

Board of Trustees

Ron Zufall
Andrea Hoheisel
Mike Doran
Joe Ayer

Student Board Member

Riley Combs

Superintendent

Jim Cloney

**Shasta Union High School District
Board of Trustees Regular Meeting**

Board Room
Shasta Union High School District
2200 Eureka Way Suite B, Redding, CA 96001
May 14, 2024
5:30 p.m. – Call to Order
5:30 p.m. – Closed Session
6:30 p.m. – Open Session

Mission:

To inspire and prepare every student to succeed in high school and beyond.

Our Board and staff are committed to excellent education through academics, Career Technical Education, the arts, athletics and activities. Our students gain the confidence and skills to adapt in their ever-changing world. Together with our families, we develop responsible members of the community.

Vision:

Educating Every Student for Success

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room, to access written documents being discussed at the Board meeting, or to otherwise participate at Board meetings, please contact Board Secretary Jim Cloney at (530) 241-3261 for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 2200 Eureka Way Suite B, Redding, CA during normal business hours.

Agenda

1. CALL PUBLIC SESSION TO ORDER
2. ROLL CALL
3. PUBLIC COMMENT – CLOSED SESSION

The public may comment on any closed session item that will be heard. The Board may limit comments to no more than three minutes pursuant to Board policy.

4. CLOSED SESSION
 - 4.1 Public Employee Discipline/Dismissal/Release/Complaint (G.C. 54957)
 - 4.2 Conference with Labor Negotiator (G.C. 54957.6) Agency designated representatives: Jim Cloney – Superintendent, David Flores – Chief Business Official, Jason Rubin – Associate Superintendent/H.R. and Leo Perez - Associate Superintendent/Instructional Services. Employee Organizations: Shasta Secondary Education Association (SSEA), Educational Support Professionals Association (ESP), California School Employees Association (CSEA) and Management/Supervisory/Confidential.
 - 4.3 Conference with Legal Counsel – Anticipated Litigation (G.C. 54956.9) One Case.
5. RECONVENE IN OPEN SESSION – OPENING BUSINESS
 - 5.1 Pledge of Allegiance
 - 5.2 Mission and Vision Statements

6. PRESENTATION

6.1 Classified Employees of the Year – District Administration

7. RECOGNITION OF STAFF AND/OR STUDENTS

8. PUBLIC COMMENT

The public may comment on any specific agenda item or any item of interest to the public that is within the Board's jurisdiction. The Board may limit comments to no more than three minutes pursuant to Board policy. The maximum time allowed for each agenda item shall be 20 minutes. The Board President may further limit the speaking time allowed in order to facilitate the progress of the meeting.

9. APPROVAL OF AGENDA

10. APPROVAL OF CONSENT AGENDA

Items listed under the Consent Agenda are considered to be routine and are acted on by the Board of Trustees in one motion. There is no discussion of these items before the Board vote unless a member of the Board, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. It is understood that the Administration recommends approval on all Consent Items. Each item on the Consent Agenda approved by the Board of Trustees shall be deemed to have been considered in full and adopted as recommended.

10.1 Administration

- A. Approve minutes for the April 22, 2024 special Board meeting
- B. Approve students who have been accepted into the College Connection Program for fall 2024
- C. Approve College Connection calendar for the 2024-25 school year

10.2 Business Services

- A. Ratify Commercial Warrants and Payroll Distributions for April 2024
- B. Accept P-2 Rate of Attendance Report
- C. Accept Quarterly Report of Investment
- D. Approve a request to declare property as surplus (Farm – misc. farm equipment, PHS – iPad 2 Bretford Power Rack)

10.3 Instructional Services

- A. Approve field trip requests
- B. Approve 2024-25 Designation of CIF Representatives to League for District, EHS, FHS and SHS

10.4 Human Resources

- A. Approve Human Resources Action Report
- B. Approve Humboldt State University MOU for Student Teaching, Observation or Field Work

11. REPORTS

11.1 Employee Associations

- A. Shasta Secondary Education Association – Layne McLean, President
- B. Educational Support Professionals Association – Rhonda Minch, President
- C. California School Employees Association – David Martin, President

11.2 Principals

- A. Alternative Education – Tim Calkins
- B. Enterprise High School – Ryan Johnson
- C. Shasta High School – Shane Kikut
- D. Foothill High School – Kevin Greene

11.3 Superintendent

11.4 Board Members

12. BUSINESS

12.1 Administration

- A. The Superintendent will report on enrollment projections for 2024-2025 (*Information*)
- B. The Board will determine a date for a special Board meeting in June to approve the 2024-2025 LCAP and Budget (*Discussion*)
- C. The Board will conduct the first reading of draft mandated and draft optional Board Policies and Administrative Regulations, as provided by CSBA and recommended by Administration (*Discussion/Action*)
- D. Review Pioneer Continuation High School Implementation Plan (*Information*)
- E. Approval/ratification of employment agreement with Chief Business Official (*Action*)
- F. Approval/ratification of employment agreement with Associate Superintendent of Human Resources (*Action*)
- G. Approval/ratification of employment agreement with Associate Superintendent of Instructional Services (*Action*)
- H. Approval/ratification of employment agreement with Superintendent (*Action*)
- I. Review current year Board self-evaluation method (*Information*)
- J. Approve minutes for the April 9, 2024 regular Board meeting (*Action*)
- K. Excuse Trustee Hoheisel's absence from the April 9, 2024 regular Board meeting (*Action*)

12.2 Budget, Finance, Facilities

- A. Monthly Financial Report (*Information*)

12.3 Instructional Services

- A. Overview of Local Control and Accountability Plan (*Discussion*)

12.4 Human Resources

- A. Approve updated Certificated Sub Salary Schedule (*Action*)

13. ADVANCE PLANNING

13.1 Next Meeting Date: June 11, 2024

13.2 Suggested Future Agenda Items

14. ADJOURNMENT

14.1 The Board may adjourn to closed session to continue discussion on topics listed from the 5:30 p.m. session.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: April 22, 2024 Special Board Meeting Minutes

PREPARER: Jim Cloney, Superintendent

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:
Staff has reviewed the minutes and recommends approval as presented.



**SHASTA UNION HIGH SCHOOL DISTRICT
SPECIAL MEETING OF THE GOVERNING BOARD
Board Room
2200 Eureka Way
Redding, CA 96001**

**April 22, 2024
UNADOPTED MINUTES**

A special meeting of the Governing Board of the Shasta Union High School District was called to order at 5:11 p.m. by Trustee Zufall in the Shasta Union High School District Board Room. Trustee Zufall led the pledge of allegiance, and Trustee Pepple recited the mission and vision statements.

ROLL CALL: Trustees Ron Zufall, Constance Pepple, Andrea Hoheisel, Mike Doran, and Joe Ayer were present. Also present: Superintendent Jim Cloney, Associate Superintendent of Instructional Services Leo Perez, and Associate Superintendent of Human Resources Jason Rubin.

RES. 24-063 That the Board approve the agenda, as presented. (Motion Pepple, second Hoheisel, carried 5-0)

RES. 24-064 That the Board approve the 2024-25 Application for Carl D. Perkins Vocational and Technical Education Act Funding. (Motion Pepple, second Ayer, abstain Hoheisel, carried 4-0)

RES. 24-065 That the meeting adjourn. (Motion Pepple, second Hoheisel, carried 5-0)

PUBLIC COMMENT:

There were no comments.

DISCUSSION:

Student Engagement

Cell Phones: Jim Cloney stated that Trustee Pepple has requested the Board discuss the use of student smartphones on campus. He reported that under current law, districts may adopt a policy prohibiting the use of smartphones except in the following circumstances: when there is an emergency, when a teacher gives permission, when a licensed physician determines the smartphone is necessary for the health of the student, and when it is necessary for a student's IEP. He stated that AB3216 would change the word "may" to "shall" which would require Districts to adopt some type of policy on cell phones. Board policy allows the use of smartphones during noninstructional time as long as the device is utilized in accordance with law and any rules that individual school sites may impose.

Trustee Hoheisel inquired what the motive is to change may to shall. Mr. Cloney explained that the intent is to limit student use because cell phones are seen as a distraction at school.

Trustee Pepple emphasized the importance of the research that has been done showing that the use of cell phones should be limited. She stated that cell phones can create social issues and that the science of the addiction is concerning because it can lead to impulse control issues and social emotional damage. Trustee Pepple emphasized the importance of not using social media.

Pioneer Continuation High School (PHS) Principal Tim Calkins stated that cell phones are not allowed on campus and provided an overview of the Yondr pouch process. Students lock their phones in the pouch during first period and keep the pouch on them throughout the day until they are unlocked during the final period. He reported that there has been a decrease in discipline and an increase in grades and attendance. Mr. Calkins stated that most parents were supportive of the new system.

Trustee Hoheisel explained the cell phone policy at her work. Students are required to keep their phones in their backpack at all times and are charged a \$25 fee for their second offense. She stated that it is highly effective due to staff support of the policy.

Student Engagement (continued)

Foothill High School (FHS) Principal Kevin Greene stated that cell phones are prohibited on their campus. Enterprise High School Principal (EHS) Ryan Johnson stated that it is hard to isolate one variable such as improved test scores as a result of banning cell phones. He emphasized the importance of bridging the gap for students from a classroom to the real world.

Mr. Cloney and the site principals agreed that implementing the Yondr pouch system for all students at the comprehensive sites would be costly and logistically very time consuming. All were in agreement that frustrations surrounding cell phones come from the lack of consistency to enforce the policy. The pouches could be used for repeated offenders. Administration stated that parents are typically in favor of limiting the use of their child's cell phone.

