

Corning Union High School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



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

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2022-23 School Contact Information

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

2022-23 District Contact Information

District Name	Corning Union High School District
Phone Number	530.824.8000
Superintendent	Jared Caylor
Email Address	jcaylor@corningshs.org
District Website Address	www.cuhsdistrict.org

2022-23 School Overview

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

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	276
Grade 10	246
Grade 11	267
Grade 12	225
Total Enrollment	1,014

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.1
American Indian or Alaska Native	2.1
Asian	1.4
Black or African American	0.4
Filipino	0.4
Hispanic or Latino	64.0
Native Hawaiian or Pacific Islander	0.1
Two or More Races	1.6
White	28.7
English Learners	24.4
Foster Youth	0.7
Homeless	2.4
Migrant	2.1
Socioeconomically Disadvantaged	73.9
Students with Disabilities	14.4

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

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

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	39.20	75.42	41.10	71.71	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.00	7.70	4.00	6.99	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.30	10.22	8.70	15.25	12115.80	4.41
Unknown	3.40	6.64	3.40	6.04	18854.30	6.86
Total Teaching Positions	52.00	100.00	57.30	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	4.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	4.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	5.30	
Total Out-of-Field Teachers	5.30	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	8.20	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.50	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

CUHS Textbooks & Supplemental Materials List

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

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

Science: Life Science: Biology: *The Study of Life*, Schraer & Stiltze, 7th Ed. Prentice Hall, 1999.----Biology & Medical Biology: *Biology*, Stephen Nowicki, Holt McDougal, 2015; HASPI curriculum and kits for medical bio;----Physics: *Holt Physics (Serway and Faughn 2009)*----Earth Science: *Earth Science, California Edition*, Allison, DeGaetano & Pasachoff, Holt Rinehart Winston, 2007. Chemistry: *Modern Chemistry*, Holt, Rinehart & Winston, 1999.---- AP Chemistry: *Chemistry, fifth edition*, Zumdaho, 2000---- Natural Resources: *Managing Our Natural Resources*, William G. Camp, 2016.----*Natural Resources 2: Introduction to Forestry Science*, I. Devere Burton, 2013. ----*Nutritional Science: Food, Nutrition & Wellness*, McGraw Hill, 2016. Health Science: *Glencoe Health*, McGraw-Hill Co., 2018 Digital;

Social Science: Geography: *The Human and Physical World*, McGraw Hill, 2018; *Atlas of the World* Rand McNally online 13th edition, 2018; *World History: The Modern World, California Edition*, Prentice Hall 2007/9; *U.S. History: The American Nation*, Holt, Rinehart & Winston, 2001; NewsELA articles; History.com resources; *American Government: MaGruder's American Government*, Prentice Hall, 1999; *Economics: Economics*, Holt, Rinehart & Winston, 1999. All Social Science teachers have created or adapted many different supplemental curricula and instructional materials from a variety of digital resources for literacy-based purposes.

ELD/Foreign Language: Spanish 1 & 2: *Realidades*, Pearson, 2014--- Spanish 3 Schreiber: teacher-created materials---- Spanish 4, 5 & AP Spanish: Primarily teacher-created materials and Spanish novels; *Sendas Literarias Levels 1 & 2*, Heinle and Heinle 1994/1995---- ELD Foundations, Intermediate: teacher-created materials; Advanced: *The Edge Curriculum*, Hampton Brown, National Geographic, 2009 & 2010. Almost all Spanish and ELD designated teachers also generate curriculum that is teacher-created to supplement identified texts.

Visual Arts: Art History: *Art In Focus*, Gene A. Mittler Ph-D, Glencoe McGraw-Hill 1986 & Fourth Edition 2000. *The Annotated Mona Lisa*, Carol Strickland, Ph.D. Andrews McMeel Publishing, LLC 2007 (personal reference text) *Zuni Fetishes*, Hal Zina Bennett, 1993 (personal reference text) *The Story of Art*, E.H. Gombrich, Sixteenth Edition 2003. *Art 1, Art 2, Advanced Art: Art In Focus*, Gene A Mittler, Teacher Wraparound Edition, 2006----*History of Ceramics: Art in Focus*, Gene A. Mittler Ph-D, Glencoe McGraw-Hill (Fourth Edition) 2000; *Surface Decoration for Low-Fire Ceramics*, Lynn Peters, Lark Books, a division of Sterling Publishing Co., Inc. New York, 1999; *The Encyclopedia of Pottery Techniques*, Peter Cosentino, Running Press, Philadelphia, 1990; *Twentieth-Century Pattern Design*, Lesley Jackson, Princeton Architectural Press, New York, 2002; *Wheel-Thrown Ceramics*, Don Davis, Lark Books, a division of Sterling Publishing Co., Inc. New York, 1998; *Miscellaneous Texts: "Ceramics Monthly," Charles Spahr –Ceramics Publishing Company, Westerville Ohio.*

