	61.68	63.71
All Grades	4.48	4.21	5.06	28.86	34.11	31.22	66.67	61.68	63.71

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	4.48	6.07	3.38	58.71	58.88	56.12	36.82	35.05	40.51
All Grades	4.48	6.07	3.38	58.71	58.88	56.12	36.82	35.05	40.51

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	3.98	4.67	5.49	53.23	62.62	59.07	42.79	32.71	35.44
All Grades	3.98	4.67	5.49	53.23	62.62	59.07	42.79	32.71	35.44

Conclusions based on this data:

- Overall math performance shows modest growth, but the majority of students continue to perform below standard. The mean scale score for Grade 11 increased from 2487.7 (2022–23) to 2503.5 (2024–25), indicating incremental improvement. Additionally, the percentage of students meeting or exceeding standard has increased (from 11.44% to 15.61%). However, a significant majority of students—approximately 65%—remain below standard, highlighting a persistent need for intensified instructional supports and intervention in mathematics.
- Concepts and Procedures show slight improvement, but foundational skill gaps remain. The percentage of students performing above standard increased from 4.48% to 5.06%, and those at or near standard improved from 28.86% to 31.22%. Despite these gains, over 63% of students remain below standard in this domain, indicating that many students continue to struggle with core mathematical concepts and procedural fluency.
- Problem Solving and Communicating Reasoning show mixed trends, indicating a need for deeper mathematical thinking and application. In Problem Solving and Modeling/Data Analysis, the percentage of students below standard increased from 36.82% to 40.51%, while students above standard declined, suggesting challenges in applying math to real-world contexts. In contrast, Communicating Reasoning shows improvement, with students above standard increasing from 3.98% to 5.49% and a decrease in students below standard from 42.79% to 35.44%. These mixed results indicate a need to strengthen instructional practices that promote critical thinking, problem-solving, and mathematical discourse across all classrooms.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1518.3	1515.2	1538.8	1515.6	1509.3	1545.5	1520.6	1520.5	1531.6	78	64	59
10	1532.7	1536.4	1558.2	1535.5	1530.2	1575.0	1529.4	1542.1	1540.8	61	59	59
11	1514.0	1523.3	1553.5	1501.2	1505.2	1555.4	1526.3	1540.8	1551.0	40	52	52
12	1536.3	1529.4	1536.6	1537.6	1513.5	1545.4	1534.3	1544.7	1527.2	39	31	41
All Grades										218	206	211

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	3.85	4.69	16.95	28.21	28.13	22.03	38.46	40.63	38.98	29.49	26.56	22.03	78	64	59
10	11.86	15.25	23.73	33.90	37.29	38.98	32.20	27.12	18.64	22.03	20.34	18.64	59	59	59
11	2.63	9.62	13.73	23.68	30.77	33.33	39.47	28.85	27.45	34.21	30.77	25.49	38	52	51
12	7.89	3.23	17.07	26.32	32.26	29.27	44.74	38.71	31.71	21.05	25.81	21.95	38	31	41
All Grades	6.57	8.74	18.10	28.64	32.04	30.95	38.03	33.50	29.05	26.76	25.73	21.90	213	206	210

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	14.10	12.50	33.90	43.59	51.56	32.20	15.38	18.75	15.25	26.92	17.19	18.64	78	64	59
10	16.95	18.64	49.15	47.46	49.15	27.12	23.73	15.25	8.47	11.86	16.95	15.25	59	59	59
11	10.53	19.23	39.22	39.47	40.38	27.45	23.68	17.31	15.69	26.32	23.08	17.65	38	52	51
12	13.16	12.90	31.71	55.26	38.71	36.59	15.79	29.03	14.63	15.79	19.35	17.07	38	31	41
All Grades	14.08	16.02	39.05	46.01	46.12	30.48	19.25	18.93	13.33	20.66	18.93	17.14	213	206	210

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	0.00	1.56	0.00	7.69	14.06	22.03	51.28	37.50	35.59	41.03	46.88	42.37	78	64	59
10	5.08	1.69	10.17	20.34	30.51	16.95	30.51	35.59	37.29	44.07	32.20	35.59	59	59	59
11	0.00	7.69	1.96	10.53	15.38	21.57	42.11	36.54	33.33	47.37	40.38	43.14	38	52	51
12	2.63	0.00	2.44	13.16	12.90	14.63	44.74	45.16	31.71	39.47	41.94	51.22	38	31	41
All Grades	1.88	2.91	3.81	12.68	18.93	19.05	42.72	37.86	34.76	42.72	40.29	42.38	213	206	210

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	6.41	3.13	18.64	69.23	73.44	42.37	24.36	23.44	38.98	78	64	59
10	8.47	5.08	6.78	71.19	72.88	67.80	20.34	22.03	25.42	59	59	59
11	0.00	5.77	1.96	60.53	51.92	54.90	39.47	42.31	43.14	38	52	51
12	7.89	3.23	4.88	63.16	77.42	51.22	28.95	19.35	43.90	38	31	41
All Grades	6.10	4.37	8.57	67.14	68.45	54.29	26.76	27.18	37.14	213	206	210

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	55.13	50.79	72.88	17.95	31.75	8.47	26.92	17.46	18.64	78	63	59
10	76.27	64.41	79.66	13.56	20.34	5.08	10.17	15.25	15.25	59	59	59
11	39.47	46.15	80.39	39.47	28.85	13.73	21.05	25.00	5.88	38	52	51
12	65.79	38.71	80.49	26.32	32.26	4.88	7.89	29.03	14.63	38	31	41
All Grades	60.09	51.71	78.10	22.07	27.80	8.10	17.84	20.49	13.81	213	205	210

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	2.56	4.69	6.78	39.74	34.38	40.68	57.69	60.94	52.54	78	64	59
10	11.86	13.56	13.56	37.29	42.37	49.15	50.85	44.07	37.29	59	59	59
11	2.63	7.69	3.92	34.21	44.23	49.02	63.16	48.08	47.06	38	52	51
12	10.53	0.00	5.00	28.95	54.84	45.00	60.53	45.16	50.00	38	31	40
All Grades	6.57	7.28	7.66	36.15	42.23	45.93	57.28	50.49	46.41	213	206	209

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
9	1.28	0.00	0.00	67.95	67.19	81.36	30.77	32.81	18.64	78	64	59
10	3.39	0.00	0.00	71.19	76.27	74.14	25.42	23.73	25.86	59	59	58
11	0.00	7.69	3.92	55.26	63.46	72.55	44.74	28.85	23.53	38	52	51
12	2.63	3.23	7.32	65.79	70.97	63.41	31.58	25.81	29.27	38	31	41
All Grades	1.88	2.43	2.39	66.20	69.42	73.68	31.92	28.16	23.92	213	206	209

Conclusions based on this data:

- Overall English Learner proficiency is improving, with growth in students reaching higher performance levels. Across all grades, the percentage of students at Level 4 (Well Developed) has increased from 6.57% (2022–23) to 10.10% (2024–25), while Level 3 (Moderately Developed) has also remained strong. This indicates that more students are progressing toward English proficiency, reflecting positive impacts of designated and integrated ELD instruction.
- While progress is evident, a significant proportion of students remain in the middle performance bands. The majority of students continue to perform at Level 2 and Level 3, with Level 3 increasing from 28.64% to 35.53% before a slight decline, and Level 2 remaining around the mid-30% range. This suggests that many students are developing language skills but need targeted support to accelerate movement into Level 4 and toward reclassification.
- Domain-level data shows stronger performance in Speaking and Listening compared to Reading and Writing. A higher percentage of students are performing at the "Well Developed" level in Speaking and Listening, while Reading and Writing have larger proportions of students in the "Somewhat/Moderately Developed" and "Beginning" levels. This indicates a need to strengthen literacy-focused language development, particularly in reading comprehension and academic writing, to support overall English proficiency and success in core content areas.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
974	82.5%	24.1%	0.4%
Total Number of Students enrolled in Corning Union High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	235	24.1%
Foster Youth	4	0.4%
Homeless	28	2.9%
Socioeconomically Disadvantaged	804	82.5%
Students with Disabilities	127	13%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	0.8%
American Indian	6	0.6%
Asian	18	1.8%
Filipino	3	0.3%
Hispanic	669	68.7%
Two or More Races	12	1.2%
Pacific Islander	2	0.2%
White	235	24.1%

Conclusions based on this data:

- The student population continues to reflect a high level of socioeconomic need, requiring sustained academic and social-emotional supports. With 82.5% of students identified as socioeconomically disadvantaged, the majority of

the student body may face barriers that impact academic achievement, attendance, and engagement. This underscores the importance of maintaining strong MTSS systems, intervention supports, and access to resources that address both academic and non-academic needs.

2. English Learners represent a significant portion of the student population, reinforcing the need for strong, schoolwide language development practices. English Learners make up 24.1% of the student body (235 students), indicating that nearly one in four students requires targeted language support. This trend highlights the continued need for effective designated and integrated ELD, as well as instructional strategies that promote academic language development across all content areas.
3. The student population is predominantly Hispanic/Latino, with other demographic groups remaining relatively small and stable. Hispanic/Latino students comprise 68.7% of enrollment, while White students account for 24.1%, and all other racial/ethnic groups individually represent less than 2% of the population. This consistent demographic distribution emphasizes the importance of culturally responsive practices and targeted supports to ensure equitable access and outcomes, while also recognizing that smaller student groups may require individualized attention despite their size.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Mathematics remains the most significant area of need, performing at the Orange level, indicating below-standard performance. According to the Dashboard color system, Orange reflects low performance and/or a decline, signaling that a substantial portion of students are not meeting grade-level expectations in math. This identifies mathematics as a priority area for targeted instructional improvement, intervention, and support.
2. English Language Arts is performing at the Yellow level, indicating moderate performance with room for growth. Yellow suggests that while students are closer to meeting standards than in math, overall achievement is still below desired levels. This highlights the need to continue strengthening literacy instruction, particularly in reading comprehension and writing, to move students into higher performance bands.
3. The school demonstrates strong performance in student outcomes and school climate indicators. Graduation Rate and English Learner Progress are both at the Blue level (highest performance), while College/Career readiness and Suspension Rate are at the Green level (above standard). These results indicate effective systems supporting student completion, engagement, and school climate. Maintaining these strengths while leveraging them to support improvement in academic areas will be critical moving forward.

School and Student Performance Data

Academic Performance English Language Arts

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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 30.2 points below standard Increased 4.6 points 237 Students	English Learners Orange 83 points below standard Increased 16 points 90 Students	Long-Term English Learners Orange 124 points below standard Increased 3.2 points 40 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Socioeconomically Disadvantaged Yellow 33.7 points below standard Increased 4.5 points 198 Students

Students with Disabilities  No Performance Color 139.5 points below standard Increased 9.5 points 33 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 44.4 points below standard Increased 5.3 points 171 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 10.8 points above standard Increased 17.9 points 51 Students

Conclusions based on this data:

- Overall ELA performance is in the Yellow range, indicating moderate performance with continued need for improvement. All Students are performing at the Yellow level (30.2 points below standard), which reflects that while the school is making progress (increased by 4.6 points), students are still not meeting grade-level expectations at the desired level. This suggests a need for continued focus on strengthening core literacy instruction across content areas.
- English Learners and Long-Term English Learners are performing at a lower level (Orange), indicating a significant achievement gap. English Learners are 83 points below standard and Long-Term English Learners are 124 points below standard, both in the Orange performance band. While both groups showed improvement, their performance remains substantially below that of All Students, highlighting the need for targeted language development and literacy supports to accelerate progress.
- There are notable differences among student groups, with some groups performing higher while others lack sufficient data or show areas of concern. White students are performing at the Green level (above standard), while Hispanic students and Socioeconomically Disadvantaged students are at the Yellow level, indicating performance closer to but still below standard. Several smaller student groups (e.g., Foster Youth, African American, Asian) do not have a performance color due to small sample sizes, while Students with Disabilities show significantly lower performance (no color but well below standard), suggesting a need for focused support to address equity gaps across student populations.

School and Student Performance Data

Academic Performance Mathematics

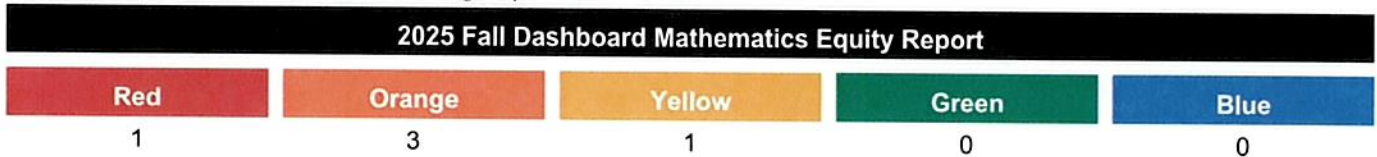
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Orange 124.2 points below standard Increased 3.4 points 236 Students	English Learners Orange 173.9 points below standard Increased 23.7 points 92 Students	Long-Term English Learners Red 225.4 points below standard Maintained 0.3 points 39 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged Orange 125 points below standard Increased 4.5 points 200 Students

Students with Disabilities  No Performance Color 209 points below standard Increased 36.5 points 31 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 139.6 points below standard Increased 4.3 points 169 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 80.9 points below standard Increased 17 points 50 Students

Conclusions based on this data:

1. Mathematics performance for All Students remains in the Orange level, indicating below-standard achievement despite some growth. All Students are performing 124.7 points below standard and remain in the Orange band, which reflects low performance relative to state expectations. Although there was a modest increase of 3.4 points, the overall level indicates that a significant percentage of students are not meeting grade-level standards, making mathematics a clear priority area for improvement.
2. English Learners and Long-Term English Learners demonstrate the greatest need, with Long-Term English Learners in the Red level. English Learners are performing in the Orange level (173.9 points below standard), while Long-Term English Learners are in the Red level (225.4 points below standard), indicating the lowest performance band. These results highlight a substantial and persistent achievement gap, particularly for Long-Term English Learners, and emphasize the need for targeted intervention and integrated language and math support.
3. Most student groups are performing at the Orange level or lower, with limited representation in higher performance bands. Socioeconomically Disadvantaged students and Hispanic students are both in the Orange level, while White students are the only group in Yellow, still below standard. No student groups are performing at Green or Blue levels in mathematics, and several smaller groups lack a performance color due to low enrollment. This distribution indicates a systemic need to strengthen math instruction across all student groups while addressing equity gaps for historically underserved populations.