Trustee Zufall inquired if teachers could use a box where students would place their phones at the beginning of each class. Mr. Cloney explained that teachers have their own process and that the District could implement something for each class so the teacher's have it as an option. Discussion continued on the use of cell phones as an instructional tool in the classroom, specifically for Kahoot quizzes.

Trustee Zufall inquired if a Board member would like to propose a policy change on the use of smartphones for a future agenda item. Trustee Hoheisel inquired if the Board could discuss the consistency of the policy at the sites. Trustee Ayer inquired if there could be a committee created to gather feedback. Mr. Cloney stated that the Administration team will focus on proper communication at the start of next school year regarding the use of cell phones and that he will also place it on a future agenda for further discussion.

Dress Code: Mr. Cloney stated that Shasta High School senior Aria del Rosario-Sabet conducted a presentation at a past Board meeting regarding the current dress code. Mr. Cloney stated that students are now allowed to wear hats during non-instruction time. Based on discussions he has had with the Superintendent Student Advisory Council, he inquired if the Board is interested in modifying the current policy on dress code, specifically if bare midriff should be allowed. He stated that the District will modify the policy from requiring a one inch strap, to requiring a strap. Mr. Cloney stated that enforcement needs to be more consistent.

Trustee Pepple stated that she was in favor of uniforms. Mr. Zufall raised concerns about adding more for teachers to do within their classrooms. He inquired if anyone would like to propose new policy. Trustee Hoheisel inquired if bare midriff should be defined. Mr. Cloney stated that the policy could be updated to state that excessive bare midriff is not allowed.

Mr. Johnson stated that when teachers collaborate they norm and dress code would be a good topic for them to discuss in smaller groups. He also explained how it can be sometimes difficult for a male staff member to dress code a female and they utilize a paper slip to dress code a student creating a more seamless process.

Trustee Zufall stated that based on discussion, there will not be any major changes to the dress code policy. Mr. Cloney stated that Administration will work with staff in order to be more consistent with discipline.

Off Campus Lunch – Mr. Cloney stated that SHS senior Jackson Richards expressed concerns regarding SHS's off campus lunch policy. Each Principal explained their current policy based on the layout of the campus. Mr. Cloney stated that the handbook will be updated to create a broader policy on off campus lunch in order to provide each site flexibility based on what works best for them. Overall general consensus was that there is room to review SHS's policy with the possibility of allowing juniors and seniors to walk off campus. Mr. Cloney stated that any new changes will be implemented in the fall.

Discipline: Mr. Cloney stated that Trustee Zufall would like to discuss student discipline, specifically how teachers can be supported by Administration and how communication can be improved. Mr. Cloney emphasized the importance of teachers feeling comfortable to speak with Administration when they feel student discipline isn't being handled properly. Mr. Cloney provided background on past community day

Student Engagement (continued)

schools and explained how the District oversees the education of all students within our District boundaries, regardless of discipline. Students are placed at alternative education schools within the District, but there is no longer a county school for students with consistent behavioral issues. He noted that Gateway to College and CHYBA are programs outside of the District available for students, but these typically don't meet the needs of students with consistent behavioral issues. Mr. Cloney stated that he and other local Superintendents will advocate for the county to create a program for these students.

Trustee Zufall inquired if the District is not suspending students in order to improve the State Dashboard. Mr. Cloney stated that based on state data, we suspend students more than we should. Trustee Hoheisel inquired if we enforce discipline in line with the handbook. Mr. Cloney explained that the discipline grid was created to provide Administration guidelines on how to discipline students. Mr. Cloney stated that Administration does a great job being consistent with discipline.

Trustee Hoheisel emphasized the importance of incorporating the freshman class in order to reduce discipline.

BREAK: 7:13 p.m. - 7:27 p.m.

Trustee Zufall stated that SHS teacher Brandon Good would like to make a public comment regarding student engagement. SHS teacher Brand Good stated that there has been an increase in students showing bare midriff and wearing attire that advertises alcohol and drugs. He stated that school should be a professional atmosphere and would like to see the dress code enforced consistently. Mr. Good stated that it is important for teachers to build relationships with their students in order to reduce discipline in the classroom. He emphasized the importance of the teacher exhausting all discipline options in the classroom before referring students to Administration. He stated that teachers would like more communication from Administration regarding student discipline. Mr. Good raised concerns regarding the use of cell phones and inquired if the students could put their phone in a bin during class.

Trustee Doran inquired if teachers should have different levels of freedom to enforce cell phones. Mr. Good stated that consistent enforcement would be better for all students. Trustee Pepple inquired if cell phones should be banned and if any curriculum is important enough to allow the use of cell phones. Mr. Good stated that he would be in favor of banning phones and that phones are not needed for curriculum. Trustee Doran inquired if there is a committee of teachers for discipline. He replied that there was not.

2024 Bond Campaign: Jim Cloney reported that Chief Executive Officer Jon Isom of Isom Advisors has presented to the Board on various ways to obtain funds for facility upgrades and reviewed survey results from the community on whether they are in favor of a bond. Mr. Cloney stated that based on these presentations, it would be in the District's best interest to ask voters to extend the current bonds in order to upgrade District facilities, specifically paving, roofing, flooring, and tennis courts. He inquired if the Board was in favor of placing an extension of the current bonds on the ballot this year. Messaging to voters would be clear that there would not be an increase in what they are currently paying. Trustee Doran inquired what impact the economy would have on the bond market. Mr. Cloney stated that if the District were to pass a bond, the bond sales wouldn't be for another two years.

Trustee Zufall inquired if the Board was in favor of extending the current bonds. The Board stated that they were in favor. Mr. Cloney stated that he will partner with Isom Advisors to create a timeline for the November ballot.

Local Control and Accountability Plan (LCAP): Jim Cloney stated that all school districts in California are required to develop an LCAP. He reported that the 2024-2025 LCAP will be the first installment of a three-year plan that addresses specific goals and actions/services designed to address the eight priorities established by the California Department of Education.

Mr. Perez reviewed the LCAP survey results from staff, parents and students. He stated that parents would like more opportunities for their students to engage in school. Trustee Hoheisel emphasized the importance of creating an environment where learning is fun and engaging.

LCAP (continued)

Mr. Perez reviewed state dashboard metrics in order to highlight where the District is doing well and where there are opportunities. He presented data on the Kelvin surveys which highlights the student body's social and emotional well-being. Trustee Zufall thanked the District Administration for organizing the data.

Mr. Cloney stated that he and Mr. Perez will gather input from the Superintendent Student Advisory Council next week. An LCAP Community Partner meeting will also be held next week in order to solicit feedback from parents and staff. An LCAP Parent Advisory Committee meeting will be held in late May to finalize the LCAP. In addition to other forms of engagement with various community partners, the approval process for the SUHSD LCAP requires a public hearing be held so the Board can hear comments on the LCAP at the regular June meeting. A special meeting will be held to approve the LCAP following the regular June meeting.

2025 Curriculum Requirements: Jim Cloney reported that the state is requiring the freshman class of 2025-2026 to take a class on ethnic studies. He stated that Mr. Perez and himself have been attending meetings with the County Office of Education along with teachers to figure out the best way to implement the curriculum without impacting electives. The new curriculum will be incorporated into their social science class. The Board will be provided with the new curriculum once the lessons have been finalized.

REPORT FROM SUPERINTENDENT:

Jim Cloney honored Trustee Connie Pepple for her twenty-two years of service on the Board. Mr. Cloney stated that tonight would be her last meeting. He thanked her for all of her years on the Board and stated that it has been a pleasure working with her.

CLOSED SESSION:

The Board adjourned to closed session at 9:04 p.m. to discuss the following: 1) Public Employee Discipline/Dismissal/Release/Complaint (G.C. 54957); and 2) Conference with Labor Negotiator (G.C. 54957.6) Agency designated representatives: Jim Cloney – Superintendent, David Flores – Chief Business Official, Jason Rubin – Associate Superintendent/H.R. and Leo Perez - Associate Superintendent/ Instructional Services. Employee Organizations: Shasta Secondary Education Association (SSEA), Educational Support Professionals Association (ESP), California School Employees Association (CSEA) and Management/Supervisory/Confidential.

ADJOURNMENT:

The Board reconvened into open session at 9:14 p.m. The Board had no action to report out from closed session. The meeting adjourned at 9:14 p.m.

Andrea Hoheisel, Clerk
Board of Trustees

Jim Cloney, Executive Secretary
Board of Trustees

Bd. Min. 4-22-24 //

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: College Connection Students – Fall 2024

PREPARER: Jim Cloney, Superintendent

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:
Each semester, the Board approves the list of students from our District that will attend the College Connection Program. Staff recommends approval of the list for fall 2024.

28 April 2024

College Connection – Shasta College
11555 Old Oregon Trail
P.O. Box 496006
Redding, CA 96049-6006

Dear Mr. Cloney:

The College Connection Program has been directed by the CDE to have the school boards of each district in the consortium approve the students who have been accepted into our program for the 2024-2025 school year. Included in this letter is a list of your fall College Connection students along with a copy of our 2024-2025 calendar. Please include this information for approval in the agenda of a board meeting. I will need a copy of the approved minutes for our records. Please let me know if I can assist you with anything. Thank you for your continued support of our program.