Career Technical Ed.: Careers in Education: The First Days of School, Harry Wong, 2009.----Life & Work Prep: Job Hunting Handbook, Dahlstrom & Co., 2017.; CNN News, Digital Media, CNN.com.----Media & Design: Adobe Photoshop CC, classroom in a book, Adobe Press, 2012.; Beginners Guide to Photoshop & Beginners Guide to Illustrator, Digital Media, Tasytuts.com.---- Careers in Business: Succeeding in the World of Work, Glencoe, 2008.----College Career Readiness: digital media sources, i.e. careerzone.com, californiacolleges.edu, californiacareercenter.org, occupationaloutlookhandbook.org.----Cardinal Nest/Marketing/Copy Center: Glencoe Marketing Essentials, McGraw-Hill Co. Inc., 2006; Skills USA Customer Service Training Program, Intelite/SkillsUSA online, Paradigm Publishing, 2010 to present.----CSI-1 Communications: Microsoft Office 2016, Brief Edition & Workbook Marque Series, 2017; Seguin’s Computer Concepts, 2nd edition & workbook, Paradigm Publishing, 2017.----Foods & Nutrition: Guide to Good Food, Goodheart Wilcox, 2006.----Culinary Arts: Culinary Arts, Pearson, 2015. ---- Child Development: Children: The Early Years, Goodheart Wilcox, 2006.---- Ag Core I: Agriscience: Fundamentals and Applications, Delmar Publishing, 2002 & 2004.----Sustainable Ag Biology: Manual of Flowering Plants of California, Univ. of CA Press, 1953.; Weeds of the West, Western Society of Weed Science, 2002.----Ag & Soil Chemistry: Modern Chemistry, Holt, 1990. ----Ag Mechanics: Agricultural Mechanics-Fundamentals and Applications, Thomas Delmar Publishing, 2006; ----Ag Welding: NCCER Welding Level One, Prentice Hall, 2010. ----Ag Metal Fabrication: Agricultural Mechanics Fundamentals, Cengage Learning, 2006.; Butte College Welding curriculum, Courses 20 & 21.----Ag Power: Farm Power and Machinery Management, Waveland Press, 2016 ; Digital Media, “icevonline.com” & “cteonline.org”;----Small Engines: Small Gas Engines, G-W; icevonline.com & briggsandstratton.com. All CTE courses also have elements of teacher-created materials generated from multiple print and digital resources.

Special Education: Reading Intervention: Unbroken, Random House, 2010; Rewards curriculum by Voyager Sopris; Newsela online reading resource, 2019. Course 1A RSP: Core Connections Integrated 1 CPM, 2013. Course 1B RSP: Core Connections Integrated 2, CPM, 2013. Life Skills: Attainments: Aligning Life Skills to Academics, Ellen McPeck Glisan, 2008. Basics—Three curriculum frameworks for Students with Moderate to Severe Disabilities. 2015. Oddeseyware online learning resources. Misc. other teacher-created materials and activities.

Year and month in which the data were collected	December 2022
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	100%	No	0
Mathematics	100%	No	0
Science	100%	No	0
History-Social Science	100%	No	0
Foreign Language	100%	No	0
Health	100%	No	0
Visual and Performing Arts	100%	No	0
Science Laboratory Equipment (grades 9-12)	100%	No	0

School Facility Conditions and Planned Improvements

Corning Union High School has 62 classrooms, two gymnasiums, a cafeteria/multi-purpose room, a library, an administration building, a construction tech facility, a welding shop, an Ag Mechanics shop, and multiple athletics practice and game fields. The current facilities at Corning Union High School are in good condition and the maintenance and operations staff has done an outstanding job keeping our facilities in top-quality, functioning condition for the sake of safety and student learning. Several of our wings are over 50 years old and are in need of replacement, but the maintenance staff continues to make the necessary repairs to keep the facilities functioning. Ten new classrooms have been built so far to replace previous portables in the summers of 2019 and 2020. Eleven new classrooms have replaced old portable wings of classrooms. This was completed in the summer of 2021. The inspections done over the past three years have rated Corning High School in "good repair" status for all categories. Our general rating this year for an inspection completed on December 16, 2020 was at 96.78% overall and "Good" as a school rating. New construction of classrooms has resulted in a number of previous deficiencies being removed from our annual FIT report. A consistent work order process is in place to take care of all issues that surface with the facility. All COVID cleaning protocols are practiced daily. The director of maintenance and operations works daily with staff to ensure responsiveness to facility and equipment needs. Our district participates in the State School Deferred Maintenance Program. Our district has budgeted 2.5% for deferred maintenance. The primary projects using deferred maintenance money include campus interior tree trimming, erosion work on Marguerite Avenue, weight room siding, chemical services, track storage facilities, new chairs in library, parking lot seal, painting supplies for entire campus, etc. The bond measure passed in November 2016 has opened the door for replacement of all "portable classrooms" on our campus over the next two years which will upgrade any deficiencies identified in the H or I Wings.