School and Student Performance Data

Academic Performance Science

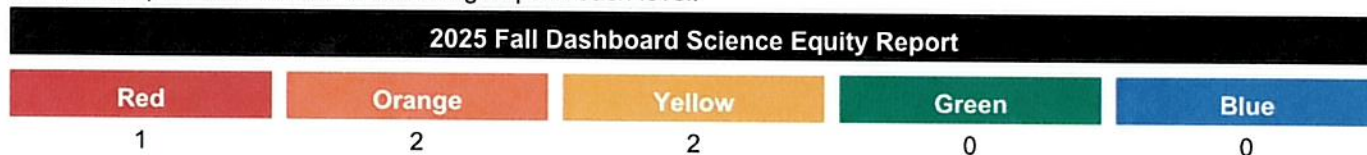
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Yellow 46.7 science points Declined 2.9 points 246 Students	English Learners Orange 37.9 science points Maintained 0.8 points 97 Students	Long-Term English Learners Red 33.6 science points Maintained 0.4 points 41 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged Yellow 46 science points Declined 2.5 points 209 Students

Students with Disabilities  No Performance Color 33.4 science points Maintained 1.8 points 34 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 44.7 science points Maintained -1.6 points 177 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Yellow 53.3 science points Declined 2.5 points 51 Students

Conclusions based on this data:

1. Overall Science performance for All Students is in the Yellow level, indicating moderate performance but a slight decline. All Students are performing at 46.7 points, with a decline of 2.9 points, placing the school in the Yellow band. This indicates that while students are approaching standard, they are not yet meeting expectations consistently, and recent declines suggest a need to strengthen science instruction and student outcomes.
2. English Learners and Long-Term English Learners show lower performance levels, with Long-Term English Learners in the Red band. English Learners are in the Orange level (37.9 points), while Long-Term English Learners are in the Red level (33.6 points), indicating the lowest level of performance. Both groups show minimal growth (maintained status), highlighting a persistent achievement gap and the need for targeted support in science literacy and language development within science instruction.
3. Most student groups are clustered in the Yellow and Orange levels, with no groups achieving Green or Blue performance. Socioeconomically Disadvantaged and White students are in the Yellow level, while Hispanic students are in the Orange level, reflecting performance below standard across major student groups. No groups are performing at the Green or Blue levels, indicating a schoolwide need to improve science achievement while addressing equity gaps, particularly for multilingual learners.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue 56.5 making progress. Number Students: 193 Students	 Blue 62.3 making progress. Number Students: 154 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12.4%	31.1%	0.5%	56%

Conclusions based on this data:

1. English Learner Progress is a significant strength, with both English Learners and Long-Term English Learners performing at the Blue level. The Blue designation represents the highest level of performance on the California Dashboard, indicating that a strong percentage of students are making progress toward English proficiency. Specifically, 56.5% of English Learners and 62.3% of Long-Term English Learners are making progress, reflecting effective implementation of designated and integrated ELD supports.
2. A majority of English Learners are progressing at least one ELPAC level, demonstrating positive growth trends. With 56% of students progressing at least one ELPAC level, the data shows that more than half of EL students are improving their language proficiency annually. This suggests that current instructional practices and supports are successfully moving students toward reclassification and academic language proficiency.
3. While overall progress is strong, a notable portion of students are maintaining or decreasing performance, indicating a need for targeted support. Approximately 31.1% of students maintained lower ELPAC levels, and 12.4% decreased at least one level, while only 0.5% maintained Level 4. This indicates that while many students are progressing, there remains a subset that is not accelerating at the same rate, highlighting the need for differentiated instruction and targeted interventions to ensure all students continue to make progress toward proficiency.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

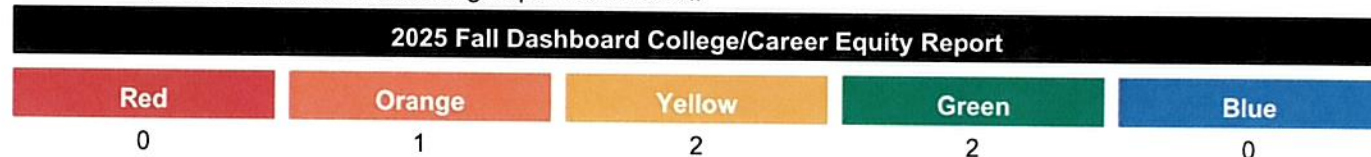
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students Green Prepared 35.5% Increased 8.4% 214 Students	English Learners Orange Prepared 9.7% Increased 3.1% 72 Students	Long-Term English Learners Yellow Prepared 11.7% Increased 3.3% 60 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless No Performance Color Prepared 7.1% Increased 7.1% 14 Students	Socioeconomically Disadvantaged Green Prepared 35.2% Increased 8.2% 199 Students

Students with Disabilities  No Performance Color Prepared 0% Declined 3% 26 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow Prepared 33.1% Increased 7.7% 142 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color 0 Students	White  Green Prepared 39.3% Increased 11.4% 56 Students

Conclusions based on this data:

- Overall College and Career readiness is a strength, with All Students performing at the Green level and showing improvement. With 35.5% of students meeting "Prepared" status and an increase of 8.4 percentage points, the school is performing above standard. The Green designation indicates strong outcomes in preparing students for postsecondary success, reflecting effective CTE pathways, A–G completion, and college/career readiness supports.
- There are notable equity gaps, particularly for English Learners and Long-Term English Learners. English Learners are performing at the Orange level (9.7% prepared), and Long-Term English Learners are at the Yellow level (11.7% prepared). These levels indicate below-standard performance compared to All Students, highlighting a significant gap in access to and completion of college and career readiness pathways for multilingual learners.
- Most major student groups show positive growth, but performance levels vary across groups. Socioeconomically Disadvantaged students and White students are both performing at the Green level, while Hispanic students are at the Yellow level, indicating moderate performance with room for improvement. While most groups showed increases in preparedness, Students with Disabilities remain an area of concern (0% prepared, declined), and several smaller groups do not have a performance color due to low enrollment. This suggests a need to expand equitable access to college and career pathways for all student groups, particularly those historically underserved.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. No data to comment on.

School and Student Performance Data

Academic Engagement Graduation Rate

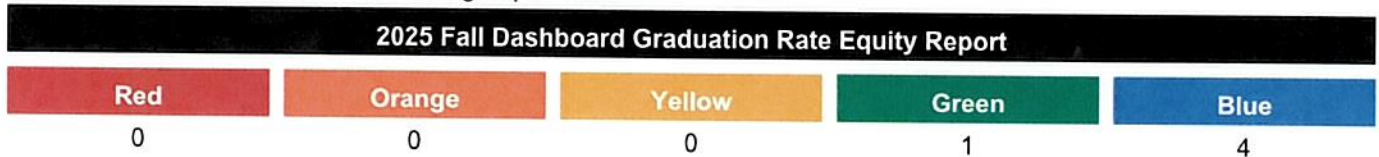
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Blue 97.2% graduated Maintained -0.2% 214 Students	English Learners Blue 98.6% graduated Declined 1.4% 72 Students	Long-Term English Learners Blue 100% graduated Maintained 0% 60 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless No Performance Color 85.7% graduated Declined 6.6% 14 Students	Socioeconomically Disadvantaged Blue 98% graduated Maintained 0.2% 199 Students

Students with Disabilities  No Performance Color 92.3% graduated Declined 1.6% 26 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Blue 98.6% graduated Maintained -0.6% 142 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color 0 Students	White  Green 92.9% graduated Increased 2.2% 56 Students

Conclusions based on this data:

1. Graduation Rate is a clear strength, with All Students and multiple student groups performing at the Blue level (highest performance). All Students have a 97.2% graduation rate, and key groups including English Learners, Long-Term English Learners, Socioeconomically Disadvantaged students, and Hispanic students are also performing at the Blue level, indicating very high graduation outcomes across the school.
2. Graduation outcomes are consistently strong across major student groups, with minimal performance gaps. Most reported groups are performing at Blue, with White students at Green (92.9%), still above standard. This consistency suggests that the school has effective systems in place to support students through to graduation, resulting in equitable outcomes across larger student populations.
3. While overall performance is high, slight declines in some groups indicate a need for continued monitoring and targeted support. English Learners (-1.4%), Homeless students (-6.6%), and Students with Disabilities (-1.6%) show small declines in graduation rates, even though some do not have a Dashboard color due to small sample sizes. These trends highlight the importance of maintaining strong intervention and support systems to ensure all student groups sustain high graduation outcomes.

School and Student Performance Data

Conditions & Climate Suspension Rate

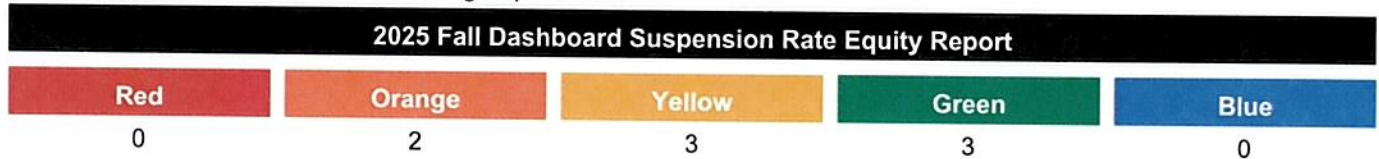
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Green 5.6% suspended at least one day Declined 2.4% 1041 Students	English Learners Yellow 7.5% suspended at least one day Declined 0.4% 254 Students	Long-Term English Learners Yellow 7.1% suspended at least one day Declined 0.8% 182 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Homeless Orange 10.4% suspended at least one day Declined 1% 48 Students	Socioeconomically Disadvantaged Green 6% suspended at least one day Declined 1.9% 886 Students

Students with Disabilities  Yellow 7.9% suspended at least one day Declined 1% 140 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Asian  No Performance Color 0% suspended at least one day Maintained 0% 19 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  Green 5.6% suspended at least one day Declined 1.7% 713 Students
Two or More Races  Orange 5.9% suspended at least one day Increased 5.9% 34 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	White  Green 5.1% suspended at least one day Declined 5.7% 254 Students

Conclusions based on this data:

- Overall suspension rates are a strength, with All Students performing at the Green level and showing improvement. With 5.6% of students suspended at least one day and a decline of 2.4 percentage points, the school is performing above standard. The Green designation indicates effective schoolwide systems for behavior, discipline, and student support.
- While overall performance is strong, some student groups experience higher suspension rates, indicating equity concerns. English Learners, Long-Term English Learners, and Students with Disabilities are all in the Yellow level, reflecting higher suspension rates than All Students. Additionally, Homeless students and students identifying as Two or More Races are in the Orange level, indicating the greatest need for targeted behavioral and support interventions among these groups.
- Most major student groups show declining suspension rates, but some groups require continued monitoring. Many groups, including Socioeconomically Disadvantaged, Hispanic, and White students, are in the Green level with decreasing suspension rates. However, the increase for students identifying as Two or More Races (+5.9%) and elevated rates among Homeless students suggest the need for focused MTSS supports, restorative practices, and proactive interventions to ensure equitable outcomes across all student groups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Proficiency in ELA