Enterprise

Keith Corum
Cherish Jones-Bennet
Zachary Kauffman
Jack Mason
Lam Nguyen
Sandesh Pantha
Maci Peters
Lilly Phaviseth
Grace Thomas
Aliyah Warriner
Chase Waters
Neko Willardson

Foothill

Aubree Chavez
Lorelei Cook
Laura Diaz
Serenity Eacret
Madison Edwards
Mason Endress
Matthew Hammer

Joel Harrang
Tristan Johnson
Aiden Kadel
Shelby Kimball
Kiana Kinnie
Ryder Lahr
Jocelyn Ling
Grant McInnes
Halona Montgomery
Erin Moseman
Alexx Norea
Rayley Palmer
Emily Price
Angelina Winton

Shasta Collegiate Academy

Emma Blanco

Shasta High School

Ryan Barcus
Ian Falls
Kaitlyn Wendland

Please let me know if I may assist with any additional information. Thank you for your time and for your support of our program.

Sincerely,

Daniel Vanek
College Connection Instructor/Advisor
242-2333
dvanek@shastacollege.edu

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: College Connection Calendar for 2024-2025

PREPARER: Jim Cloney, Superintendent

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:
Each year at this time, the Board approves the College Connection Program yearly calendar. Staff has reviewed the calendar and recommends approval.

| Aug 2024 | | | | | | |
|----------|----|----|----|----|----|---------|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |
| | | | | | | 17 days |

| Sep 2024 | | | | | | |
|----------|----|----|----|----|----|---------|
| S | M | T | W | T | F | S |
| 1 | H | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | | | | | |
| | | | | | | 20 days |

| Oct 2024 | | | | | | |
|----------|----|----|----|----|----|---------|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |
| | | | | | | 23 days |

| Nov 2024 | | | | | | |
|----------|----|----|----|----|----|---------|
| S | M | T | W | T | F | S |
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | H | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| | | | | | | 15 days |

| Dec 2024 | | | | | | |
|----------|----|----|----|----|----|---------|
| S | M | T | W | T | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |
| | | | | | | 15 days |

| Jan 2025 | | | | | | |
|----------|----|----|----|----|----|---------|
| S | M | T | W | T | F | S |
| | | | 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | 31 | |
| | | | | | | 17 days |

| Feb 2025 | | | | | | |
|----------|----|----|----|----|----|---------|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | H | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | |
| | | | | | | 18 days |

| Mar 2025 | | | | | | |
|----------|----|----|----|----|----|---------|
| S | M | T | W | T | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |
| | | | | | | 21 days |

| Apr 2025 | | | | | | |
|----------|----|----|----|----|----|---------|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |
| | | | | | | 17 days |

| May 2025 | | | | | | |
|----------|----|----|----|----|----|---------|
| S | M | T | W | T | F | S |
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | H | 27 | 28 | 29 | 30 | 31 |
| | | | | | | 17 days |

| Fall 2024 | | | | | | |
|---|--|--|--|--|--|--|
| College Connection starts – Aug 7 | | | | | | |
| Shasta College starts – Aug 19 | | | | | | |
| Labor Day – Sep 2 | | | | | | |
| Veterans Day – Nov 11 | | | | | | |
| Thanksgiving Break – Nov 25 to 26 | | | | | | |
| Shasta College ends – Dec 19 | | | | | | |
| College Connection ends – Dec 20 | | | | | | |
| Winter Break – Dec 23 to Jan 6 | | | | | | |
| Non-school days Holidays | | | | | | |

| Spring 2025 | | | | | | |
|---|--|--|--|--|--|--|
| College Connection starts – Jan 7 | | | | | | |
| Shasta College Starts – Jan 13 | | | | | | |
| Martin Luther King Day – Jan 20 | | | | | | |
| Presidents' Day – Feb. 17 | | | | | | |
| Spring Break – April 14 to 18 | | | | | | |
| Shasta College ends – May 16 | | | | | | |
| College Connection ends – May 23 | | | | | | |
| Non-school days Holidays | | | | | | |

College Connection Office - Room 2115

11555 Old Oregon Trail
 Redding, CA 96049
 Phone 530-242-2332 | Fax 530-245-7354
http://www.shastacollege.edu/college_connection
 180 school days 5 staff workdays

Staff

Daniel Vanek – English Instructor
 530-242-2333 | dvanek@shastacollege.edu
 Ron Zimmerman – Social Science Instructor
 530-242-2332 | rzimmerman@shastacollege.edu

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Commercial Warrants and Payroll Distributions

PREPARER: David Flores, Chief Business Official

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:
Provided under separate cover are the monthly warrant registers for both commercial warrants and payroll distributions.

REFERENCES:
Education Code Section 42632 and 42633

SHASTA UNION HIGH SCHOOL DISTRICT
Governing Board Commercial Warrant Approval
for the period 4/01/24 - 4/30/24

| Subfund Totals - Accounts Payable | |
|--|--|
|--|--|

| Payroll Warrants | |
|-------------------------|--|
|-------------------------|--|

| | | |
|----|---------------------------------|--------------|
| 01 | General Fund | 3,468,962.38 |
| 02 | Farm Fund | 0.00 |
| 05 | Student Body Fund | 0.00 |
| 07 | Shasta Charter Academy | 75,491.47 |
| 08 | University Preparatory | 136,999.76 |
| 11 | Adult Education Fund | 1,321.72 |
| 12 | Child Development Fund | 0.00 |
| 13 | Cafeteria/Food Service Fund | 164,064.72 |
| 14 | Deferred Maintenance Fund | 0.00 |
| 15 | Pupil Transportation Eqmt Fund | 0.00 |
| 16 | Foundation Private Purpose Fund | 0.00 |
| 21 | Capital Building Bond Fund | 10,687.50 |
| 25 | Capital Facilities Fund | 25,000.00 |
| 35 | County School Facilities | 0.00 |
| 56 | Debt Service Fund | 0.00 |
| 76 | Warrant Passthrough | 0.00 |

| | |
|----------------|--------------|
| Salary | 3,946,997.68 |
| Supplemental | 136,244.90 |
| Manual Payroll | 1,890.00 |
| Voids | 0.00 |

Total **\$3,882,527.55**

Total **\$4,085,132.58**

Total Accounts Payable 3,882,527.55

Total Payroll 4,085,132.58

GRAND TOTAL **\$7,967,660.13**

Approved for Payment - SHASTA UNION HIGH SCHOOL DISTRICT

Date _____

Signed: _____

Date _____

Signed: _____

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Rate of Attendance for the Second Period Attendance (P-2) for 2023-24

PREPARER: David Flores, Chief Business Official

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

The P-2 rate of attendance has increased by a little less than a percentage point when compared to the 22/23 rate of attendance. Enterprise High School and Pioneer High School are the primary drivers behind the increased rate of attendance for 2023/24. Below is a recap of the rate of attendance for P-2.

| Site | 20/21 P-2 | 21/22 P-2 | 22/23 P-2 | 23/24 P-2 |
|----------------|--------------|--------------|--------------|--------------|
| EHS | 95.25% | 92.40% | 93.26% | 93.31% |
| FHS | 97.87% | 94.32% | 93.66% | 94.54% |
| SHS | 97.20% | 94.64% | 94.23% | 94.05% |
| PHS | 82.37% | 84.91% | 73.78% | 83.33% |
| NSIHS/SCA | 68.60% | 70.41% | 91.87% | 74.93% |
| District Total | 89.23% | 90.73% | 90.55% | 91.52% |

The rate of attendance is an important measuring tool. For example, if a school with an enrollment of 100 student's averages 95 students actually attending on any given day, their rate of attendance is 95% (95/100). Put another way, the school site would generate 95 Average Daily Attendance (ADA). As the rate of attendance fluctuates, so does the revenue the district receives.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Quarterly Investment Report

PREPARER: David Flores, Chief Business Official

RECOMMENDATION:

- Action
- Discussion
- Information

BACKGROUND:

Although school districts are no longer required to prepare a quarterly investment report and present it to the governing board, current district policy calls for the report as it is a good business practice. The attached report comes from the Shasta County Pooled Investments for the period ending February 29, 2024.

REFERENCES:

Government Code Section 53646

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Surplus Equipment

PREPARER: David Flores, Chief Business Official

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

The farm program on East Side road has some very outdated, non-functional to poorly functioning farm equipment that they would like to surplus. This will help clean up the site and dispose of equipment that no longer has a useful purpose.

Pioneer High School has a poorly functioning iPad charging rack that Information Technology would like to dispose of.

REFERENCES:



Request to Declare Property as Surplus

Location of Property:

Site: Farm
Department: _____
Room No. _____

Date: MAY 03, 2024

Requestor: R. Berg

It is requested that the following equipment be declared surplus:

| Asset # | Qty. | Item Description | Model | Serial # | Year Purchased | Present Value | Condition* |
|---------|------|-----------------------------|-------|----------|----------------|---------------|------------|
| 100544 | 1 | TOWABLE HARROW BED | 1034 | 3055 | | | |
| | 1 | BAUER | 282 | | 1968 | | |
| | 1 | N. HOLLAND BAUER | 425 | 467311 | | | |
| | 1 | N. HOLLAND FEED GRINDER | 353 | | | | |
| 07057 | 1 | METAL BAND SAW | | | | | |
| 003614 | 1 | METAL LATHE | | | | | |
| 3516200 | 1 | MILLERMATIC 200 WIRE FEEDER | | | | | |
| 003631 | 1 | MILLERMATIC 35 WIRE FEEDER | | | | | |

*Condition Key: **Excellent** – in working order
Good – needs minor repairs
Fair – needs repairs; repairs are estimated not to exceed 30% of replacement cost.
Poor – no longer serviceable; repairs would exceed 50% of replacement cost.
Unusable – to be discarded as junk

Reason(s) for declaring surplus: _____

*Note: Incomplete or improperly completed forms will be returned to initiating department for completion prior to processing.
Originator is responsible for placing work order with Maintenance and storing on site until sold/reissued or discarded.
Please contact 16514 or 16540 for further information or questions.*