Year and month of the most recent FIT report	October 2021
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System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	31	N/A	29	N/A	47
Mathematics (grades 3-8 and 11)	N/A	15	N/A	13	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	263	255	96.96	3.04	30.98
Female	127	123	96.85	3.15	39.84
Male	136	132	97.06	2.94	22.73
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	179	173	96.65	3.35	28.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	15.38
White	62	60	96.77	3.23	41.67
English Learners	54	51	94.44	5.56	3.92
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	175	172	98.29	1.71	29.07
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	39	92.86	7.14	12.82

2021-22 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	263	254	96.58	3.42	14.57
Female	127	123	96.85	3.15	15.45
Male	136	131	96.32	3.68	13.74
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	179	172	96.09	3.91	11.63
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	13	13	100.00	0.00	7.69
White	62	60	96.77	3.23	23.33
English Learners	54	51	94.44	5.56	1.96
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0.00	0.00	0.00
Socioeconomically Disadvantaged	175	171	97.71	2.29	13.45
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	42	39	92.86	7.14	0.00

CAASPP Test Results in Science for All Students

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

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	15.46	14.22	13.86	12.87	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	469	457	97.44	2.56	14.22
Female	228	221	96.93	3.07	13.57
Male	241	236	97.93	2.07	14.83
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	299	295	98.66	1.34	13.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	22	19	86.36	13.64	5.26
White	128	125	97.66	2.34	17.6
English Learners	75	75	100	0	0
Foster Youth	--	--	--	--	--
Homeless	12	12	100	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	324	318	98.15	1.85	15.72
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	63	61	96.83	3.17	8.2

2021-22 Career Technical Education Programs

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

All CTE courses are moving toward an integration of English and Math skills that correlate to the career fields. Most of our freshmen are enrolled in a College Career Readiness course that helps introduce various CTE options and opportunities to them. Career interest and aptitude assessments and exploration also occur through our career center at each grade level culminating the Senior year with a full-scale senior project based on personal goal setting, career exploration and post-secondary pathways. Our special needs population also develops life and work skills through a specially-designed program that utilizes the classroom and our school farm as a learning center and work prep laboratory. Students enrolled in any CTE program are also simultaneously enrolled in an English Language Arts course and a mathematics course to meet those requirements. All CTE programs have a tassel-earning opportunity to help motivate students to participate and meet the requirements of the tassel program.

The measurement of program effectiveness is accomplished through analysis of our CCRI, completion of course sequences, student grades, graduation, eventual entry into post-secondary programs, and/or employment in the community in various CTE fields. Each of the CTE programs are evaluated annually to determine life skill and work preparation value visible in the skills developed and work produced by students. The specific CTE contact people are the CTE department head and the CTE administrator both of which can be reached through the Corning Union High School office.

2021-22 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	778
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	52.8
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

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

UC/CSU Course Measure	Percent
2021-22 Pupils Enrolled in Courses Required for UC/CSU Admission	97.12
2020-21 Graduates Who Completed All Courses Required for UC/CSU Admission	40.43

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 9	98.8	98	97.6	96.8	97.6

C. Engagement

State Priority: Parental Involvement

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

2022-23 Opportunities for Parental Involvement

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

C. Engagement

State Priority: Pupil Engagement

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

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

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

Indicator	School 2019-20	School 2020-21	School 2021-22	District 2019-20	District 2020-21	District 2021-22	State 2019-20	State 2020-21	State 2021-22
Dropout Rate		3.4	2.8		7.9	5.7		8.9	7.8
Graduation Rate		95.2	95.8		90.1	92.8		84.2	87

2021-22 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2021-22 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	214	205	95.8
Female	104	101	97.1
Male	110	104	94.5
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	0	0	0.0
Filipino	--	--	--
Hispanic or Latino	131	124	94.7
Native Hawaiian or Pacific Islander	0	0	0.0
Two or More Races	--	--	--
White	63	61	96.8
English Learners	47	42	89.4
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	180	172	95.6
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	29	27	93.1