Students in grade 11 will demonstrate an improved level of growth on the ELA CAASPP by reducing the points below standard 10-20 points among all juniors and within each equity group. All students in grades 9-12 will also demonstrate improvement in ELA through grade level local assessments made visible through a data analysis system.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the number of students who are prepared for all post-secondary opportunities they choose to pursue. This goal is in alignment with the District Vision and Mission statements related to students achieving personal success for their future and their community.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We need to improve student achievement and college career readiness among our students specifically related to ELA knowledge and skills made visible through the ELA CAASPP and other assessments such as the STAR reading test and the English Department's writing rubric. This year's English Learner Progress was in the yellow zone.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student improvement on the English Department's writing rubric from grade level to grade level.	Individual, class and grade-level writing rubric results.	Each student will demonstrate growth on the various genre writing assignments administered in all English classrooms in accordance with the department's writing rubric. Growth anticipated from one grade level to the next in grades 9-12.
Student improvement on the STAR Reading test for grade-level proficiency.	Individual, class and grade-level STAR Reading results.	Each student will demonstrate growth on the STAR Reading test administered three times per year (beginning, middle & end). Improve each grade-level reading target.
Student improvement on the ELA CAASPP for all 11th graders.	Our students are in the yellow category for ELA, however our DFS for all students decreased 4.6 points in the 2024-25 CAASPP. We are now 30.2 points below standard on average.	The junior class DFS will be reduced by 15-20 points on the ELA CAASPP.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1. Use clearly defined ELA rubrics for the improvement of academic writing and clarification of California Standards-based learning objectives for each ELA grade level (9-12). 2. Ensure that ELA curriculum materials and strategies are aligned to ELA California Academic Standards. 3. Engage in effective instruction according to good lesson design using explicit direct instruction and the gradual release of responsibility models that target the ELA reading and writing skills inherent in the CCSS. This instruction includes clear learning objectives, checks for understanding, integration of content academic language and intentional literacy and language skills practice. Teachers will be especially cognizant of the EL and SWD students in the room. 4. Continue to implement the AVID WICOR strategies associated with the AVID Schoolwide approach to college and career readiness which is highly literacy oriented. 5. Every teacher will provide a cohesive connection of all textual resources to the identified content and skill standards for ELA which includes the alignment of curricular materials to the ELA CCSS. 6. Each teacher will identify gaps in instructional materials and make adjustments to align all primary and supplemental materials with standards while establishing general grade level ELA pacing windows. Teachers and staff will provide the necessary modifications and accommodations for all SWD students in ELA classrooms. 7. ELA teachers will expose students to the ELA SBAC interim assessments and practice tests in direct preparation for the 11th grade CAASPP in order to demonstrate progress toward the California Academic Standards for ELA. 8. Expect all content-area teachers to regularly engage students with reading, writing, listening, speaking, and language skills practice using their content as the means to improve literacy skills. Teachers will be especially aware of the SWD & EL students in the room. 9. Use developed content-skill assessments in ELA and core content areas to inform curricular and instructional decisions around student learning of content knowledge and literacy skills. ELA teachers will target long-term English learners & SWDs in their mainstream English classes all year long. 10. Utilize an assessment analysis system in ELA using teacher-created assessments, the STAR Reading test, and the English Department's writing rubric. 11. Review potential "equity gaps" for our students with disabilities as well as our English learners. 12. Implement structured academic discourse using AVID strategies.	All Students Schoolwide & the Junior Class in Particular	645,866.21 LCFF 1000-1999: Certificated Personnel Salaries English Teachers 234,743.37 LCFF 3000-3999: Employee Benefits English Teachers 11,810 Lottery: Instructional Materials 4000-4999: Books And Supplies 24,000 Title I 5000-5999: Services And Other Operating Expenditures AVID MEMBERSHIP AND PD 0

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Teachers will intentionally incorporate structured student talk protocols such as Philosophical Chairs, Socratic Seminars, collaborative discussions, and academic language sentence frames to increase student engagement in reading and writing analysis. These structures will support English Learners, Students with Disabilities, and other identified equity groups in developing stronger literacy and communication skills aligned with the ELA CAASPP. 13. Increase writing across the curriculum through WICOR strategies. All content areas will integrate writing-to-learn strategies including quickwrites, focused note summaries, reflective writing, and argumentative writing tasks. Teachers will align these activities with the ELA writing rubric to reinforce literacy expectations across disciplines. 14. Strengthen AVID focused note-taking and organization systems. Students will utilize AVID focused note-taking (two-column notes, note processing, and reflection) across content areas. Teachers will model and reinforce note processing strategies that require students to summarize, question, and connect learning to deepen comprehension. 15. Increase use of higher-level questioning and inquiry. Teachers will intentionally design lessons that incorporate Costa's Levels of Questioning and inquiry-based learning tasks that require students to analyze, synthesize, and evaluate complex texts. These strategies will increase student cognitive engagement and support improved performance on CAASPP ELA reading and writing domains. 16. Coordinate schoolwide academic support resources, including summer school, credit recovery opportunities, intervention courses, the Assets Grant, and extended learning programs to provide targeted literacy support and enrichment opportunities for students identified through CAASPP, STAR Reading, and local assessment data. Priority support will be provided to English Learners, Students with Disabilities, and other identified student groups requiring additional intervention to improve ELA achievement and college/career readiness.		

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2025–26 school year, Corning Union High School implemented a comprehensive and aligned set of strategies to improve English Language Arts achievement, with a particular focus on increasing performance on the CAASPP and strengthening literacy skills across grade levels. Implementation included consistent use of clearly defined learning objectives aligned to the California ELA standards, integration of AVID and WICOR strategies, and an increased emphasis on academic discourse, writing, and reading comprehension in all English classrooms. Teachers utilized common curriculum resources, STAR Reading data, and department-wide writing rubrics to monitor student progress and inform instruction. PLC collaboration supported ongoing analysis of student data and refinement of instructional practices, while targeted supports were provided for English Learners and students with disabilities within the general education setting.

Overall, these strategies were implemented with fidelity across the English department and contributed to measurable gains in student performance. Students demonstrated improvement on local measures such as STAR Reading assessments and writing benchmarks, and the school maintained performance in the Yellow range on the California Dashboard with some growth in reducing distance from standard. Increased use of structured academic talk, writing across the curriculum, and targeted intervention supports helped move more students toward grade-level proficiency. However, despite these improvements, a significant percentage of students remain below standard, indicating that additional focus is needed to accelerate progress, particularly for identified student groups. Continued refinement of Tier 1 instruction, expansion of intervention supports, and sustained use of data-driven practices will be critical to further improving ELA outcomes and meeting the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Lots of time and resources have been dedicated to ELs and SWD students. The budgeted expenditures were consistent with the intended implementation to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of this analysis, refinements will be made to strengthen the effectiveness of Tier 1 instruction and increase student engagement in higher-level literacy tasks, particularly through adjustments to Strategies 13–15. Specifically, greater emphasis will be placed on the consistent implementation of WICOR strategies across all English classrooms, with an increased focus on structured writing opportunities, note-taking, and organization to support student thinking and comprehension (Strategy 13). In addition, teachers will expand the use of collaborative learning structures such as Socratic Seminars, Philosophical Chairs, and other AVID-aligned discourse protocols to promote deeper student engagement, critical thinking, and equitable participation, particularly for English Learners and other identified student groups (Strategy 14). Finally, instruction will intentionally incorporate higher-order questioning techniques and inquiry-based learning aligned to Costa's Levels of Questioning to increase rigor and move students beyond surface-level understanding toward analysis and evaluation (Strategy 15).

These adjustments will be reflected in updates to the Strategies/Activities section (Goal 1, Actions 1.13–1.15) of the SPSA, where language will be refined to emphasize consistency, monitoring, and expected outcomes for student engagement and academic discourse. Additionally, corresponding updates will be made in the Annual Measurable Outcomes section to include more explicit metrics tied to student use of academic language, participation in structured discourse, and performance on writing and reading tasks that require higher-order thinking. These changes are intended to better align instructional practices with the goal of reducing distance from standard on the ELA CAASPP and increasing overall student proficiency.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ELPAC Results & Rate of Reclassification Improved

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the number of students who are prepared for all post-secondary opportunities they choose to pursue. EL student improvement in language development skills play into this LCAP goal.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPI Growth on ELPAC	36.6% making progress in 2023-24, and 56.5% made progress in 2024-25! Expected outcome being met!	Improve EL progress percentage by 5-10%.
Local ELD Assessment Growth	Varies by level	Students will progress from a level 1 (emerging) to a level 2 (expanding) in one-two years; from a level 2 (expanding) to level 3 (bridging) in one-two years; from level 3 (bridging) to level 4 (proficient) in one-two years; and at level 4 (proficient) to then meet all of the criteria to become reclassified (RFEP).
Reclassification Rate	The reclassification rate for CUHS in 2021-22 was 15.7% & in 22-23 was 21.37% and in 23-24 was 15.5%, but then increased back to 17.6% in 24-25.	The reclassification percentage will increase each school year.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	1. Use clearly defined ELD rubrics for the improvement of academic speaking, reading, writing and clarification of California Standards-	All ELD & Non-Reclassified EL students	256,157 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	based learning objectives for each ELA grade level (9-12). Ensure that our curriculum materials and strategies are aligned to ELD standards and the California Road Map. 2. Engage in effective instruction according to good lesson design thru explicit direct instruction and the gradual release of responsibility models that target the ELA reading and writing skills inherent in the CCSS and consistent with the ELD standards. Continue with the full implementation of the WICOR strategies associated with the AVID Schoolwide approach to college and career readiness. 3. Every teacher will provide a cohesive connection of all textual resources to the identified content and skill standards for ELD. This includes the alignment of curricular materials to the ELA CCSS and identification of gaps in instructional materials and adjustments to align supplemental material, and establish general grade level ELA/ELD pacing windows. 4. ELA & ELD teachers will use frequent formative assessments and timely summative assessments as a tool to monitor student learning and progress toward the California Academic Standards for ELA & ELD. These departments have created formal, structured content, literacy-based rubrics & assessments for writing that drive the curriculum, instruction and assessments. 5. Provide timely intervention for ELA & ELD students within the master schedule that address the academic and motivation/behavior issues that hinder academic success. Determine best practices and materials to use with such learners. 6. Use developed content-skill assessments in ELA, ELD, other core subjects and Reading/Writing Intervention to inform curricular and instructional decisions around student learning of content knowledge and literacy skills. 7. Sustain practices in clear learning objectives, checks for understanding, content academic language and multiple other effective EL strategies. 8. Provide opportunities for professional collaboration activities and analysis of student performance for all teachers during pre-service, teacher collaboration days, and alternate times designated for professional conversations around best practices for ELs. Analyze and make adjustments based on locally-created formative and summative assessments. 9. Target the areas of growth for each student based on student performance on the ELPAC-aligned assessments in ELA/ELD, the Star Renaissance reading results, and the English Depts. writing rubric. 10. Expect full implementation of AVID/WICOR/FNT school wide to promote effective instruction & CCR which impacts EL students in all of those classrooms.		1000-1999: Certificated Personnel Salaries 94,909 LCFF 3000-3999: Employee Benefits 35,636 Title I 1000-1999: Certificated Personnel Salaries 131,172 Title I 2000-2999: Classified Personnel Salaries 89,150 Title I 3000-3999: Employee Benefits 15,681 Title III 1000-1999: Certificated Personnel Salaries 5,707 Title III 3000-3999: Employee Benefits 12,130 Other 1000-1999: Certificated Personnel Salaries 5,434 Other 3000-3999: Employee Benefits 3,365 Title III 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	11. Continue to intentionally monitor and intervene for those 40+ students at CUHS who are both ELs & SWDs. 12. Implement AVID language development strategies in all classrooms. Teachers will intentionally incorporate structured academic language development strategies such as sentence stems, collaborative learning structures, and peer discussion protocols to support English Learners in developing listening, speaking, reading, and writing skills aligned with ELD standards. 13. Utilize AVID collaborative learning structures to support EL students. Teachers will incorporate collaborative learning strategies such as think-pair-share, reciprocal teaching, jigsaw activities, and problem-solving groups to increase student interaction and language production in both designated and integrated ELD instruction. 14. Provide explicit instruction in academic vocabulary using WICOR strategies. Teachers will intentionally teach and reinforce academic vocabulary through vocabulary notebooks, visual word walls, and contextual language practice aligned with course content. 15. Integrate inquiry-based learning experiences for EL students. Teachers will incorporate inquiry tasks requiring students to investigate, discuss, and present information using academic language, thereby strengthening language development while building critical thinking skills. 16. Coordinate supplemental resources and expanded learning opportunities, including summer school, after-school supports, intervention programs, the Assets Grant, and targeted credit recovery opportunities to increase English language acquisition, academic vocabulary development, and reclassification rates for English Learners. Supports will include opportunities for extended practice in reading, writing, speaking, and academic discourse aligned to ELD standards.		
2.2			4,250 Lottery: Instructional Materials 4000-4999: Books And Supplies 6,400 Title III 5000-5999: Services And Other Operating Expenditures CABE Professional Development 7,500 LCFF

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			5000-5999: Services And Other Operating Expenditures ELLEVATION

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2025–26 school year, Corning Union High School implemented a comprehensive set of strategies aligned to improving English Learner progress and increasing reclassification rates. These efforts included a strong focus on both designated and integrated ELD instruction across content areas, increased use of formative and summative data to monitor student progress, and intentional collaboration through PLC structures. Teachers incorporated AVID-aligned instructional strategies, academic discourse routines, and targeted literacy supports to strengthen students' reading, writing, speaking, and listening skills. Additionally, staff utilized the Ellevation platform to track student progress, inform instruction, and identify students in need of additional support. Professional development opportunities were provided to build teacher capacity in ELD standards, scaffolding strategies, and differentiation for multilingual learners.

Overall, implementation of these strategies was consistent and schoolwide, resulting in measurable gains in English Learner Progress, as reflected by the school's Blue performance level on the California Dashboard. A majority of English Learners demonstrated growth in language acquisition, with over half progressing at least one ELPAC level. However, while progress toward proficiency has improved, reclassification rates remain an area of need, indicating that not all students are yet reaching full English proficiency at the desired rate. This suggests that while core instructional practices are effective in supporting language growth, additional targeted supports and interventions are necessary to accelerate progress for students who are not yet meeting reclassification criteria. Overall, the strategies implemented have been effective in improving language development outcomes, and continued refinement and targeted support will be critical to further increase reclassification rates and ensure sustained success for all English Learners.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no major differences between the intended implementation and the budgeted expenditures in order to meet the articulated goal. We spent the money on the intended strategies & activities.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Following our comprehensive analysis, we are actively pursuing the implementation of the following strategies and activities:

Conducting a thorough review of our course offerings and placement of English Learners in the best courses to ensure alignment with the academic expectations of our EL students.

Evaluating the suitability of our current curriculum to ascertain its efficacy in meeting the diverse needs of our EL population, especially our long-term English learners so that they can pass the ELPAC and get reclassified.

Facilitating professional development opportunities for our staff to engage in collaborative discussions with peers from other departments, aimed at sharing and adopting best practices for all of our EL students.