R. Berg
Site Administrative Approval Signature

Disposition

Make available for reassignment Assign to: _____

Surplus

Junk

Chief Business Official

Date

Distribution: Original - Business Office
Copies: M&O, Originating Site



2

Request to Declare Property as Surplus

Location of Property:

Site: Farm
Department: _____
Room No. _____

Date: May 03, 2024

Requestor: R. Berg

It is requested that the following equipment be declared surplus:

| Asset # | Qty. | Item Description | Model | Serial # | Year Purchased | Present Value | Condition* |
|---------|------|------------------------------|-------|----------|----------------|---------------|------------|
| 003612 | 1 | MILKOMATIC 35 WIRE FEEDER | | | | | |
| | 1 | METAL BRAKE | | | | | |
| | 1 | FLAT BED TRAILER | | | | | |
| | 1 | FUEL TANK | | | | | |
| | 1 | HAY ELEVATOR | | | | | |
| | 1 | PESTICIDE SPRAYER | | | | | |
| | 1 | GLOBAL SQUEEZE | | | | | |
| | 1 | INTERNATIONAL 424 TRACTOR | | 15653 | | | |

*Condition Key:
Excellent – in working order
Good – needs minor repairs
Fair – needs repairs; repairs are estimated not to exceed 30% of replacement cost.
Poor – no longer serviceable; repairs would exceed 50% of replacement cost.
Unusable – to be discarded as junk

Reason(s) for declaring surplus: _____

*Note: Incomplete or improperly completed forms will be returned to initiating department for completion prior to processing.
 Originator is responsible for placing work order with Maintenance and storing on site until sold/reissued or discarded.
 Please contact 16514 or 16540 for further information or questions.*

R. Berg
 Site Administrative Approval Signature

Disposition

Make available for reassignment Assign to: _____

Surplus

Junk

 Chief Business Official

 Date

Distribution: Original - Business Office
 Copies: M&O, Originating Site



Request to Declare Property as Surplus

Location of Property:

Site: Pioneer High School
Department: Food Service
Room No. _____

Date: April 25, 2024

Requestor: Mike Vincelli

It is requested that the following equipment be declared surplus:

| Asset # | Qty. | Item Description | Model | Serial # | Year Purchased | Present Value | Condition* |
|---------|------|-------------------------------|-------|----------|----------------|---------------|------------|
| 100832 | | Bretford Power Rack for Ipad2 | | | | | Poor |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

*Condition Key: **Excellent** – in working order
Good – needs minor repairs
Fair – needs repairs; repairs are estimated not to exceed 30% of replacement cost.
Poor – no longer serviceable; repairs would exceed 50% of replacement cost.
Unusable – to be discarded as junk

Reason(s) for declaring surplus: Bretford power rack is no longer used.

*Note: Incomplete or improperly completed forms will be returned to initiating department for completion prior to processing.
Originator is responsible for placing work order with Maintenance and storing on site until sold/reissued or discarded.
Please contact 16514 or 16540 for further information or questions.*

Mike Vincelli

Site Administrative Approval Signature

Disposition

Make available for reassignment Assign to: _____

Surplus

Junk

Chief Business Official

Date

Distribution: Original - Business Office
Copies: M&O, Originating Site

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Field Trip Requests

PREPARER: Leo Perez
Associate Superintendent of Instructional Services

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

Field Trips

| Date of trip | School/ Group | Mode of travel | School Days Missed | Destination | Number of Students/Chaperones |
|-----------------|-------------------------|-------------------|--------------------------|-------------------|----------------------------------|
| 6/21/24-6/24/24 | FHS Girls Basketball | Car & Plane | 0 | Boulder, Colorado | 12/2 |
| 7/15/24-7/19/24 | Upward Bound | Car & Plane | 0 | Denver, Colorado | 16/5 |



Field Trip Request

Requested by: Cody Goddard School: Foothill High School
 Name of Club, Group or Department: Girls Basketball Today's Date: 5/7/24

FIELD TRIP

Departure Date: 6/21/24 Time: 5:20 am # of Students: 12 # of Chaperones: 2
 Return Date: 6/24/24 Time: 7:30 am # of Substitutes Required: 0 Date(s): _____
 Destination: University of Colorado Staff Member(s): 2 Parent(s): _____
 City/State: Boulder Colorado Cody Goddard _____
 Outside of California, Oregon, Nevada or Arizona? Mike Gray _____
 N Y* (If Yes, must have Board Approval)
 Purpose: Basketball Summer Camp

**Attach Itinerary **

Local, In-State, Oregon, Nevada or Arizona day trips must have Administrative approval at least **10 days prior** to departure.
 Overnight trips outside California and out-of-country trips must have Board approval at least **2 months prior** to departure.

TRANSPORTATION

A separate Transportation Request form must be submitted to the Transportation Department. *12 business days prior for local trips; 20 business days for out of area trips* Mode of Transportation: _____
 Date Submitted: _____

FUNDING

| Budget Code or ASB Account | Amount |
|---|-------------|
| Substitute _____ | _____ |
| Transportation <u>Flights and Vans</u> | <u>4500</u> |
| Meals <u>Included</u> | _____ |
| Lodging <u>Included</u> | _____ |
| Other Expenses <u>Tournament/Camp Fee</u> | <u>4500</u> |

By signing this form, I acknowledge that I have read all District Board Policies/Administrative Regulations related to school sponsored trips and I agree to abide by such policies.

Signature: [Handwritten Signature] Date: 5/7/24

APPROVALS

Principal: _____ Date: _____
 Associate Superintendent
 Instructional Services: _____ Date: _____
 Superintendent: _____ Date: _____

*Trips outside of California, Oregon, Nevada and Arizona

Board Approval Date: _____



FOOTHILL HIGH SCHOOL
Girls' BASKETBALL June 2024
Denver ITINERARY

6/21/24

5:20 AM Depart Sacramento to Denver Colorado. Upon arrival collect bags, pick up rental vans.

Flight details(Nonstop)

Fri 6/21 # 459 SMF To DEN 5:20 AM 8:35 AM

9:05 am get vans, collect luggage.

11:00 Travel to the University of Boulder, Colorado

1:00 pm Check in to dorm rooms

4 pm Walk to school gym

4:30 Play games for the night

8:00 Meeting in the lobby to go over expectations and plans for the weekend

8 pm Team dinner

6/22

8am Breakfast

9 am Team Activity in courtyard

10:00 Travel to gym

10:30 Shoot around

11:00- Walk to gym where the games are to be played

2 pm Meet for team lunch

3:30 pm Rest

4:30 pm Travel to gyms

7:00 pm Game

9:30 pm back to dorms with food

10 pm Bed checks



Field Trip Request

Requested by: Jaykob Caples School: Shasta Collegiate Academy
 Name of Club, Group or Department: Simpson University Upward Bound Today's Date: 4/12/24

FIELD TRIP

Departure Date: July 15, 2024 Time: 8:00 AM # of Students: 16 # of Chaperones: 5
 Return Date: July 19, 2024 Time: 7:00 PM # of Substitutes Required: — Date(s): —
 Destination: Colorado Staff Member(s): Michael Martin Parent(s): —
 City/State: Denver, Colorado Jaykob Caples
Alison Nail
Zachere Caples

Outside of California, Oregon, Nevada or Arizona?
 N Y* (If Yes, must have Board Approval)
 Purpose: Simpson University Upward Bound Summer Trip
****Attach Itinerary****
 Local, In-State, Oregon, Nevada or Arizona day trips must have Administrative approval at least **10 days** prior to departure.
 Overnight trips outside California and out-of-country trips must have Board approval at least **2 months** prior to departure.

TRANSPORTATION

A separate Transportation Request form must be submitted to the Transportation Department. 12 business days prior for local trips; 20 business days for out of area trips
 Mode of Transportation: Simpson University Bussing
 Date Submitted: —

FUNDING

| Budget Code or ASB Account | Amount |
|----------------------------|--------|
| Substitute _____ | _____ |
| Transportation _____ | _____ |
| Meals _____ | _____ |
| Lodging _____ | _____ |
| Other Expenses _____ | _____ |

By signing this form, I acknowledge that I have read all District Board Policies/Administrative Regulations related to school sponsored trips and I agree to abide by such policies.

Signature: [Signature] Date: 4/12/24

APPROVALS

Principal: [Signature] Date: 4/23/24
 Associate Superintendent Instructional Services: [Signature] Date: 4/24/24
 Superintendent: [Signature] Date: 4/24/24

*Trips outside of California, Oregon, Nevada and Arizona Board Approval Date: _____



Simpson University Upward Bound Shasta County (AUHS/ANTHS, WVECHS, and SHS/SCA)

Week 6 Travel to Ft. Collins Colorado, July 15-19, 2024.