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1083	1060	328	30.9
Female	505	494	161	32.6
Male	577	565	167	29.6
American Indian or Alaska Native	26	25	9	36.0
Asian	15	15	5	33.3
Black or African American	7	7	4	57.1
Filipino	4	4	0	0.0
Hispanic or Latino	684	673	200	29.7
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	15	15	7	46.7
White	306	296	98	33.1
English Learners	269	263	77	29.3
Foster Youth	10	10	3	30.0
Homeless	32	32	12	37.5
Socioeconomically Disadvantaged	822	810	262	32.3
Students Receiving Migrant Education Services	24	23	7	30.4
Students with Disabilities	160	159	64	40.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.97	4.94	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	3.56	7.85	4.88	8.33	0.20	3.17
Expulsions	0.00	0.00	0.09	0.00	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.85	0.00
Female	5.35	0.00
Male	10.05	0.00
American Indian or Alaska Native	11.54	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.87	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	13.33	0.00
White	10.13	0.00
English Learners	8.55	0.00
Foster Youth	0.00	0.00
Homeless	9.38	0.00
Socioeconomically Disadvantaged	8.15	0.00
Students Receiving Migrant Education Services	4.17	0.00
Students with Disabilities	10.63	0.00

2022-23 School Safety Plan

Corning Union High School has a comprehensive safety plan that is a separate, stand-alone document available to preview on our district website. The plan outlines committee membership, school vision, suspension/expulsion data, and goals and action plans related to safety on our campus. The safety plan also highlights such issues as disaster response, child abuse, dangerous students, sexual harassment, dress code, and school discipline. The school wide safety plan identifies various practices and protocols that Corning Union High School has in place to ensure safety for all students. We have direct communication with and support from the Corning Police Department and they provide our school with a community resource officer on site through a special grant. The administration and a team of teachers regularly supervise our campus before school, between classes, at lunch and after school. We have a relatively new phone and bell system to maintain immediate contact with school officials in case of emergencies. Additionally, in 2021 we have added a campus wide intercom system with alert and instructive capabilities in the event of an emergency. We maintain a closed campus, which means that students cannot leave the school grounds without a verified pass from the office and any non-student must register at the main office when entering the campus between 7:30 a.m. and 4:00 p.m. In the interest of safety, we have also created one single entry point for all people to visit our campus. Identification cards are required to be carried by students and staff at all times. A number of safety-specific rules are enforced on our campus for the express purpose of student safety. Emergency signals are established for active threat, soft lock down, and evacuation procedures. Our school has added the FBI's "Run, Hide, Fight" protocols to our safety responses. In addition, we have established a threat assessment team to address potential violence on campus and suicide ideation among our students. All safety related information for students and staff is posted on the school website in the student handbook. The school site is fenced on three sides moving nearly all foot and vehicle traffic to the north side of our campus. Through the passage of a bond initiative, we have been able to upgrade and increase our surveillance cameras throughout the campus. Our school safety plan was last revised and approved by the school board in February 2022.

2019-20 Secondary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	15	27	
Mathematics	25	9	25	1
Science	24	5	13	
Social Science	26	7	28	1

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	19	33	19	1
Mathematics	23	20	10	5
Science	27	10	6	5
Social Science	24	19	14	7

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	24	9	32	
Mathematics	25	12	23	
Science	25	6	14	
Social Science	25	7	32	

2021-22 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	338

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$19071	\$7463	\$11608	\$71949
District	N/A	N/A	\$11302	
Percent Difference - School Site and District	N/A	N/A	2.7	-3.6
State	N/A	N/A	\$6,594	\$84,932
Percent Difference - School Site and State	N/A	N/A	55.1	-16.6

2021-22 Types of Services Funded

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

The district continues to operate the HOPE center with 1.5 FTE Marriage & Family Therapists (MFT's) to meet the needs of students with behavior challenges or other personal hardships through the Promise Neighborhood and Byrne grants. These grants also support Corning PDs law enforcement officer on campus to assist with safety and other family challenges on site and in the community. We have also received a federal Assets grant that we call STARS (Students Taking Academic Responsibility) which opens the door for an after school program of food service, recreation, academic support and a host of other educational and recreational, activity-based opportunities for students to participate in. The Promise Neighborhood grant has also provided funding for additional programs or services on our campus including professional development and coaching/EL coordination efforts for the integration of EL strategies in EL and content-area classrooms as well as Math PD through the UCLA Curtis Center. Promise Neighborhood also provides for Butte and Shasta College counselors on site to assist graduated seniors in making the transition to post-secondary pursuits.