Proactively addressing student motivation by deploying Tier 1 strategies for Social-Emotional Learning (SEL) while also implementing incentivization programs to bolster student performance by our EL students on the CAASPP & ELPAC.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Targeting Three Specific LCAP Categories on the Dashboard

The Corning Union High School staff will target students who do not meet the standard expectations for the LCAP categories of chronic absenteeism, suspension rate, and college/career readiness. Refer to the LCAP for specific details on identified targets consistent with the dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Increase the number of students who are prepared for all post-secondary opportunities they choose to pursue. This goal is in alignment with the District's Vision and Mission statements and encapsulates well our overall desire for students to be able to pursue a variety of postsecondary options when they are finished in the District. This corresponds to the college/career readiness goal.
2. Create a safe and well-maintained learning environment that promotes respect and responsibility among students. This goal has been developed in order to assure that our students have a safe and orderly school environment in which to learn. The California School Dashboard primarily measures this through school suspension data, and this has been a target of our District and site for several years.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We have a need to sustain efforts at building schoolwide capacity for promoting the behavioral, social and emotional health of our student population.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The annual chronic absenteeism rate for CUHS.	The chronic absenteeism rate for 2023-24 was 15.8%. For 24-25, that number dropped to 13.5% according to dataquest, a reduction of 2.3%!	Reduce the rate of chronic absenteeism by at least 2-3% each of the next three years.
The annual school wide suspension rate at CUHS.	The 2023-24 annual suspension rate at CUHS was 8.0% compared to the state average of 3.60%. In 2024-25, that number was reduced to 5.6% as reported in dataquest.	Reduce the number of suspensions schoolwide by 2% over the next two years.
The annual college & career indicator for CUHS.	The 2023-24 college/career ranking was in the red with 27.1% prepared. In 2024-25, that percentage increased to 35.5%, putting CUHS back into the "green" category on the dashboard.	Maintain or increase the annual CCR indicator according to performance level ratings.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	1. Monitor the data points in the three categories in which we are weak. Use the dashboard, absence lists, suspension logs, GPA/D-F lists, CAASPP results, etc. to help identify student needs and targets. 2. Target specific students and families who need support with chronic absenteeism and potential suspensions through conversations, counseling referrals, home visits, school resource officer assistance, social services assistance, HOPE Center interventions, and other outside agencies and counselors, etc. 3. For our students who are not CCR ready, we will continue to promote college/career readiness through a multitude of CUHS programs including AVID/WICOR practices school wide, CTE expansion, more A-G offerings, a CCR AVID course for all freshmen, an AVID Elective course for identified sophomores, and more deliberate, intentional exposure to the post-secondary opportunities that exist for students. 4. Continue to modify policies and practices that unnecessarily increase the number of suspensions but instead create layers of prevention and intervention that lead to reduced rates of suspension; Target specific students who need support with potential suspensions (the intervening work of the AP over suspensions, the school counselors and the school psychologist). Be aware of the students with IEPs or are ELL students. 5. Create teacher engagement around more intentional SEL practices within the classroom setting. 6. Target the chronically absent students early in the fall semester to begin specific family interventions rather than waiting until January to identify the chronically absent students. 7. Continue to monitor and target deliberate instruction among the SWD & EL students who face the challenges of attendance, possible suspensions, completion of graduation, and meeting the expectations for college or career readiness which includes the case carriers, admin. over Special Education program, the school psychologist, the EL Coordinator, and other applicable staff. 8. Incorporate MTSS teams to look at data points within our SIS to target specific students and groups of students for intervention. 9. CTE Pathways coordinator will work on alignment of pathways and proper CalPads coding to ensure that we are capturing career ready students with accurately reported data. 10. Coordinate school and community resources, including counseling services, the Assets Grant, WorkAbility, summer programs, credit recovery, and career technical education opportunities to	This strategy/activity targets first those students who are chronically absent. Secondly, it targets those students who are being suspended among specific populations. Finally, this approach targets all students who need to be college and career ready by the time of graduation.	82,500 LCFF 1000-1999: Certificated Personnel Salaries Associate Principal work with chronically absent students and student suspension prevention and reduction. 29,372 LCFF 3000-3999: Employee Benefits 202,916 LCFF 1000-1999: Certificated Personnel Salaries Counselors 61,055 LCFF 3000-3999: Employee Benefits Counselor 11,900 Other 5800: Professional/Consulting Services And Operating Expenditures MTSS 49,496 LCFF 2000-2999: Classified Personnel Salaries Attendance 32,859 LCFF 3000-3999: Employee Benefits Attendance

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	increase student engagement, attendance, school connectedness, and postsecondary readiness. Staff will utilize MTSS processes to identify students in need of additional support and connect them with expanded learning opportunities and intervention services.		

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2025–26 school year, Corning Union High School implemented a coordinated set of strategies aligned to improving student engagement and school climate, with a particular focus on reducing chronic absenteeism, lowering suspension rates, and maintaining strong college and career readiness outcomes. Implementation included consistent monitoring of student data through the California Dashboard and local systems such as Aeries and CalPADS, allowing staff to identify and respond to trends in attendance and behavior. Targeted interventions were put in place for students identified as chronically absent or at risk of suspension, including increased communication with families, counseling supports, and the use of restorative practices. The school also emphasized proactive measures such as student engagement activities, expanded access to CTE pathways, AVID courses, and A–G completion supports to keep students connected to school and focused on postsecondary goals.

Overall, these strategies were implemented with a high level of consistency and collaboration across administrative, counseling, and teaching teams, contributing to positive outcomes in key indicators. The school maintained a Green performance level in suspension rates, with a decline in overall suspensions, and saw improvement in chronic absenteeism rates compared to the prior year. Additionally, the College and Career Indicator remained in the Green range, reflecting continued growth in student preparedness. While these results demonstrate that the strategies are largely effective, some student groups continue to experience higher rates of absenteeism and discipline, indicating a need for continued targeted support. Moving forward, the school will refine its use of MTSS processes, strengthen early identification systems, and expand engagement strategies to ensure sustained improvement and more equitable outcomes across all student groups.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We did not identify any major differences between the intended implementation and the budgeted expenditures. We spent the money on the activities identified in the steps above.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of this analysis, refinements will be made to Goal 3 to strengthen the alignment between student engagement strategies and measurable outcomes related to attendance, behavior, and school connectedness. Specifically, adjustments will be made to expand and more intentionally implement the practices outlined in Strategies 13–15. This includes increasing the use of structured student voice and engagement opportunities, strengthening relationship-building practices between staff and students, and expanding proactive supports that foster a positive school climate. Greater emphasis will be placed on creating consistent opportunities for students to feel connected to school through collaborative activities, recognition systems, and targeted interventions for students identified through MTSS as at-risk for chronic absenteeism or suspension.

In addition, staff will incorporate more intentional monitoring of student engagement indicators, including participation in school activities, classroom engagement, and responsiveness to interventions. These refinements will be reflected in updates to the Strategies/Activities section (Goal 3, Actions 3.13–3.15) of the SPSA, where language will be strengthened to emphasize consistent implementation, progress monitoring, and accountability. Corresponding updates will also be made in the Annual Measurable Outcomes section to include more specific metrics tied to reductions in chronic absenteeism and suspension rates, as well as increased student engagement indicators. These changes are

intended to ensure that strategies more directly impact the identified areas of need and support sustained improvement across all student groups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Mathematics proficiency

Students in grade 11 including the equity groups will demonstrate growth on the Mathematics CAASPP by reducing the DFS 10-20 points. Students will also show improvement in Math through grade level local assessments made visible through a data analysis system.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase the number of students who are prepared for all post-secondary opportunities they choose to pursue. This goal is in alignment with the District's Vision and Mission statements related to students achieving personal success.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We need to improve student achievement and college career readiness among our students specifically related to Mathematics knowledge and skills made visible through the Mathematics CAASPP and other local math assessments.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student improvement on the Math Department's Mastery Quizzes and comprehensive semester exams consisting of all previous mastery quizzes.	Individual, class and grade-level results on the local mastery quizzes and comprehensive semester exams.	Each student will demonstrate growth on the grade-level local assessments.
Student improvement on the annual Math CAASPP among all 11th graders and the respective equity groups among juniors at CUHS.	22-23: 11.44% met or exceeded, 23-24: 12.15% met or exceeded, 24-25: 15.61 met or exceeded. DFS now 124.2.	We expect our students to improve by reducing the number of points below standard by 20-25 points.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	1. Provide clearly defined mathematical expectations for the improvement of math knowledge and skills and clarification of California Standards-based learning objectives for each Math grade level (9-12). 2. Ensure that the math curriculum materials (CPM) and the math instructional strategies are consistently aligned to the Math California Academic Standards and the 8 Standards for Mathematical Practice.	All students and the specific identified equity groups of White, Hispanic, socio-economically disadvantaged, English Learners and Special Education IEP students. This also identifies 11th grade students in	570,531 LCFF 1000-1999: Certificated Personnel Salaries Math teachers 217,906 LCFF 3000-3999: Employee Benefits

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	3. Engage in effective instruction according to good lesson design using the gradual release of responsibility model that targets the Math skills inherent in the CCSS. This instruction includes clear learning objectives, checks for understanding, integration of content academic language and intentional literacy and language skills practice in mathematics. 4. Continue to implement the AVID WICOR strategies associated with the AVID Schoolwide approach to college and career readiness. 5. Every teacher will provide a cohesive connection of all textual resources to the identified content and skill standards for Mathematics which includes the alignment of curricular materials to the Math CCSS. 6. Each teacher will identify gaps in instructional materials and make adjustments to align all primary and supplemental materials with standards while establishing general grade level Math pacing windows for each math level. 7. Math teachers will use frequent formative assessments (daily checks for understanding, exit slips, tool kit use, team quizzes, homework quizzes, etc.) and timely summative assessments (mastery quizzes and comprehensive semester exams) as tools to monitor student learning and progress toward the California Academic Standards and Standards for Mathematical Practice. Math teachers will expose math students to the SBAC interim assessments and practice tests. 8. Expect all math teachers to regularly engage students in reading, writing, listening, speaking, and language skills practice using the mathematical content as the means to improve numeracy and literacy skills. 9. Use developed content-skill assessments in Mathematics to inform curricular and instructional decisions around student learning of math content knowledge and math numeracy skills. 10. Utilize an assessment analysis system in Math measuring the results of the local math mastery quizzes and comprehensive semester exams. 11. Increase structured mathematical discourse using AVID strategies. Math teachers will incorporate structured student talk strategies such as collaborative problem solving, partner explanations, and academic discussion protocols that require students to explain their reasoning and critique the reasoning of others. 12. Implement writing in mathematics to support conceptual understanding. Students will regularly engage in written explanations of mathematical reasoning through problem analysis, justification of solutions, and reflective summaries aligned with the Standards for Mathematical Practice.	particular for the Math CAASPP results.	41,500 Lottery: Instructional Materials 4000-4999: Books And Supplies 2,500 LCFF 5000-5999: Services And Other Operating Expenditures MATH PD

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	13. Utilize inquiry-based problem solving aligned with AVID strategies. Teachers will design lessons that require students to investigate real-world mathematical problems, develop multiple solution strategies, and present their reasoning using collaborative and inquiry-based learning structures. 14. Strengthen organization and note-taking systems in mathematics. Students will utilize AVID focused note-taking strategies and organized math notebooks to track learning, process concepts, and reflect on problem-solving strategies throughout the course. 15. Implement collaborative learning structures to increase engagement. Math classrooms will incorporate structured collaborative learning groups where students work together to analyze problems, justify solutions, and build conceptual understanding of mathematical concepts. 16. Coordinate expanded learning resources, including summer school, intervention courses, credit recovery, tutoring supports, and Assets Grant programming to provide additional mathematics instruction and enrichment opportunities for students identified through CAASPP, STAR Math, and local assessment data. Supports will emphasize conceptual understanding, mathematical discourse, and problem-solving aligned to AVID/WICOR instructional practices.		

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

During the 2025–26 school year, Corning Union High School implemented a comprehensive set of strategies to improve mathematics achievement, with a focus on strengthening Tier 1 instruction, increasing student engagement, and improving outcomes on both local assessments and the CAASPP. Implementation included the consistent use of clearly defined learning objectives aligned to California Mathematics Standards, integration of AVID and WICOR strategies, and an emphasis on mathematical discourse, problem-solving, and conceptual understanding. Teachers utilized common formative assessments, Math Department mastery quizzes, and comprehensive semester exams to monitor student progress and adjust instruction. Additionally, STAR Math data and CAASPP results were used within PLCs to guide data-driven decision-making and target areas of need.

Instructional practices emphasized collaborative learning, structured academic talk, and opportunities for students to explain and justify their mathematical thinking. Teachers incorporated higher-order questioning strategies and real-world problem-solving tasks to increase rigor and deepen student understanding. Supports were provided for identified student groups, including English Learners and students with disabilities, through scaffolding, targeted interventions, and differentiation within the general education setting.