Trip contact: Mike Martin, mmartin@simpsonu.edu; (530)941-5559

| Day/Date | Time Arrive | Time Depart | Location | Address | Activity |
|----------|-------------|-------------|---|---|------------------------|
| 7/15/24 | | 8:05am | Simpson University (SU) | 2211 College View Dr. Redding, CA 96003 | Pick up |
| 7/15/24 | 8:20am | 8:30am | Shasta High School (SHS) | 2500 Eureka Wy. Redding, CA 96001 | Pick up |
| 7/15/24 | 8:50am | 9:00am | Anderson New Technology High School (ANTHS) | 2098 North St. Anderson, CA 96007 | Pick up |
| 7/15/24 | 10:30am | 10:45am | Granzella's Restaurant | 464 6 th St. Williams, CA 95987 | Restroom break |
| 7/15/24 | 11:30am | 1:30pm | Sacramento International Airport | 6900 Airport Blvd, North Natomas, CA 95837 WN934 SMF-DEN | Drop off, Depart |
| 7/15/24 | 4:50pm | 6:00pm | Denver International Airport | 8500 Peña Blvd, Denver, CO 80249 | Arrive, Pick up |
| 7/15/24 | 7:00pm | 8:00pm | Hilton Fort Collins | 425 W Prospect Rd, Fort Collins, CO 80526 | Hotel |
| 7/15/24 | 8:15pm | 9:15pm | TBD | TBD | Dinner |
| 7/15/24 | 9:30pm | | Hilton Fort Collins | 425 W Prospect Rd, Fort Collins, CO 80526 | Hotel for the evening |
| 7/16/24 | TBD | TBD | CSU Fort Collins | 102 Administration Building Fort Collins, CO 80523 | College Tour and Lunch |
| 7/16/24 | TBD | TBD | TBD | TBD | Dinner |
| 7/16/24 | TBD | TBD | Hilton Fort Collins | 425 W Prospect Rd, Fort Collins, CO 80526 | Hotel for the evening |
| 7/17/24 | TBD | TBD | Rocky Mountain Adventures | 1117 US-287 N Fort Collins, CO 80524 | White Water Rafting |
| 7/17/24 | | | | | Dinner |
| 7/17/24 | | | Hilton Fort Collins | 425 W Prospect Rd, Fort Collins, CO 80526 | Hotel for the evening |
| 7/18/24 | TBD | TBD | Rock Mountain National Park | Grand Lake, CO 80447 | National park visit |

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: 2024-25 Designation of CIF Representatives to League

PREPARER: Leo Perez
Associate Superintendent of Instructional Services

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

The California Interscholastic Federation requires participating school district boards to designate voting representatives to the league each year. This action authorizes the designated individual representatives as the only people who will be voting on issues at the league and section level that impact athletics.

2024-2025 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE no later than June 28, 2024.**

Shasta Union High School District/Governing Board at its May 14, 2024 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2024-2025 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES


NAME OF SCHOOL Shasta Union High School District
NAME OF REPRESENTATIVE Jim Cloney POSITION Superintendent
ADDRESS 2200 Eureka Way CITY Redding ZIP 96001
PHONE 530.241.3261 FAX _____ E-MAIL jcloney@suhisd.net

NAME OF SCHOOL Shasta Union High School District
NAME OF REPRESENTATIVE Leo Perez POSITION Assoc. Superintendent I.S.
ADDRESS 2200 Eureka Way CITY Redding ZIP 96001
PHONE 530.241.3261 FAX _____ E-MAIL lperez@sunsd.net

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Jim Cloney Signature 
Address 2200 Eureka Way City Redding Zip 96001
Phone 530.241.3261 FAX _____

PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.

2024-2025 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE no later than June 28, 2024.**

Shasta Union High School District/Governing Board at its May 14, 2024 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2024-2025 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES


NAME OF SCHOOL Enterprise High
 NAME OF REPRESENTATIVE George Robinson POSITION Athletic Director
 ADDRESS 3411 Churncreek Rd. CITY Redding ZIP 96002
 PHONE 530-222-6001 FAX _____ E-MAIL grobison@suhscd.net

NAME OF SCHOOL Enterprise High
 NAME OF REPRESENTATIVE Joey Brown POSITION Athletic Admin
 ADDRESS 3411 Churncreek Rd CITY Redding ZIP 96002
 PHONE 530-222-6001 FAX _____ E-MAIL jbrown@suhscd.net

NAME OF SCHOOL Enterprise High
 NAME OF REPRESENTATIVE Ryan Johnson POSITION Principal
 ADDRESS 3411 Churncreek Rd CITY Redding ZIP 96002
 PHONE 530-222-6001 FAX _____ E-MAIL rjohnson@suhscd.net

NAME OF SCHOOL _____
 NAME OF REPRESENTATIVE _____ POSITION _____
 ADDRESS _____ CITY _____ ZIP _____
 PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Ryan Johnson Signature 
 Address 3411 Churncreek Rd City Redding ZIP 96002
 Phone 530-222-6001 FAX _____

PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.

2024-2025 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE no later than June 28, 2024.**

Shasta Union High School District/Governing Board at its May 14, 2024 meeting,
 (Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2024-2025 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

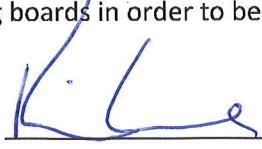
NAME OF SCHOOL Foothill High
 NAME OF REPRESENTATIVE Stephanie Ahluwalia POSITION Athletic Director
 ADDRESS 9733 Deschutes Rd. CITY Palo Cedro ZIP 96073
 PHONE 530-547-1700 FAX 530-245-2700 E-MAIL sahluwalia@suhisd.net

NAME OF SCHOOL Foothill High
 NAME OF REPRESENTATIVE Shawn Arstine POSITION Athletic Admin.
 ADDRESS 9733 Deschutes Rd. CITY Palo Cedro ZIP 96073
 PHONE 530-547-1700 FAX 530-245-2700 E-MAIL sarstine@suhisd.net

NAME OF SCHOOL Foothill High
 NAME OF REPRESENTATIVE Kevin Greene POSITION Principal
 ADDRESS 9733 Deschutes Rd. CITY Palo Cedro ZIP 96073
 PHONE 530-547-1700 FAX 530-245-2700 E-MAIL kgreene@suhisd.net

NAME OF SCHOOL _____
 NAME OF REPRESENTATIVE _____ POSITION _____
 ADDRESS _____ CITY _____ ZIP _____
 PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Kevin Greene Signature 
 Address 9733 Deschutes Rd. City Palo Cedro zip 96073
 Phone 530-547-1700 FAX 530-245-2700

PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.

2024-2025 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE** no later than **June 28, 2024**.

Shasta Union High School District/Governing Board at its May 14, 2024 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2024-2025 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Shasta High
 NAME OF REPRESENTATIVE Brian McIntire POSITION Athletic Director
 ADDRESS 2500 Eureka Way CITY Redding ZIP 96001
 PHONE 530.241.4101 FAX 530.241.9571 E-MAIL bmcintire@susd.net

NAME OF SCHOOL Shasta High
 NAME OF REPRESENTATIVE Heath Bunton POSITION Athletic Admin
 ADDRESS 2500 Eureka Way CITY Redding ZIP 96001
 PHONE 530.241.4101 FAX 530.241.9571 E-MAIL hbunton@susd.net

NAME OF SCHOOL Shasta High
 NAME OF REPRESENTATIVE Shane Kikut POSITION Principal
 ADDRESS 2500 Eureka Way CITY Redding ZIP 96001
 PHONE 530.241.4101 FAX 530.241.9571 E-MAIL skikut@susd.net

NAME OF SCHOOL _____
 NAME OF REPRESENTATIVE _____ POSITION _____
 ADDRESS _____ CITY _____ ZIP _____
 PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name Shane Kikut Signature [Signature]
 Address 2500 Eureka Way City Redding Zip 96001
 Phone 530.241.4101 FAX 530.241.9571

PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Human Resource Action Report

PREPARER: Jason Rubin
Associate Superintendent of Human Resources

RECOMMENDATION: Action
 Discussion
 Information

Approve personnel changes to meet the needs of our District as outlined on the following report.

**Shasta Union High School District
HUMAN RESOURCES ACTION REPORT**

| NAME | POSITION | EFFECTIVE |
|--|--|------------------|
| <u>Classified</u> | | |
| <u>Hours-Increase</u> | | |
| Hein, Kathryn | At-Risk Para, Pioneer HS 6 hours/10 months | April 8, 2024 |
| <u>New Hires/Rehire</u> | | |
| Brooks, Alyssa | Special Ed-Paraprofessional, SHS 5.75 hours/10 months | April 8, 2024 |
| O'Day, Kathleen | Special Ed-Paraprofessional, FHS 5.75 hours/10 months | May 6, 2024 |
| <u>Promotion</u> | | |
| Saelee, Lio "Shyla" | Special Ed Secretary, SLC/DO 8 hours/11 months | June 3, 2024 |
| <u>Resigned/Retired</u> | | |
| Gray, Laura | Paraprofessional-SDCI, SHS 6.5 hours/10 months | June 6, 2024 |
| Kennen, Hayden | Special Ed-Paraprofessional, FHS 5.75 hours/10 months | April 15, 2024 |
| Kreger, Madeline | Health Clerk, SLC 6 hours/201 days | May 10, 2024 |
| Sherwood, William | Custodian, SHS 8 hours/12 months | March 22, 2024 |
| <u>Certificated</u> | | |
| <u>Provisional Internship Permit 2023-24</u> | | |
| O'Hara, John P | English 5/5, EHS | April 22, 2024 |

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: MOU with Humboldt State University and the District for Student Teaching and Placement

PREPARER: Jason Rubin, Associate Superintendent of Human Resources

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:
MOU signed between California State Polytechnic University, Humboldt and the District to be effective July 1, 2024 through June 30, 2027 to provide teaching experience through practice teaching or observation to students enrolled in teacher training curricula, and other fieldwork experience to students enrolled in other curricula of the State University.

REFERENCES:
Education Code section 44259.1(a)(1)



MEMORANDUM OF UNDERSTANDING FOR STUDENT TEACHING, OBSERVATION OR FIELD WORK

THIS AGREEMENT, made and entered into as of this 1st day of July, 2024 by and between the State of California through THE TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY, all of which are hereinafter called the "State" or "State University," and the Shasta Union High School District of Shasta County, herein after called the "District":

WITNESSETH:

WHEREAS, the District is authorized to enter into agreements with the State, to provide teaching experience through practice teaching or observation to students enrolled in teacher training curricula, and other fieldwork experience to students enrolled in other curricula of the State University; and

WHEREAS, any such agreement will provide no payment for the Practice Teaching services rendered by the District; NOW, THEREFORE, it is mutually agreed between the State and the District as follows:

SPECIAL PROVISIONS

The TERM of the Agreement is from July 1, 2024 to June 30, 2027. The State shall provide no payment to the District for services required for any Practice Teaching placements.