CUHS receives supplemental services from College Options through part-time staff offering supportive activities and materials through a grant. One part-time staff member works to promote options of post-secondary education among our students and to help develop a stronger college-going culture. We consult with the Tehama County Department of Education to promote best instructional practices, to update our program documentation, and to implement an improvement cycle over time. We continue to use our district funds to operate most all of our programs on campus with assistance from the federal entitlement programs in a few categories such as Title I, Title II, and Title III. In 2019-20, we also began the first steps of implementation of a school wide AVID program to promote college and career readiness among students and staff.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$50,352
Mid-Range Teacher Salary		\$83,849
Highest Teacher Salary		\$103,007
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		\$169,216
Average Principal Salary (High)		\$144,431
Superintendent Salary		\$193,259
Percent of Budget for Teacher Salaries	28%	30%
Percent of Budget for Administrative Salaries	6%	6%

2021-22 Advanced Placement (AP) Courses

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

Percent of Students in AP Courses	9.5
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	2
Fine and Performing Arts	0
Foreign Language	4
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered Where there are student course enrollments of at least one student.	6

Professional Development

The Corning Union High School teaching staff participates in one full day of official staff development at the beginning of the academic school year. The focus of these pre-service trainings historically have been on the implementation of the Gradual Release of Responsibility, the transition to the Common Core through the integration of the CCR Anchor Standards in reading, writing, listening-speaking, and language. Then, on nearly every Monday afternoon throughout the school year, we engage in collaboration times in which teachers participate in a variety of activities within departments to reflect on classroom practices and focus on student learning. Two Mondays per month had been reserved for departments and subject-alike teams to meet together about curriculum, instruction and assessment, as well as, specific department issues and practices. One Monday each month had been dedicated to our school wide exploration of the AVID program in which teachers shared their PD experiences with the rest of our staff. The other Monday per month was dedicated to work on strategic planning and the LCAP. A few years back, teachers engaged in training through the Northern California Writing Project around routine argument writing across the curriculum. PD revolved around creating a culture of argument. In addition, various teachers engaged in subject-specific professional development opportunities through like-subject collaboration, and through other workshops, conferences, and seminars. Special education and bilingual para-educators have participated in a variety of professional development opportunities related to their respective responsibilities of supporting students in their academic and behavioral needs. Some online training has also been provided for our para-educators. PD has also been provided through the ELD Regional Lead to help us make necessary instructional and programmatic shifts in practice with our EL students. The counselors at CUHS have also participated in a number of specific trainings, workshops, and other professional development to keep themselves informed and improving in their student-oriented practices. In the past year, most PD has come through the AVID program with teachers participating in 1-3 day sessions around writing, inquiry, collaboration, organization and reading (WICOR). Teachers and departments have jumped in full force with these WICOR practices and more specifically with focused note taking to promote college career readiness.

The principal and associate principal have engaged in practices of classroom walkthroughs with feedback to teachers as an ongoing process of professional development with a goal to improve the regular instruction of teachers and positively impact student learning school wide. Some of the most productive professional development happens through regular teacher interaction and collaboration in both informal and structured contexts. The principal has also provided some structured interaction among the teaching staff using various professional texts from respected education leaders that have helped us develop our skills in the Gradual Release of Responsibility teaching model and in the transition to common core literacy integration in all subject areas. That reading has also focused on the themes of growth mindset and grit, as well as reminders around attentiveness and engagement. The members of the administration, student support services, and other staff also participate in professional development as needed. We have also provided specific teacher coaching through the Promise Neighborhood grant that benefits all of our first and second-year teachers using one of our teachers on site to coach them successfully through their first couple of years. Also, PN funded a position for the current year to utilize one of our teachers as a coach & coordinator for the EL program to provide feedback to teachers and analysis of school wide practices related to our EL program. This is in addition to any support they gain from the Tehama Teacher Induction Program or California Ag Teachers Induction Program (CATIP). In August of 2019, many teachers participated in follow up training on ways to integrate language strategies into mainstream curriculum courses that will help accelerate English language learning by our EL population both in designated and integrated courses. This continues to be a work in progress. We were invited in the fall of 2020 to participate in a Multilingual California Project provided through an EWIG (Educator Workforce Investment Grant) to further explore and implement additional changes in mindset and practice with our EL population. We have also been using a "teachers-teaching-teachers" model for the sharing of best practices and the building of skill and leadership capacity school wide through teachers who participated in specific AVID training programs this school year. We have an established, thriving group of teachers and a counselor that make up the AVID Site Leadership Team who is working through the practice of WICOR & FNT strategies that are shared and modeled within their departments.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	1	2	2