Overall, these strategies were implemented consistently across the department and resulted in modest gains in student performance, as reflected in increased percentages of students meeting or exceeding standards and slight reductions in distance from standard on the CAASPP. Students also demonstrated growth on local measures, including mastery quizzes and semester assessments. However, despite these improvements, a significant portion of students continue to

perform below standard, indicating that mathematics remains an area of need. Continued focus on strengthening Tier 1 instruction, expanding intervention supports, and refining data-driven practices will be necessary to accelerate student achievement and meet the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between intended implementation and the budgeted expenditures. We spent funds on the actions that were intended.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a result of this analysis, refinements will be made to Goal 4 to strengthen the depth of student learning and increase performance in mathematics, particularly through enhanced implementation of Strategies 13–15. These changes will focus on increasing opportunities for students to engage in higher-level mathematical thinking, including justifying solutions, analyzing multiple approaches, and engaging in inquiry-based problem solving. Teachers will place greater emphasis on having students explain their reasoning in writing and through structured academic discourse, ensuring that students are not only solving problems procedurally but also demonstrating conceptual understanding (Strategy 13). Additionally, collaborative learning structures will be expanded and implemented more consistently across classrooms, allowing students to work together to analyze problems, critique reasoning, and deepen understanding through peer interaction (Strategy 14). Instruction will also incorporate more inquiry-based and real-world problem-solving tasks aligned to AVID strategies, with an intentional focus on increasing student engagement and ownership of learning (Strategy 15). These shifts are designed to move students beyond basic skill acquisition toward mastery and application, which is necessary to reduce distance from standard on the CAASPP.

These updates will be reflected in the Strategies/Activities section (Goal 4, Actions 4.13–4.15) of the SPSA, where language will be revised to emphasize consistent implementation, increased rigor, and monitoring of student engagement in higher-order tasks. Corresponding updates will also be made in the Annual Measurable Outcomes section to include more specific metrics related to student ability to justify reasoning, engage in mathematical discourse, and demonstrate growth on performance tasks and assessments aligned to these practices. These changes are intended to better align instructional strategies with the goal of improving overall mathematics achievement and closing performance gaps.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$489,777
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,886,445.58
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$279,958.00
Title III	\$31,153.00

Subtotal of additional federal funds included for this school: \$311,111.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
LCFF	\$2,488,310.58
Lottery: Instructional Materials	\$57,560.00
Other	\$29,464.00

Subtotal of state or local funds included for this school: \$2,575,334.58

Total of federal, state, and/or local funds for this school: \$2,886,445.58

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	2,488,310.58
Lottery: Instructional Materials	57,560.00
Other	29,464.00
Title I	279,958.00
Title III	31,153.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	1,821,417.21
2000-2999: Classified Personnel Salaries	180,668.00
3000-3999: Employee Benefits	771,135.37
4000-4999: Books And Supplies	60,925.00
5000-5999: Services And Other Operating Expenditures	40,400.00
5800: Professional/Consulting Services And Operating Expenditures	11,900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF	1,757,970.21
2000-2999: Classified Personnel Salaries	LCFF	49,496.00
3000-3999: Employee Benefits	LCFF	670,844.37

5000-5999: Services And Other Operating Expenditures
4000-4999: Books And Supplies
1000-1999: Certificated Personnel Salaries
3000-3999: Employee Benefits
5800: Professional/Consulting Services And Operating Expenditures
1000-1999: Certificated Personnel Salaries
2000-2999: Classified Personnel Salaries
3000-3999: Employee Benefits
5000-5999: Services And Other Operating Expenditures
1000-1999: Certificated Personnel Salaries
3000-3999: Employee Benefits
4000-4999: Books And Supplies
5000-5999: Services And Other Operating Expenditures

LCFF	10,000.00
Lottery: Instructional Materials	57,560.00
Other	12,130.00
Other	5,434.00
Other	11,900.00
Title I	35,636.00
Title I	131,172.00
Title I	89,150.00
Title I	24,000.00
Title III	15,681.00
Title III	5,707.00
Title III	3,365.00
Title III	6,400.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
916,419.58
667,491.00
470,098.00
832,437.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Jason Armstrong School Principal

Shaun Fredrickson, Christy Correa Classroom Teachers

Diana Davisson, Other School Staff

Ana Thuemler, Patricia Esparza Parent or Community Members

Braden Henry, Andrea Curiel, Ella Fredrickson Secondary Students

Name of Members	Role
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At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Other: Department Heads Site Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 15, 2025.

Attested:

	Principal, Jason Armstrong on May 15, 2025
	SSC Chairperson, Patricia Esparza on May 15, 2025

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fq/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fq/fo/af/>

Updated by the California Department of Education, October 2023

Committee On Assignment list for 2026-27 school year

Whitney Armstrong

Sherri Peterson

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School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Centennial Continuation High School	52-71506-5231675		

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Centennial Continuation High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Comprehensive Support and Improvement

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Centennial Continuation High School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Comprehensive Support and Improvement

The goal is to maximize resources to increase student achievement, specifically for underserved student groups including Socioeconomically Disadvantaged (83.6%) and English Learners (34.3%).

Educational Partner Involvement

How, when, and with whom did Centennial Continuation High School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Centennial Continuation High School consulted with classroom teachers and support staff, as well as its School Site Council (SSC), which includes parents and secondary students. Input was sought regarding behavioral supports, PBIS implementation, academic interventions, college and career readiness opportunities, and family engagement activities to help guide the development of the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

The needs assessment identified several resource inequities impacting student outcomes. The College and Career Indicator shows that 0% of students are prepared, indicating limited access to career pathways, certifications, and postsecondary readiness opportunities at Centennial. Additionally, limited staffing capacity and the unique needs of students impact the school's ability to provide expanded intervention services, college and career exploration opportunities, and intensive behavioral supports comparable to comprehensive campuses. Furthermore, the suspension rate of 38.2% suggests a need for increased access to behavioral and mental health supports, including proactive interventions. English Learner data indicates that only 25% of students are making progress toward proficiency, highlighting a need for expanded ELD support services. These inequities contribute to gaps in student achievement, engagement, and postsecondary readiness.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Based on a review of the 2025 California School Dashboard, several areas require significant improvement. The Suspension Rate is identified as Red, with 38.2% of students suspended at least one day, reflecting a 13.2% increase from the prior year. The College and Career Indicator is also Red, with 0% of graduates classified as prepared. Although no colors were assigned for academic performance in English Language Arts and Mathematics, students scored significantly below standard in both areas, with all students performing 171.2 points below standard in ELA and 250.6 points below standard in Math.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Centennial Continuation High School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	1.35%	2.99%	2.86%	1	2	1
Asian	%	1.49%	%		1	
Hispanic/Latino	70.27%	64.18%	71.43%	52	43	25
White	25.68%	29.85%	25.71%	19	20	9
Multiple/No Response	%	1.49%	%		1	
Total Enrollment				74	67	35

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9		1	5
Grade 10	11	4	3
Grade 11	26	27	9
Grade 12	37	35	18
Total Enrollment	74	67	35

Conclusions based on this data:

1. Enrollment has decreased significantly over the past three years, which may impact program offerings and subgroup reporting.
2. Hispanic students continue to represent the largest student group, indicating a continued need for culturally responsive supports and targeted interventions.
3. Most students enrolled are upperclassmen, emphasizing the importance of credit recovery systems and student engagement programs.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	28	23	13	31.6%	37.8%	37.1%
Fluent English Proficient (FEP)	15	12	3	17.7%	20.3%	8.6%

Conclusions based on this data:

- English Learners continue to represent a significant percentage of the school population, indicating an ongoing need for strong integrated and designated ELD supports.
- Data indicates a continued need for targeted interventions, language acquisition support, and progress monitoring systems to improve academic achievement and English proficiency outcomes for English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	32	28	27	27	26	22	26	26	22	84.4	92.9	81.5
All Grades	32	28	27	27	26	22	26	26	22	84.4	92.9	81.5

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2414.	2419.	2446.	0.00	0.00	4.55	3.85	7.69	4.55	7.69	7.69	22.73	88.46	84.62	68.18
All Grades	N/A	N/A	N/A	0.00	0.00	4.55	3.85	7.69	4.55	7.69	7.69	22.73	88.46	84.62	68.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Data indicates that most students are performing below standard, demonstrating a continued need for targeted literacy interventions and academic supports.
2. Continued focus on reading comprehension, writing, and student engagement strategies will be important to improve achievement outcomes.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	32	28	28	27	26	21	27	26	21	84.4	92.9	75
All Grades	32	28	28	27	26	21	27	26	21	84.4	92.9	75

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2435.	2378.	2396.	0.00	0.00	0.00	0.00	0.00	0.00	7.41	0.00	4.76	92.59	100.0	95.24
All Grades	N/A	N/A	N/A	0.00	0.00	0.00	0.00	0.00	0.00	7.41	0.00	4.76	92.59	100.0	95.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	*	*	*	*	*	*	*	*	*
All Grades	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. Data indicates that most students continue to perform below standard, highlighting the need for targeted math interventions and instructional supports.
2. Recent growth trends suggest that current interventions and student support systems may be contributing to gradual improvement in mathematics achievement.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	1494.8	*	*	1479.3	*	*	1509.8	*	4	12	*
11	*	*	*	*	*	*	*	*	*	9	5	10
12	*	*	*	*	*	*	*	*	*	9	8	5
All Grades										22	26	16

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	0.00	*	*	25.00	*	*	33.33	*	*	41.67	*	*	12	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	6.25	36.84	24.00	25.00	42.11	32.00	31.25	21.05	44.00	37.50	19	25	16

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	8.33	*	*	41.67	*	*	8.33	*	*	41.67	*	*	12	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.79	4.00	31.25	31.58	52.00	18.75	31.58	20.00	6.25	21.05	24.00	43.75	19	25	16

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	0.00	*	*	8.33	*	*	50.00	*	*	41.67	*	*	12	*
11	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	15.79	8.00	18.75	47.37	36.00	37.50	36.84	56.00	43.75	19	25	16

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	0.00	*	*	75.00	*	*	25.00	*	*	12	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.56	4.00	12.50	72.22	60.00	56.25	22.22	36.00	31.25	18	25	16

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	27.27	*	*	36.36	*	*	36.36	*	*	11	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.89	45.83	72.73	55.56	29.17	9.09	5.56	25.00	18.18	18	24	11

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	8.33	*	*	50.00	*	*	41.67	*	*	12	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.53	8.00	6.25	47.37	32.00	25.00	42.11	60.00	68.75	19	25	16

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*	0.00	*	*	66.67	*	*	33.33	*	*	12	*
11	*	*	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	78.95	60.00	62.50	21.05	40.00	37.50	19	25	16

Conclusions based on this data:

1. ELPAC data shows that many English Learners continue to perform in the lower performance levels, demonstrating a need for continued ELD supports and interventions.
2. Data suggests that students show stronger performance in speaking skills than in reading and writing, indicating a need for targeted literacy support for English Learners.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
67	83.6%	34.3%	1.5%
Total Number of Students enrolled in Centennial Continuation High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	23	34.3%
Foster Youth	1	1.5%
Homeless	2	3%
Socioeconomically Disadvantaged	56	83.6%
Students with Disabilities	9	13.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	2	3%
Asian	1	1.5%
Filipino	0	0.0%
Hispanic	43	64.2%
Two or More Races	1	1.5%
Pacific Islander	0	0.0%
White	20	29.9%

Conclusions based on this data:

- Centennial High School serves a high-needs student population, with a large percentage of students identified as socioeconomically disadvantaged and English Learners.

2. Data suggests there is a continued need for family engagement strategies to support student success.
3. The diversity and high needs of the student population highlight the importance of culturally responsive practices, individualized support systems, and equitable access to college and career readiness opportunities.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  No Performance Color	Graduation Rate  Yellow	Suspension Rate  Red
Mathematics  No Performance Color		
English Learner Progress  No Performance Color		
College/Career  Red		

Conclusions based on this data:

1. Student behavior and school engagement are significant areas of concern, as noted by the Suspension Rate in red. This suggests a need for increased behavioral supports, restorative practices, and student engagement systems.
2. College and Career Indicator in red indicates a need to expand college and career readiness opportunities, including CTE pathways, CTE exposure, certifications, credit completion support, and postsecondary planning.
3. The graduation rate remains yellow, indicating a continued need for targeted academic interventions, attendance support, and graduation monitoring systems.

School and Student Performance Data

Academic Performance English Language Arts

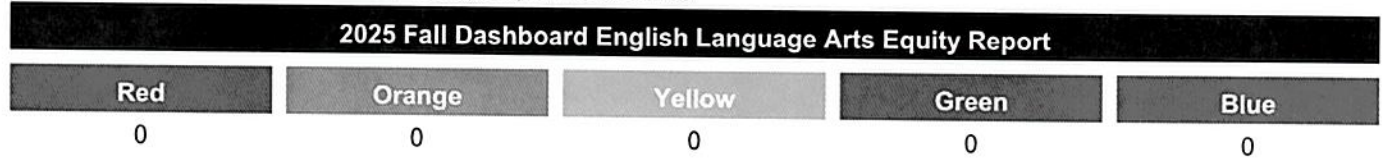
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
No Performance Color 171.2 points below standard Increased 16.4 points 18 Students	No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 171.6 points below standard Maintained 1.7 points 17 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 169.6 points below standard Increased 7.6 points 14 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. All students continue to perform significantly below standard. However, the increase of 16.4 points suggests that current academic interventions and instructional supports may be contributing to gradual improvement.
2. Socioeconomically disadvantaged students remain significantly below standard and showed minimal growth, maintaining within 1.7 points of the prior year. This suggests a continued need for targeted academic interventions, instructional resources, and access to PBIS supports for high-needs students.
3. Hispanic students are significantly below standard but demonstrated a growth of 7.6 points. Data indicates progress and supports the continued implementation of targeted literacy interventions.