GENERAL TERMS

- 1. The District shall provide to State University students experience through practice teaching, observations or other field work in schools and classes of the District. The experience provided by said student placements shall be provided in such schools or classes of the District and under the direct supervision and instruction of such employees of the District, as the District and the State through their duly authorized representatives may agree upon.

The District may, for good cause, refuse to accept for such observational, practice teaching or other field work placement any student of the State University assigned in the District, and upon request of the District, made for good cause, the State shall terminate the assignment of any student of the State University in the District.

“Practice Teaching” as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District holding valid life diplomas or credentials issued by the State Board of Education, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools or classes in which the practice teaching is provided.

- 2. An assignment of a student of the State University to schools or classes of the District shall be, at the discretion of the State, for (1) Practice Teaching or for (2) Field Work. A student may be given more than one assignment by the State University in such schools or classes.

The assignment of a student of the State University to the District shall be deemed to be effective for purposes of this agreement as of the date the student presents to the proper authorities of the District the assignment card or other document given the student by the State University effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

Absences of a student from assigned practice teaching shall not be counted as absences in computing the semester units of practice teaching provided the student by the District.

- 3. Except as otherwise provided herein, the State University shall provide workers' compensation insurance during



MEMORANDUM OF UNDERSTANDING FOR STUDENT TEACHING, OBSERVATION OR FIELD WORK

the period for which the students are assigned to the District by the State University. All premiums or any other costs therefore shall be paid by the State University.

4. Except as otherwise provided herein, the State University shall inform each student regarding the availability of professional liability insurance. Students enrolled in Education credential programs are covered by the State University Student Professional Liability Insurance Program. Evidence of Coverage is provided upon request.
5. All the terms and conditions of this agreement apply to the placement of students of the State University for observational experience, with the exception that those students will not be covered by workers' compensation insurance as provided in Paragraph 3 hereof. In addition, all the terms and conditions of this agreement apply to the placement of students of the State University for assigned field work other than practice teaching.
 - a. State University shall defend, indemnify and hold District, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officers, agents, or employees.
 - b. District shall defend, indemnify and hold State University, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of State University, its officers, agents, or employees.
6. The District agrees to accept students without regard to race, ethnic origin, sex, sexual orientation, gender, gender identity, gender expression, age, religion, disability, handicap, or political belief.
7. District is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19". District is familiar with and informed about the Centers for Disease Control and Prevention (CDC) current guidelines regarding COVID-19 as well as applicable federal, state, and local governmental directives regarding COVID-19. District, to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed or updated, District will take steps to comply with the modified, changed or updated guidelines or directives. If at any time District becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify the State of that fact.
8. State University will ensure that participating students will not be placed at District with unsupervised access to children until a background check by the Department of Justice, including fingerprint clearance, is completed and participating students are granted Certificate of Clearance by the State of California.
9. State University shall ensure that participating students have provided evidence of tuberculosis screening administered in the first semester of their teacher preparation program.
10. The District shall provide to the University's credential candidates experiences through practice teaching, observations, or other field work in schools and classes of the district. The experience provided by said candidate placements shall be provided in appropriate schools or classes of the District and under the direct supervision and instruction of such employees of the District, as the District and State through their duly authorized representative may agree upon.

Cal Poly Humboldt.

MEMORANDUM OF UNDERSTANDING FOR STUDENT TEACHING, OBSERVATION OR FIELD WORK

11. The District shall provide opportunities for the University students to practice and provide literacy instruction. The University’s credential candidates will engage in practice teaching of oral and written language including meaning-making, language development, and effective expression, as appropriate to the credential program. The University students will have the opportunity in the clinical practice placement to practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the teacher performance expectations and standard. While in the clinical practice placement, the University credential candidates will be expected to take and pass a literacy performance assessment approved by the Commission on Teacher Credentialing that includes a focus on foundational literacy skills and the additional cross-cutting themes in literacy.

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY
California State Polytechnic University, Humboldt

District: **Shasta Union High School District**



Edna J Lewis
2024.04.08
15:24:23 -07'00'

Edna Lewis,
Procurement Specialist
Contracts & Procurement

Signature

By: **Jim Cloney**

Print Name

Superintendent

Title

CERTIFICATION (if applicable)

I, the duly appointed and acting Clerk or Secretary or Governing Board of the Board of School District listed below, do hereby certify that the following is a true and exact copy of a portion of the Minutes of the regular meetings of said Board held on May 14, 2024

"It was moved, seconded, and carried that the attached contract with the Trustees of the California State University, whereby the University may assign students to the schools in the School District for practice teaching be approved; and the District is hereby authorized to execute the same."

School District:

By: _____
Clerk, Secretary (strike one) of the Governing Board of the School District

County: **Shasta**

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Enrollment Projections for 2024-2025

PREPARER: Jim Cloney, Superintendent

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:
The Superintendent will review enrollment projections for next school year based upon current registration information.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Special June Board Meeting for 2024-2025 LCAP & Budget Adoption

PREPARER: Jim Cloney, Superintendent

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

As of 2014, current Education Code requires that the Board of Trustees approve the District's budget for the following school year in conjunction with the District's Local Control and Accountability Plan (LCAP) for following year. The LCAP must also have a public hearing scheduled at a separate, prior Board meeting. As the LCAP public hearing is scheduled for the Board's regular meeting on June 11, 2024, the Administration is requesting a second Board meeting in June for final approval of the 2024-2025 budget and LCAP. Suggested dates and times will be provided to the Board and the date/time will be decided by consensus of the Board.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: First Reading – Draft Administrative Board Policies, Regulations & Exhibits

PREPARER: Jim Cloney, Superintendent

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

The District subscribes to the California School Boards Association (CSBA) Policy Manual Maintenance Program. Through this Program, CSBA provides sample policies and administrative regulations for adoption.

Administration is also recommending updates to the following policies:

Administrative Regulation 5030 Student Wellness

Administrative Regulation 5020: Parent Rights And Responsibilities

REFERENCES:

Draft policies were provided to the Board under separate cover. Copies may be obtained by contacting the District Office at (530) 241-3261.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Pioneer Continuation High School Implementation Plan

PREPARER: Jim Cloney, Superintendent

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

Due to the 2022 legislative update, the California Department of Education requires all Implementation Grantees have their Implementation Plan presented to the Governing Board and posted on the school's website. The Shasta County Office of Education oversees the consortium of the 29 schools' implementation plans. All plans are identical except for site-level staff names for the administrator, counselor, and community connector. These plans are meant to be modified by the school site Community School Leadership Team as they learn more each year while also communicating the support and sustainability structures and strategies the consortium provides. The plans identify 9 priorities set by the Community Schools Framework with a description of each in the plan.

Pioneer Continuation High School & Shasta County Community School Consortium's California Community Schools Partnership Program Year 1 Implementation Plan

SCHOOL SITE CONTACT INFORMATION

| | |
|---------------------------|--------------------------------------|
| Implementation Plan | Year 1: July 1, 2023 - June 30, 2024 |
| District Name | Shasta Union High School District |
| School Name | Pioneer Continuation High School |
| Grades | 9-12 |
| School Contact Person | Tim Calkins |
| Consortium Contact Person | Wendy Hall |
| Consortium Contact Email | whall@shastacoe.org |

PRIORITY 1: NEEDS AND ASSETS ASSESSMENT: COLLECTIVE PRIORITIES

School sites plan and execute a deep needs and asset assessment, engaging a majority of students, staff, families, and community members in identifying their top community school priorities and vision. Thoroughly describe your plan for conducting a deep Needs and Assets Assessment in the space below. Ensure you will leverage multiple (at least three) data collection and analysis methods, such as interviews, focus groups, surveys, town halls, family nights, home visits, etc., to inform your community school strategy.

Stakeholders then identify priority topics from needs and asset assessment and form working groups or goals teams that utilize Improvement Science or other strong problem-solving strategies to address root causes. LEAs support this process and develop structures to address system-level issues that span multiple school sites. After conducting the Needs and Assets Assessment, discuss how you will analyze your data and develop priorities, and then strategically collaborate with community partners on the emerging core priorities.

Our school sites' deep Needs and Asset Assessments during implementation Year 1 will build upon the extensive community engagement and planning efforts that have already taken place in our Consortium's previous CCSP grants and aligned initiatives. These assessments involved students, staff, families, and community members in identifying the top community school priorities and vision. Our Year 1 approach is guided by best practices for community engagement and culturally responsive practices to ensure that diverse and comprehensive data are collected. We have leveraged multiple data collection and analysis methods, such as interviews, focus groups, summits, workgroups, family nights, and home visits, to inform our Consortium's community school strategy.

To ensure that our Needs and Asset Assessment is thorough and meaningful, our Consortium will work collaboratively with each school site during Year 1 to identify the most effective and efficient strategies for community engagement. While some efforts may be consolidated across the Consortium, we recognize that most will be implemented at the school site level, as each school has

unique needs and priorities. By engaging a wide range of stakeholders, including students, families, staff, and community members, we will collect comprehensive and diverse data to guide each school's efforts in building strong and effective community schools. Best practice strategies, such as hosting town halls, holding focus groups, and conducting surveys, will ensure that all voices are heard and all perspectives are considered. Culturally responsive practices will also ensure that our assessment process is equitable and inclusive.

To ensure that our data collection tools are culturally responsive and inclusive. This will include providing translated surveys in multiple languages, offering different formats for data collection, and hosting events at different times to ensure that all families and students have the opportunity to participate. We will also work closely with our community partners to identify potential barriers to participation and develop strategies to overcome them, such as offering childcare, incentives, or transportation services. Through these efforts, we will collect diverse and comprehensive data that accurately reflects the needs and priorities of our entire school community.

In addition to these best practices, we will explore using existing community groups, parent partners, or community health advocates to help engage families and students in the Needs and Assets Assessment process. Our school site Community Connectors will also play a key role in building relationships with hard-to-reach families and ensuring their voices are heard. We will also consider offering alternative data collection methods, such as focus groups or surveys conducted through phone calls or in-person visits, for families who may not have access to technology or be uncomfortable using it. These strategies will help ensure that we collect diverse and comprehensive data representative of our entire community.

After analyzing our data, we will utilize collaborative methods to develop priorities and create an action plan. For instance, we will use ICA's Technology of Participation methods to facilitate consensus-building and stakeholder collaboration. We will also engage with community partners, such as local nonprofits, government agencies, and businesses, to leverage their expertise and resources. Working together can address systemic issues and make meaningful progress toward our community school goals. Our ongoing communication and feedback loops will ensure that our efforts remain aligned with the expectations and requirements of the California Department of Education (CDE) and the Statewide Transformational Assistance Center for Community Schools (STAC).

School sites will form, and the Consortium will support working groups or goals teams utilizing Improvement Science, Compassionate Systems Awareness, or other strong problem-solving strategies to address root causes and progress monitor our evolving systems. To ensure that our efforts are coordinated and collaborative, we will engage the CLAC, school site Leadership Teams, Consortium and school site Community School Coordinators, and other stakeholders in this process. Additionally, we will develop structures to address system-level issues that span multiple school sites, including regular meetings and communication channels to ensure that all stakeholders are informed and engaged.

As our Consortium's community school initiative evolves each year, we will continue to have a mix of Consortium and school site goals, focusing on collaborative best practices and community engagement strategies. We will prioritize ongoing communication and feedback from our stakeholders and continuously work to improve and refine our efforts based on their input. To ensure that our efforts align with practices and expectations from the CDE and Statewide STAC, we will seek support from our regional technical assistance centers (RTAC). We will regularly consult with these

experts to receive guidance on our community school goals and strategies and to stay current on the latest research and best practices in community schools. Additionally, we will regularly review and revise our implementation plans to ensure they comply with any requirements or expectations set forth by CDE and STAC.

PRIORITY 2: SHARED UNDERSTANDING

LEAs and schools raise awareness of community schools throughout the community, developing a shared understanding of the community schools approach centered on establishing racially just, relationship-centered schools. Schools and LEAs answer, “why a community school for my school/district?”

Information about the community school strategy is continually shared, shaped, and reinforced at school-wide events, over announcements, on websites, in school branding, and throughout internal and external communication in multiple languages that are responsive to the community.

Shared Understanding Built Around Core Commitments

After engaging interest-holders to answer the question, “why a community school for my school/district?”, share your response to that question in the box below. Indicate how your site’s understanding of community schools reflects its commitment to the Cornerstone Commitments:

1. **Assets-Driven and Strength-Based Practice:** Community schools view students, their families, and their community through the lens of their assets and strengths and value the collective wisdom derived from experience, family, history and culture, and language.
2. **Racially Just and Restorative School Climates:** Community schools commit to creating, nourishing, and sustaining school climates centered on embracing and supporting all students in the totality of school interactions.
3. **Powerful, Culturally Proficient, and Relevant Instruction:** Community schools commit to being driven by teaching and learning relevant to, inclusive of, and centered in the wisdom, history, culture, and experience of students, families, and communities.
4. **Shared Decision-Making and Participatory Practices:** Community schools all share a commitment to authentic and dynamic shared leadership in all aspects of school governance and operations.

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

To ensure that our community schools' work reflects our commitment to the Cornerstone Commitments, in Year 1, we will develop a plan to raise awareness of community schools throughout the community, using multiple strategies to share information about our approach. This will include hosting school-wide events, utilizing school announcements, featuring information on our websites and branding materials, and using internal and external communication channels to share information in multiple languages that are responsive to our community. We will also engage our stakeholders in answering the question, "why a community school for my school/district?" and ensure that their understanding of community schools reflects our commitment to the Cornerstone Commitments.

Commitment to the Assets-Driven and Strength-Based Practice:

Pioneer Continuation High School & Shasta County Community School Consortium’s Year 1 CCSPP Implementation Plan
Developed by the California Department of Education and State Transformational Assistance Center, February 2023

The Consortium will work to identify and build on the strengths and assets of our students, families, and community, valuing their collective wisdom derived from experience, family, history, culture, and language. We will also develop plans to promote a racially just and restorative school climate centered on the embrace and support of all students in the totality of school interactions, including implementing restorative practices and developing relationships with our students and their families.

Lead Agency:

- Provide training and coaching for staff on asset-based thinking and strength-based practices
- Promote and support the use of asset-mapping tools and other assessment methods that focus on strengths and assets
- Share success stories and best practices related to asset-driven and strength-based approaches

Pioneer Continuation High School:

- Conduct asset-mapping including “relational mapping” exercises with students, families, and community members to identify strengths and assets in the school community
- Develop programs and initiatives that build on the strengths and assets identified through the asset-mapping process
- Train staff on asset-based thinking and incorporate it into daily interactions with students and families

Commitment to Powerful, Culturally Proficient, and Relevant Instruction:

The Consortium will focus on teaching and learning that is relevant to, inclusive of, and centered in the wisdom, history, culture, and experience of our students, families, and communities.

Lead Agency:

- Collaborating with community partners to offer enrichment opportunities that align with students' cultural backgrounds and interests.

Pioneer Continuation High School:

- Providing opportunities for students to learn from and about diverse perspectives and experiences, such as through guest speakers, field trips, or partnerships with community organizations.
- Incorporating student feedback and input into instruction development to ensure that it is relevant and meaningful for them.

Commitment to Shared Decision-Making and Participatory Practices:

The Consortium will strive to have authentic and dynamic shared leadership in all school governance and operations, including engaging families, students, staff, and community members in decision-making processes. We will promote using ICA's Technology of Participation methods to foster collaborative decision-making and establish structures to ensure that all stakeholders have a voice in decision-making processes.

Lead Agency:

- Provides resources on shared decision-making and participatory practices for all school site Leadership Teams.
- Facilitates regular meetings between school site Leadership Teams and Consortium

representatives to share information and make collaborative decisions.

- Includes representatives from the school site Leadership Team in the Consortium's decision-making process.

Pioneer Continuation High School:

- Establish school site Leadership Teams that include diverse stakeholders such as parents, students, teachers, and community partners.
- Provide regular opportunities for all stakeholders to provide input and feedback on school policies and programs.
- Utilize tools such as surveys and focus groups to gather feedback and make decisions collaboratively with stakeholders.

PRIORITY 3: COLLABORATIVE LEADERSHIP

At the system level, LEAs establish a system-level steering committee to conduct exploration activities and to provide crucial guidance to school-level implementers. At the site level, schools map their building and community to launch or revise site-level shared leadership structure(s).

Site and Consortium Level Goals and Measures of Progress

| Pioneer Continuation High School | |
|---|--|
| Goals | |
| By the end of Year 1, each school site will complete “relational mapping” of the school's boundary to launch or revise site-level shared leadership structure(s) and better link students and families to community resources. | |
| Action Steps | |
| <ol style="list-style-type: none"> 1. Each school site will assign its Community Connector to lead the “relational mapping” effort. 2. The Community Connector will identify and build relationships with businesses, churches, community-based organizations, and other stakeholders within the school's boundaries. 3. The Community Connector and other members of the school's Leadership Team will work with these stakeholders to identify opportunities for collaboration and shared leadership. 4. The school site will use the results of the relational mapping to launch or revise a site-level shared leadership structure. | |
| Outcome/Indicators | |
| <ol style="list-style-type: none"> 1. Each school site will have a comprehensive “relational map” of the school's boundaries that includes businesses, churches, community-based organizations, and other stakeholders. 2. The school site will have established relationships with stakeholders within the school's boundaries, including those that can potentially provide input to the school's Leadership Team or other forms of stakeholder engagement. | |
| Shasta County Community School Consortium | |
| Goal | |

By the end of Year 1, the Consortium will establish a system-level steering committee, the Community Schools Collaborative Leadership Advisory Committee (CLAC), a representative group from school site Leadership Teams, SCOE, and stakeholder groups, to provide crucial guidance and support to school-level implementers in our community schools initiative.