School and Student Performance Data

Academic Performance Mathematics

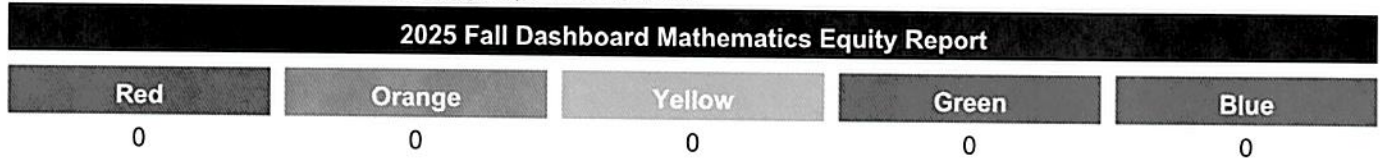
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students No Performance Color 250.6 points below standard Increased 17.1 points 19 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged No Performance Color 254.8 points below standard Increased 18.4 points 18 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 248.8 points below standard Increased 27.7 points 15 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. Data indicates that all students continue to perform significantly below standard; however, the increase of 17.1 points suggests that current interventions and instructional supports may be contributing to gradual academic improvement.
2. Socioeconomically disadvantaged students increased 18.4 points from the prior year. While still below standard, the growth shown indicates progress and supports the continued use of targeted math interventions and PBIS supports for student motivation.
3. Hispanic students demonstrated a growth of 27.7 points. Although still below standard, the data reflects meaningful improvement and highlights the importance of continued targeted instruction strategies and PBIS supports for students.

School and Student Performance Data

Academic Performance Science

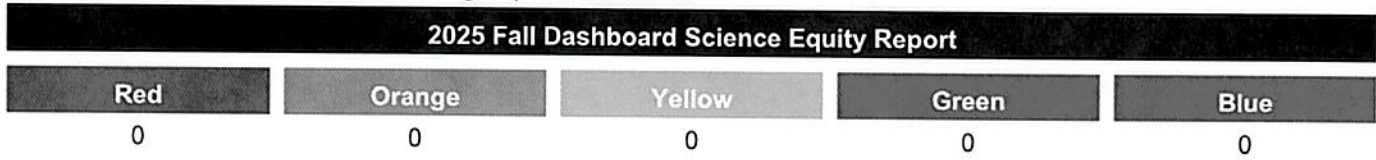
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students No Performance Color 27.2 science points Declined 7.8 points 19 Students	English Learners No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 7 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged No Performance Color 27.2 science points Declined 12 points 17 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 25.7 science points Declined 11 points 15 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Conclusions based on this data:

1. Performance for all students declined, suggesting a need to strengthen science instruction and student engagement.
2. Socioeconomically disadvantaged students declined by 12 points, indicating a need for continued academic support and instructional interventions to maintain and improve achievement levels.
3. Hispanic students also declined, suggesting a need for additional supports and instructional strategies to improve student engagement and growth.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 25 making progress. Number Students: 16 Students	 No Performance Color 25 making progress. Number Students: 12 Students

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.8%	56.3%	0%	25%

Conclusions based on this data:

1. The majority of students maintained their current level, which means they are not advancing towards proficiency. This suggests a need for additional ELD interventions and strategies to accelerate language acquisition and support long-term success.
2. 18.8% of English Learners decreased at least one level, indicating a need for increased monitoring, targeted supports, and student engagement strategies to improve English Language Development and academic progress for English Learners.

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

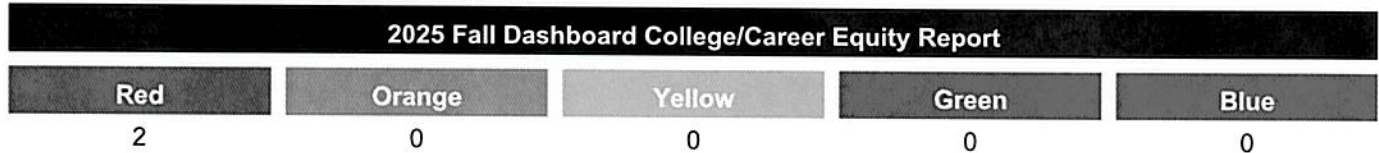
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Red Prepared 0% Maintained -1.9% 48 Students	No Performance Color Prepared 0% Maintained 21 Students	No Performance Color Prepared 0% Maintained 21 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Red Prepared 0% Declined 2.1% 47 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Red Prepared 0% Declined 2.7% 32 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Prepared 0% Maintained 13 Students

Conclusions based on this data:

1. The red indicator suggests a significant need to expand college and career readiness opportunities, including CTE pathways, certifications, dual enrollment opportunities, and postsecondary planning supports.
2. Socioeconomically disadvantaged and Hispanic students were also identified in the red performance level, indicating a need for targeted supports and increased access to career exploration and workforce preparation opportunities.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Although no performance color was assigned, local attendance data indicates that chronic absenteeism remains a significant barrier to academic achievement and graduation completion.
2. The school will continue to implement attendance interventions, PBIS strategies, parent outreach, and individualized support plans in an attempt to increase student and family engagement.

School and Student Performance Data

Academic Engagement Graduation Rate

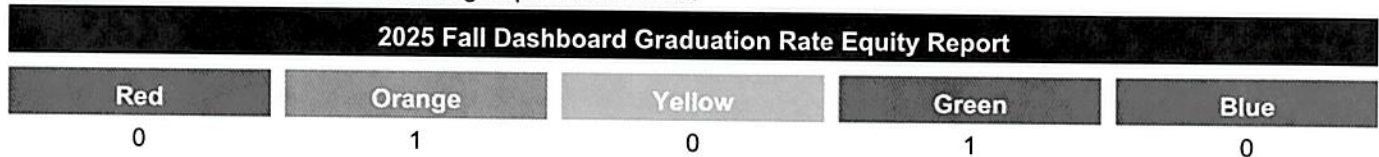
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students Yellow 83.3% graduated Maintained 0% 48 Students	English Learners No Performance Color 85.7% graduated Declined 5.2% 21 Students	Long-Term English Learners No Performance Color 85.7% graduated Declined 9% 21 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged Green 83% graduated Increased 1.7% 47 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Orange 87.5% graduated Declined 4.4% 32 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 69.2% graduated Increased 6.7% 13 Students

Conclusions based on this data:

1. The graduation rate remained relatively stable, but continued supports are needed to increase attendance and student engagement to improve graduation outcomes.
2. English Learners and Long-Term English Learners both saw a decline, suggesting a need for targeted support services to ensure they remain on track toward graduation.
3. Hispanic students also saw a graduation rate decline. There is a need for targeted interventions and individualized student support systems.

School and Student Performance Data

Conditions & Climate Suspension Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
5	0	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Red 38.2% suspended at least one day Increased 13.2% 102 Students	 Red 32.4% suspended at least one day Increased 3.9% 37 Students	 Red 29% suspended at least one day Increased 4.7% 31 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 Red 41.1% suspended at least one day Increased 17.1% 90 Students

Students with Disabilities  No Performance Color 27.8% suspended at least one day Declined 14.3% 18 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Red 39.1% suspended at least one day Increased 17.9% 64 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  Red 40.6% suspended at least one day Increased 2.4% 32 Students

Conclusions based on this data:

1. The high suspension rate for all students and increase from the previous year suggests a significant need for behavioral supports, restorative practices, PBIS systems, and student engagement incentives/interventions to improve school climate.
2. The high suspension rates are impacting multiple student groups across the school. These results highlight the need for targeted behavior interventions, mental health supports, and proactive strategies to improve student behavior and engagement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Academic Performance (ELA and Mathematics)

All students will demonstrate growth toward meeting grade-level standards in ELA and Mathematics as measured by the CAASPP and local assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1 - Improve student academic achievement, college and career readiness, and access to rigorous instruction and intervention supports.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Students are currently at 171.2 points below standard in ELA and 250.6 points below standard in Math.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard ELA (All Students)	171.2 points below standard	Increase by 15+ points
Dashboard Math (All Students)	250.6 points below standard	Increase by 15+ points

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide professional learning for staff focused on Common Core State Standards (CCSS) alignment, intervention strategies, and instructional frameworks.	All students, including socioeconomically disadvantaged students, English Learners, and students performing below grade level	11,900 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures MTSS
1.2	Implement frequent formative assessments and data review cycles to monitor student progress and adjust instruction.	All students, with targeted monitoring for students performing below standard in ELA and Mathematics	7,000 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures IXL SUB
1.3	Ensure all students have access to standards-aligned instructional materials and technology for use at school and at home.	All students	21,600 Lottery: Instructional Materials 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

School Climate and Behavior
Decrease the percentage of students suspended at least once per year to improve school climate and connectedness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All of the goals align with regard to academic program improvement and student achievement. These plans seek to address all of the low-performing subgroups among our student population. The LEA goal is to close the gap in the percentage of English Learner students passing the CAHSEE the first time they take it by 3% by the year 2017 (LCAP, Goal 2).

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The current suspension rate is in the "red" category at 38.2%.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard Suspension Rate	38.2%	Decrease to 30% or lower

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide Wellness Center services to support student mental health and behavior intervention.	All students	68,000 Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures 5 PEAKS 4,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies SEL BOOKS
2.2	Implement a schoolwide PBIS system, including incentives and recognition aligned to school values.	All Students	2,400 Unrestricted 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			TIGER STORE
2.3	Establish structured alternatives to suspension, including restorative practices and supervised intervention spaces.		
2.4	Increase student engagement through recognition programs and schoolwide events.		
2.5	Provide professional development for staff on trauma-informed practices, de-escalation, and restorative strategies	All Students	25,200 Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Graduation Rate & College/Career Readiness

Increase the graduation rate and the percentage of students meeting "Prepared" criteria on the College/Career Indicator.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

This goal is consistent with the goals identified in the LEA Plan Addendum and targets all students academically at-risk from among known sub-groups; the CAHSEE is used as an indicator for success. The goal is to close the gap in the percentage of English Learner students passing the CAHSEE the first time they take it by 3% by the 2017 (LCAP, Goal 2). The goal is to decrease the percentage of students who self-report alcohol and marijuana use on the bi-annual survey by 5% by the year 2017 (LCAP, Goal 7).

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Graduation rate is 83.3% (yellow) and College/Career Indicator is 0% (red).

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Graduation Rate	83.3% graduation rate	Increase to 86%
College/Career Indicator	0% Prepared	Increase to 5% Prepared

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Expand access to Career Technical Education (CTE) pathways and certification opportunities.	All Students, with emphasis on students who are at risk	100,000 Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies 10,599 Lottery: Instructional Materials 4000-4999: Books And Supplies 74,197 Comprehensive Support and Improvement (CSI)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			1000-1999: Certificated Personnel Salaries WOODSHOP TCHR 31,924 Comprehensive Support and Improvement (CSI) 3000-3999: Employee Benefits WOODSHOP TCHR
3.2	Provide targeted postsecondary awareness activities, including workforce preparation and college application support.		
3.3	Regularly monitor credit completion for all students to provide timely intervention for those at risk of not graduating.		80,876 Unrestricted 1000-1999: Certificated Personnel Salaries COUNSELOR 44,564 Unrestricted 3000-3999: Employee Benefits COUNSELOR

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$482,260.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$322,221.00

Subtotal of additional federal funds included for this school: \$322,221.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Lottery: Instructional Materials	\$32,199.00
Unrestricted	\$127,840.00

Subtotal of state or local funds included for this school: \$160,039.00

Total of federal, state, and/or local funds for this school: \$482,260.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Comprehensive Support and Improvement (CSI)	322,221.00
Lottery: Instructional Materials	32,199.00
Unrestricted	127,840.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	155,073.00
3000-3999: Employee Benefits	76,488.00
4000-4999: Books And Supplies	138,599.00
5000-5999: Services And Other Operating Expenditures	25,200.00
5800: Professional/Consulting Services And Operating Expenditures	86,900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Comprehensive Support and Improvement (CSI)	74,197.00
3000-3999: Employee Benefits	Comprehensive Support and Improvement (CSI)	31,924.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	104,000.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	25,200.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	86,900.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	32,199.00
1000-1999: Certificated Personnel Salaries	Unrestricted	80,876.00
3000-3999: Employee Benefits	Unrestricted	44,564.00

4000-4999: Books And Supplies

Unrestricted

2,400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	40,500.00
Goal 2	99,600.00
Goal 3	342,160.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members
- 2 Secondary Students

Name of Members	Role
Audri Bakke	Principal
Jason Williams	Classroom Teacher Secondary Student
Dan Proctor	Classroom Teacher
Melissa Case	Other School Staff
Crystal Ward	Classroom Teacher Parent or Community Member
Kymberly Lopez	Secondary Student
Jose Valdovinos	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 18, 2026.

Attested:



Principal, Audri Bakke on 6/5/2026



SSC Chairperson, Audri Bakke on 6/5/2026

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fq/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fq/fo/af/>

Updated by the California Department of Education, October 2023

Committee On Assignment list for 2026-27 school year

Whitney Armstrong

Sherri Peterson

Thomas Mendonsa

Ana Thuemler

Eric Grayson

PE credential in self-contained opportunity classroom all day

Isel Cruz

multiple subjects credential teaching 6 sections of math and 1 section of SEL elective

Jason Williams

PE credential teaching 4 sections of science and 1 section of electives

Jonathan Ruiz

social science credential teaching 1 section of CTE exploration elective

Dan Proctor

CTE construction credential teaching 1 section of senior support

Andy Farrell

math credential teaching Independent Study all subjects

Joe Bose

multiple subjects credential teaching Independent Study all subjects

GROUND LEASE AGREEMENT

Between the City of Corning and the Corning Union High School District

RECITALS

A. The City of Corning ("City") owns approximately 46.95 acres located on Blackburn Avenue, Corning, California, identified as APN 075-080-029-000 and APN 075-080-025-000.

B. The Corning Union High School District ("District") desires to lease the Property for educational, operational, maintenance, transportation, recreational, athletic, administrative, and community-serving purposes.

C. The parties desire to promote public purposes through long-term development of facilities benefiting students and the community.

D. The parties acknowledge that nominal rent is justified by the substantial public benefit created through District investment in public infrastructure and facilities.

1. LEASED PREMISES

The City leases the Property to the District together with all rights of ingress, egress, access, utilities, and other appurtenant rights necessary for District use.

2. TERM

The term shall be ninety-nine (99) years from the Effective Date.

3. RENT

The District shall pay annual rent of One Dollar (\$1.00) per year.

4. PERMITTED USES

The Property may be used for maintenance facilities, transportation facilities, offices, athletic fields, youth sports facilities, parking, storage, solar facilities, educational facilities, utility infrastructure, and related public purposes.

5. IMPROVEMENTS

The District may construct, alter, expand, repair, and replace improvements subject to applicable law.

6. OWNERSHIP OF IMPROVEMENTS

Improvements shall remain District property during the lease term and shall transfer to the City upon expiration unless otherwise agreed.

7. ACCESS AND EASEMENTS

The City grants all necessary access and utility easements for development and operation of the Property.

8. JOINT USE

The District may enter into joint-use agreements with youth sports organizations and community groups. District programs shall receive priority scheduling.

9. CEQA

The parties shall comply with CEQA and all environmental laws. Responsibility for environmental review shall be assigned according to the specific project being undertaken.

10. INSURANCE AND INDEMNITY

Each party shall maintain insurance and indemnify the other to the extent permitted by law for its own acts and omissions.

11. DEFAULT

Either party may terminate for material breach following notice and opportunity to cure.

12. GOVERNMENT CODE FINDINGS

The parties find that this lease serves a public purpose and promotes educational and recreational opportunities for the residents of Corning. The nominal rent is supported by the public benefits expected from District investment in the Property.

13. APPROVALS

This Agreement shall become effective only after approval by the Corning City Council and the Governing Board of the Corning Union High School District.

14. ENTIRE AGREEMENT

This Agreement constitutes the entire agreement between the parties.

EXHIBIT A – LEGAL DESCRIPTION

Insert complete legal descriptions for APN 075-080-029-000 and APN 075-080-025-000 from title report or assessor records.

EXHIBIT B – LEASE AREA MAP

Insert Blackburn Avenue property map showing leased premises, solar area, access points, and proposed improvement areas.

SIGNATURE PAGE

CITY OF CORNING

By: _____
Mayor

Attest: _____
City Clerk

Date: _____

CORNING UNION HIGH SCHOOL DISTRICT

By: _____
Miguel Barriga, Superintendent

Date: _____

Approved as to Form:

City Attorney

District Legal Counsel

LAND LEASE OF BLACKBURN AVENUE PROPERTY

Location: Blackburn Ave. across from Corning High School. 2 parcels.

1. Parcel 075-080-029-000

Parcel size: 9.85 acres

2. Parcel 075-080-025-000

Parcel size: 37.10 acres

1. Current use

- a. CUHSD leases the northwest corner of parcel 1 for \$1,800 a year for a solar field.

2. Overview of Proposed Project Scope

- a. Add a CUHSD maintenance shop.
- b. Add a CUHSD office.
- c. Add playing fields to be shared with youth sports.
- d. Discussion: Scope of proposed plans (see maps and drawings)
 - i. Does the scope align with identified school District needs?
 - ii. Are there restrictions or possible problem areas to consider?

3. Timeline

- a. Secure lease with City of Corning (August-September 2026)
- b. Seek and secure funding (Fall 2026-2027)
- C. First project as early as Spring 2028

4. Considerations

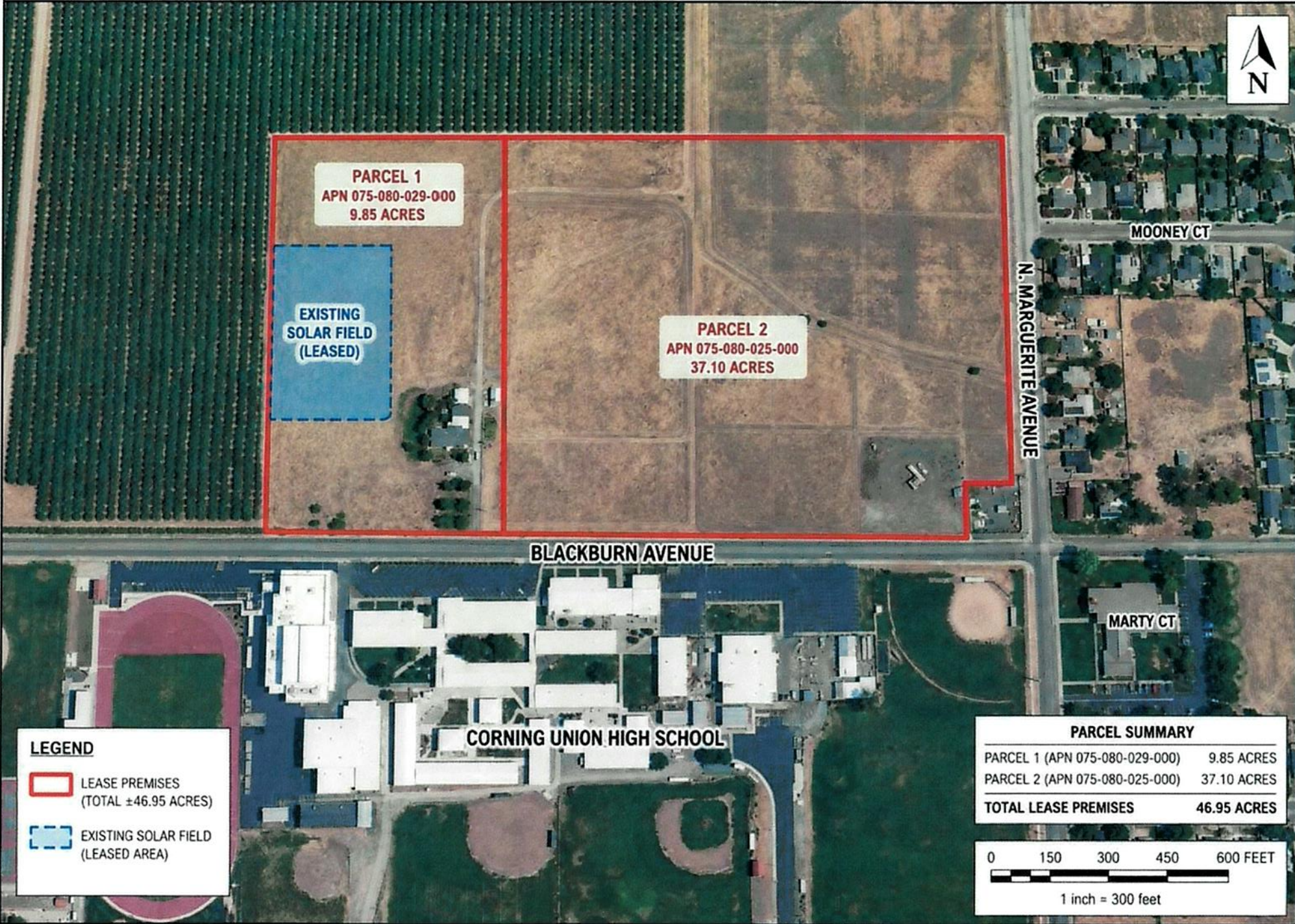
- i. Duration of lease
- ii. Rate structure and other terms to protect both entities.

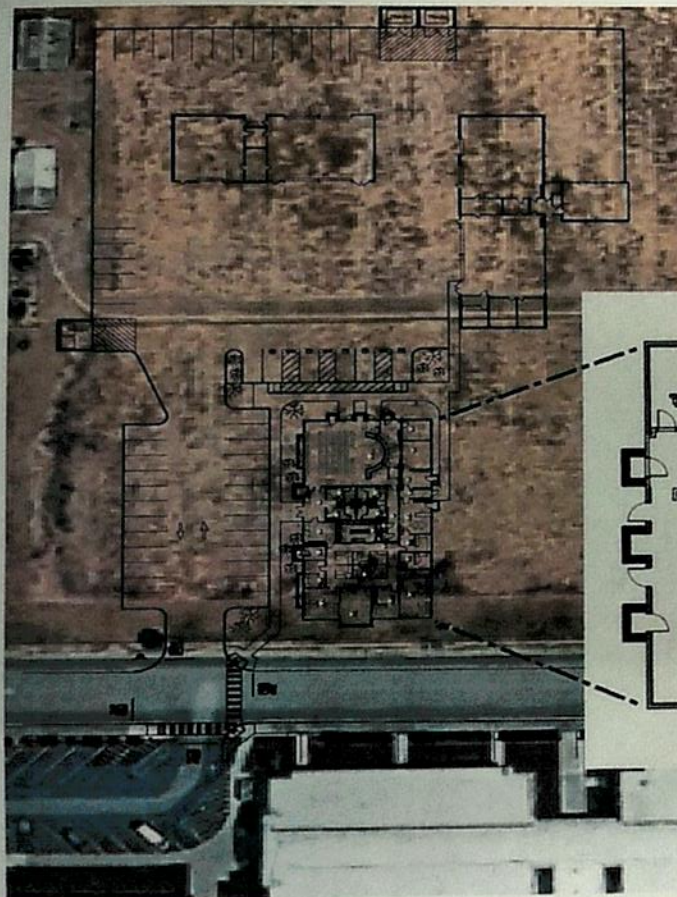
5. Next Steps:

- a.
- b.

EXHIBIT B – BLACKBURN AVENUE GROUND LEASE PREMISES

City of Corning, California

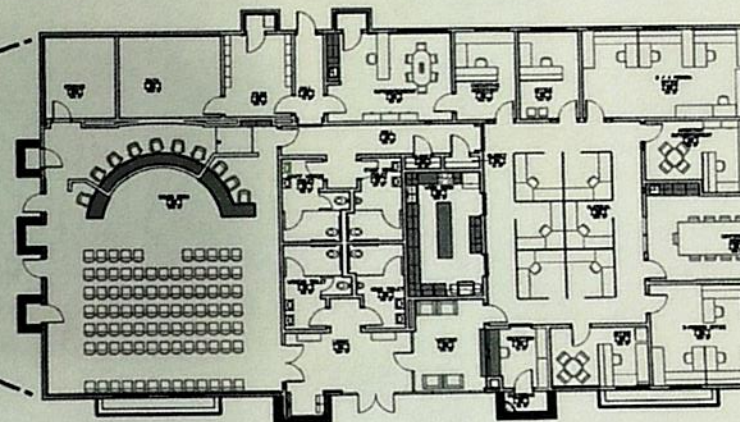




DISTRICT OFFICE 7,120 Sq ft
 MAINTENANCE BLDGS 9,200 Sq ft

\$700 - \$1,000 sq ft for buildings and site
 improvements = approximately
 \$11.4 Million - \$16.3 million

Cost of approximately 8-10 acre
 leased property unknown.



Corning Union High School District

Resolution No. 488

This resolution must be adopted in order to certify the approval of the Governing Board to enter into this transaction with Stifel Nicolaus for the purpose of changing the authorized signatures for the following accounts:

Corning UHSD Master Endowment Trust Securities Account
Corning UHSD Master Endowment Trust Securities Account Income

Resolution

BE IT RESOLVED that the Governing Board of the Corning Union High School District authorizes that the person's who are listed below, are removed as authorized to sign the transactions for the Governing Board.

NAME

TITLE

Miguel Barriga

Superintendent

BE IT RESOLVED that the Governing Board of the Corning Union High School District authorizes that the person's who are listed below, are authorized to sign the transactions for the Governing Board.

NAME

TITLE

SIGNATURES

John Miller

Superintendent

John Miller

Diana Davisson

Chief Business Official



PASSED AND ADOPTED THIS 18th day of June 2026 by the Governing Board of the Corning Union High School District of Tehama County, California.

I, Cody Lamb, Clerk of the Governing Board of the Corning Union High School District, of Tehama County, California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a regular scheduled meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(President's Signature)

6/18/26
(Date)



Board Resolution to Establish a Bank Account
Resolution No. 487 Corning Union High School District

RESOLUTION TO ESTABLISH A BANNER BANK ACCOUNT

WHEREAS, the Governing Board of the Corning Union High School District recognizes the need to establish a separate bank account for the purpose of collecting electronic payments for goods sold at the Rodgers Ranch Farm Store;

NOW, THEREFORE, BE IT RESOLVED by the Governing Board of the Corning Union High School District as follows:

1. Authorization: The Board hereby authorizes the establishment of a bank account at Banner Bank.
2. Account Identification: The account shall be titled the "Rodgers Ranch Farm Store" and shall be recorded in the LEA's financial records under Object 9120 (Cash in Bank).
3. Designated Official: John Miller, Superintendent and/or Diana Davisson, CBO, is hereby designated as the custodian and official responsible for the account's use, management, and internal control.
4. Reporting Requirements: The designated official shall ensure that this account is carried indefinitely in the general ledger and is shown in all balance sheets and budgets until it is abolished by board action.

PASSED AND ADOPTED 18th day of June, 2026.

6-18-26

Date



President, Board of Trustees

AUTHORIZING SIGNATURES FOR THE YEAR 2026-27

AUTHORIZED AT A MEETING OF CUHSD GOVERNING BOARD ON 8/6/26
DISTRICT _____ DATE _____

I. BUDGET REVISIONS - - - Number of signatures required 2

In accord with the provisions of Education Code 42600, authorization for budget transfers are made by written resolution the governing board and shall be processed when signed as indicated below.

John Miller
Authorized Signature

John Miller, Superintendent

Print Name and Title

Authorized Signature

Diana Davisson Chief Business Officer

Print Name and Title

Tony Turri
Authorized Signature

Tony Turri Board President

Print Name and Title

Cody Lamb
Authorized Signature

Cody Lamb, Board Clerk

Print Name and Title

II. INTERFUND TRANSFERS - - - Number of signatures required 2

In accord with Education Code 42603, authorization for the transfer of monies between funds are to be made by written resolution of the governing board, and shall be processed when signed as indicated below.

John Miller
Authorized Signature

John Miller, Superintendent

Print Name and Title

Authorized Signature

Diana Davisson, Chief Business Officer

Print Name and Title

Tony Turri
Authorized Signature

Tony Turri, Board President

Print Name and Title

Cody Lamb
Authorized Signature

Cody Lamb, Board Clerk

Print Name and Title

Authorized Signature

Print Name and Title

III. PAYMENT OF EXPENDITURES - - - Number of signatures required 2

In accord with Education Code 42632, all orders drawn on the funds of the district shall be signed by the majority of the governing board or by the person or persons authorized to sign orders in its name. The following signatures are authorized agents for the signing of payroll and vendor warrant transmittal documents.

John Miller
Authorized Signature

John Miller Superintendent

Print Name and Title

Authorized Signature

Diana Davisson, Chief Business Officer

Print Name and Title

Tony Turri
Authorized Signature

Tony Turri, Board President

Print Name and Title

Cody Lamb
Authorized Signature

Cody Lamb, Board Clerk

Print Name and Title

Authorized Signature

Print Name and Title

SIGNATURES ARE TO BE FILED ANNUALLY WITH THE TEHAMA COUNTY DEPARTMENT OF EDUCATION. PLEASE FORWARD ANY CHANGES DURING THE SCHOOL YEAR.

CORNING UNION HIGH SCHOOL DISTRICT

SUBJECT: **ADOPT RESOLUTION # 489 acknowledging the five-year Facilities Master Plan certifications required under the Career Technical Education Facilities Program (CTEFP) of the Office of Public School Construction**

RECOMMENDATION:

That the Board of Trustees adopt Resolution # 489 acknowledging the five-year Facilities Master Plan certifications required to submit Career Technical Education Facilities Program (CTEFP), applications to the Office of Public School Construction (OPSC).

BACKGROUND:

The Office of Administrative Law (OAL) is in the process of approving regulations regarding the distribution of Proposition 2 funds that impact how OPSC processes applications received on or after October 31, 2024, for career technical education applications. Proposition 2 requires that, as a condition of participating in the School Facility Program (SFP), school districts must submit to OPSC a five-year school facilities master plan, or an updated five-year school facilities master plan, approved by the governing board of the school district.

Application packages received on December 4, 2024, through 12 months following OAL's approval of regulation implementing these policies will be required to submit a school board resolution that includes several acknowledgements, to be specified in regulation Section 17070.54. The resolution includes the required certifications.

**GOVERNING BOARD RESOLUTION ON THE FIVE-YEAR SCHOOL FACILITIES
MASTER PLAN REQUIREMENT
FOR
SCHOOL FACILITY PROGRAM CAREER TECHNICAL EDUCATION FACILITIES
PROGRAM FUNDING APPLICATIONS**

RESOLUTION NO. 489

RESOLUTION AUTHORIZING FILING OF APPLICATION(S) FOR STATE
ALLOCATION BOARD–ADMINISTERED CAREER TECHNICAL EDUCATION
FACILITIES PROGRAM FOR THE CORNING UNION HIGH SCHOOL DISTRICT
ON

June 18, 2026,

WHEREAS, Education Code established multiple programs to be administered by the Department of General Services (DGS) as staff to the State Allocation Board (SAB); and

WHEREAS, the Corning Union High School District intends to file applications for funding, and/or certify information under the Career Technical Education Facilities Program (CTEFP), a program within the School Facility Program (SFP); and

WHEREAS, the Corning Union High School District is aware that all application submittals on or after October 31, 2024, are subject to Section 17070.54 of the Education Code and SFP Regulation Section 1859.18; and

WHEREAS, the Corning Union High School District is aware of the minimum requirements for the five-year school facilities master plan as outlined in Section 17070.54 of the Education Code and SFP Regulation Section 1859.18; and

NOW, THEREFORE BE IT RESOLVED THAT, as a condition of participating in the CTEFP, as administered by the SAB, the Corning Union High School District shall submit to the DGS a five-year school facilities master plan, updated five-year school facilities master plan, or a governing board resolution updating the required components of the master plan that were materially affected and a description of what changed, approved by the governing board of the Corning Union High School District for all *Application for Career Technical Education Facilities Funding* (Form SAB 50-10) submittals on or after October 31, 2024, pursuant to SFP Regulation Section 1859.18; and

NOW, THEREFORE BE IT RESOLVED THAT, pursuant to SFP Regulation Section 1859.18.1(c)(1), the Corning Union High School District, as a condition of SFP funding, must submit a five-year school facilities master plan within 18 months of fund release, or concurrently with submittal of the 100 percent complete *Expenditure Report* (Form SAB 50-06) if submitted less than 18 months following fund release; and

NOW, THEREFORE BE IT RESOLVED THAT, pursuant to SFP Regulation Section 1859.18.1(c)(2), the Corning Union High School District acknowledges that the Apportionment may be rescinded for failure to submit a complete and valid master plan within the timeline specified in (c)(1).

PASSED AND ADOPTED on June 18, 2026 by the Corning Union High School District Board of Trustees by the following vote:

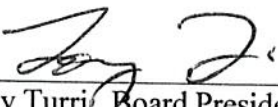
AYES: 3

NOES: 0

ABSENT: 2

ABSTENTION:

Date: 6/18/26

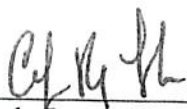


Tony Turri, Board President
Corning Union High School District

CERTIFICATION

I, Cody Lamb certify that the foregoing is a correct copy of a resolution passed and adopted by the Corning Union High School District on June 18, 2026

Date: 6/18/26



Cody Lamb, Board Clerk
Corning Union High School District

CORNING UNION HIGH SCHOOL DISTRICT
2026/27 ADMINISTRATIVE SALARY SCHEDULE

		I	II	III	IV	V	VI	VII	VIII	IX-XIV	XV-XX
A	Director of Ed Services										
	Director of CTE										
	210 Days	107,132	112,492	118,121	124,031	130,236	132,894	134,209	135,524	141,171	146,818
	220 Days	112,232	117,848	123,744	129,935	136,437	139,221	140,599	141,976	147,892	153,807
B	Associate Principal II										
	210 Days	108,807	114,247	119,959	125,957	132,255	134,900	136,222	137,544	143,045	148,767
	220 Days	113,988	119,687	125,671	131,955	138,553	141,324	142,709	144,093	149,857	155,851
C	Associate Principal III										
	210 Days	116,886	122,731	128,867	135,310	142,076	144,918	146,338	147,757	153,667	159,814
	220 Days	122,454	128,576	135,005	141,755	148,843	151,820	153,308	154,795	160,987	167,426
D	PRINCIPAL										
	210 Days	120,861	126,904	133,249	139,911	146,907	149,845	151,314	152,783	158,895	165,250
	220 Days	126,616	132,947	139,594	146,574	153,903	156,981	158,520	160,059	166,461	173,120

MASTERS DEGREE STIPEND - \$800.00 ANNUALLY

07/01/21 - Annual District Health Insurance contribution is \$13,200 per 1.0 FTE

07/01/2024 - Annual District Health Insurance contribution is \$14,700 per 1.0 FTE

07/01/2026 - added Director of CTE

9.84% increase retro back to 07/01/22

5.2% increase to Range A only back to 07/01/2025

Board approved - 06/18/2026

Corning Union High School District
Job Description

JOB TITLE: Director of Career Technical Education and Grant Coordination

Salary Range: CUHSD Admin Salary Schedule Range A. Dept: Administrative

Schedule: 201 days

Immediate Supervisor: CUHSD Superintendent

Approved by Board of Trustees
Date: (Pending)

DEFINITION:

Corning Union High School District seeks a highly qualified Director of CTE and Grant Development who serves as the chief educational officer of the district's Career and Technical Education pathways and programs and Grant Development. The director is responsible for management of advisory and district CTE staff meetings, professional development, develops pathways and oversees the application, financial and data reporting information required by CTE funding sources as well as evaluating CTE classified personnel to lead a district initiative to identify and modify existing degree pathways and career technical education (CTE) programs and/or create new high-quality innovative pathways to create a comprehensive high school-to-college/career program. Actively seeks, writes, and administers grants that support Career Technical Education programs, facility improvements, equipment upgrades, and other initiatives that enhance student learning and district operations. The Director will analyze labor market trends, assess district-adopted certificate and degree pathways, research key industries with growth potential, and leverage the information to optimize programs/pathways to increase the likelihood of certificate attainment, high school graduation, and post-secondary completion, leading to economic mobility. The Director of CTE will communicate and coordinate activities with district staff, colleges, vocational programs, the K – 8 district, and community partners to strengthen horizontal and vertical alignment to increase access and degree/certificate attainment.

ESSENTIAL FUNCTIONS and RESPONSIBILITIES:

- Plan and direct District CTE advisory committee meetings.
- Use data from multiple sources to inform, identify, modify, and develop high-quality and high-value college/CTE opportunities.
- Responsible for creating functional and diversified degree/CTE pathways validated by market trends and aligned to post-secondary programs.
- Collaborate with colleagues and various industry leads and provide training and technical assistance to district staff on programs.
- Responsible for refining the policies and procedures related to refinements for long-term adoption of processes.

- Create academic/student support within the district system to increase the likelihood of pathway completion, including recruitment and retention.
 - Work collaboratively with the K-8 district staff to enhance vertical articulation activities to support early start related to the high-value pathways.
 - Establish and manage an effective relationship with community and college partners.
 - Stays abreast of emerging trends in business and industry.
 - Advises CTE and Dual Enrollment students on how to access and be successful in coursework.
 - Tracks indicators and outcomes for programs and collates information and reports on program outcomes as part of grant deliverables.
 - Serve as the district representative to bridge conversations with college campus/industry officials
 - Provide logistical support to the high school's counseling/guidance program.
 - Effectively innovate programs to support student success.
 - Communicate educational and career information on pathways and certification requirements to a diverse student body. .
 - Presents on pathways in various venues, such as committee and board meetings.
 - Draft plans to address current and projected local market supply gaps and demands.
 - Create marketing and promotional material to increase interest in pathways.
 - Facilitate course registration for students enrolled in college/CTE courses.
 - Completes, manages, identifies and reports on all CTE and Facility Improvement Grants.
 - Directs all CTE programs to ensure compliance with eleven (11) elements of High-Quality CTE.
 - Provides leadership in the area of curriculum and program development.
 - Establishes appropriate systems to maintain enrollment.
 - Works with CTE programs to develop and oversee district and grant-funded budgets.
-
- **KNOWLEDGE ABILITIES and SKILLS:**
 - Various career pathways, certificate programs, associate degrees, and transfer-related requirements.
 - Communicate concisely and effectively both orally and in writing, and understand the value of reciprocity and respect.
 - Diverse industries and current labor market trends.
 - Serve as the information source for the district on college/career pathways.
 - Preparing reports for the grant and processes, policies, and procedures for future reference.
 - Foster positive working relationships with multiple stakeholders.
 - Software to create marketing and visually friendly communications material.
 - College procedures and requirements for admissions.
 - Ability to conduct meetings and facilitate groups and workshops.
 - Establish and maintain collaborative working relationships with industry leaders, college faculty, district staff, community, and students.
 - Be sensitive and committed to meeting the needs of the diverse socioeconomic, cultural, and ethnic backgrounds of the student/community population and partners.

- Use computer software for word processing, spreadsheets, databases, and presentation software.
- Think critically and strategically
- Organize and conduct special events in conjunction with other departments and programs.
- Work independently and as a member of a team.

QUALIFICATIONS:

- A Bachelor's degree in Education, Communications, or a similar discipline.
- Three years of experience in an educational setting, grant management, and program development.
- Demonstrates sensitivity to and understanding of the diverse cultures of students.
- Preference will be given to Spanish-speaking applicants.
- Preferred knowledge of program planning and tracking data for grants/projects.

Annual Certification Regarding Self-Insured Workers' Compensation Claims

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

To the County Superintendent of Schools:

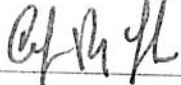
☐ This district is self-insured for workers' compensation claims as defined in *Education Code* Section 42141(a):

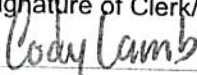
- Total liabilities actuarially determined: \$ _____
- Less: Amount of total liabilities reserved in budget: \$ _____
- Estimated accrued but unfunded liabilities: \$ _____ 0.00

☐ This school district is self-insured for workers' compensation claims through the JPA identified below:

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

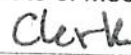
Signature (Original signature required)



Signature of Clerk/Secretary of the Governing Board


Printed Name

06/18/2026

Date of Meeting (Format: MM/DD/YYYY)


Title

For additional information on this certification, please contact:

DIANA DAVISSON

Name

DDAVISSON@CORNINGHS.ORG

Email

CHIEF BUSINESS OFFICIAL

Title
530-824-8002

Telephone