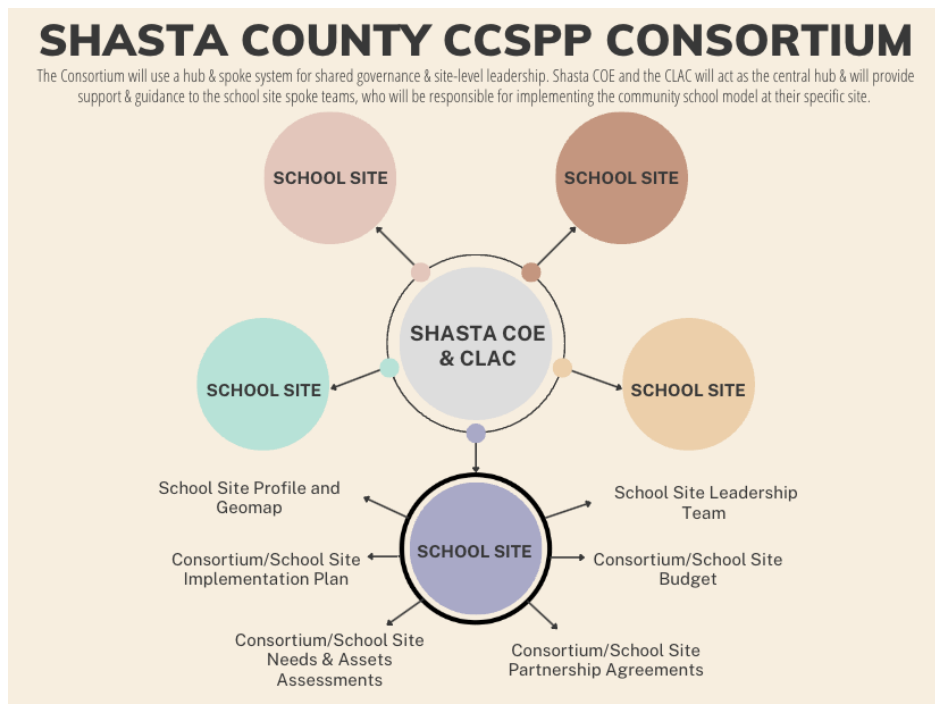
Action Steps

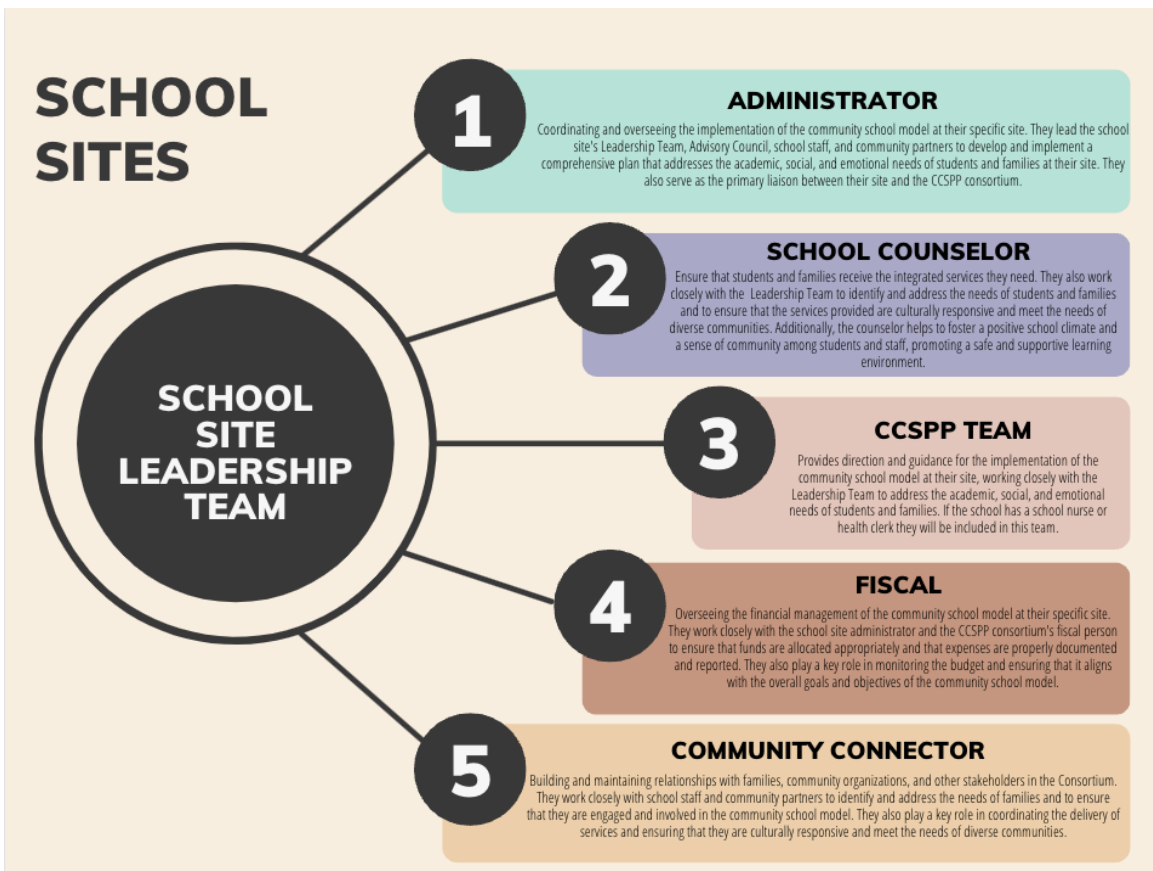
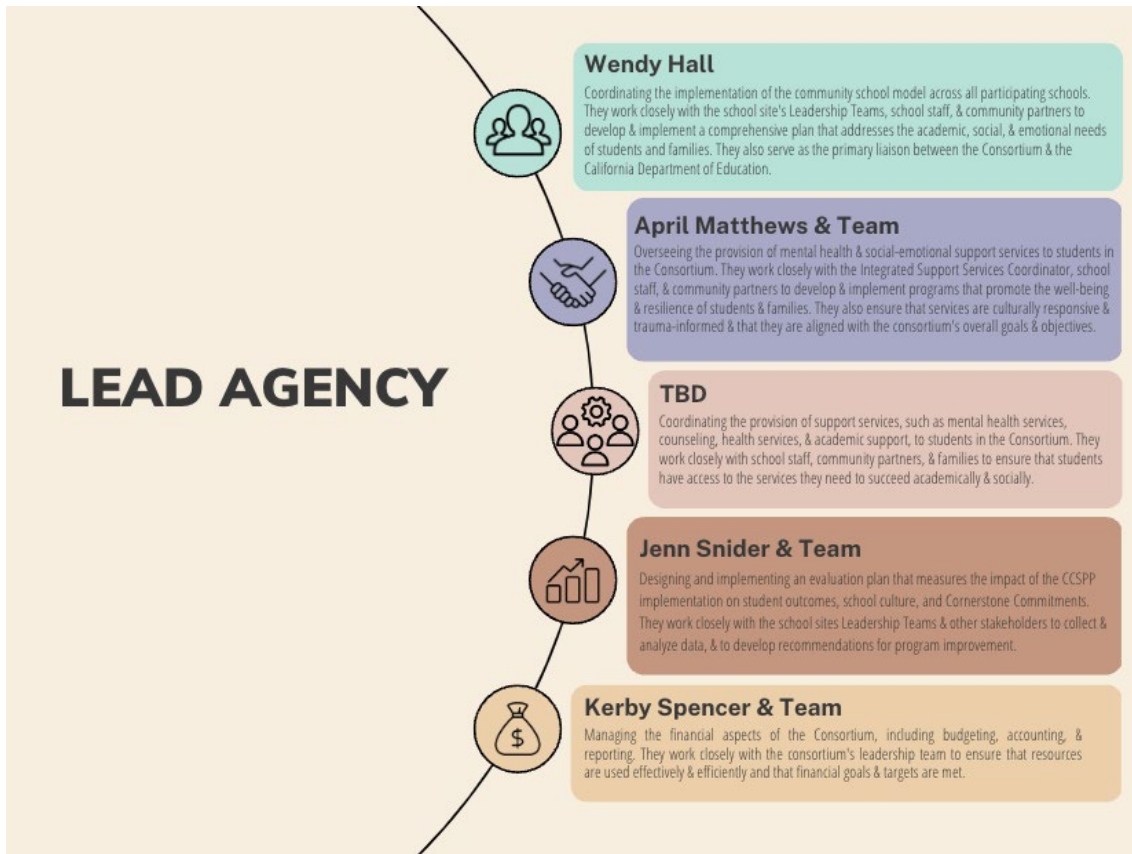
1. Identifying and recruiting a diverse group of stakeholders to serve on their school site CLAC, including representatives from community-based organizations, businesses, government agencies, parent groups, and other key partners.
2. Develop a shared understanding of community schools and the Cornerstone Commitments among CLAC members and other stakeholders.
3. Collaborate with the SCOE and other community school technical assistance providers to ensure that CLAC members have access to the training and resources needed to guide and support school-level implementers effectively.

Outcome/Indicators

1. CLAC is established and includes representatives from diverse stakeholder groups.
2. CLAC members and other stakeholders have a shared understanding of community schools and the Cornerstone Commitments.
3. CLAC members receive training and resources needed to guide and support school-level implementers effectively.

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





PRIORITY 4: COHERENCE: POLICY AND INITIATIVE ALIGNMENT

Schools and systems work to align policies to ensure an integrated community school strategy at the site and LEA levels. LEA pursues new policy initiatives that comprehensively define community schools while allowing local implementation flexibility. A coherent and comprehensive plan/strategy for community schools “de-silos” all parallel LEA and school-level initiatives.

Site and Consortium Level Goals and Measures of Progress

| Pioneer Continuation High School |
|---|
| Goals |
| LCAP GOAL 3: During Year 1, our school will improve student engagement, support, school climate, and environment. |
| Action Steps |
| <ol style="list-style-type: none"> 1. An additional counselor will be employed at our school site to lower the counselor-to-student ratio and allow additional time for at-risk counseling. 2. Institute a restorative justice and/or peer court program as an alternative to suspension. 3. Fund additional supports to meet our goal, including a mentoring program, incentives for student improvement in attendance, Link Crew, intramural activities, health staff, an anonymous reporting system for students, and mental health support. |
| Outcome/Indicators |
| <ol style="list-style-type: none"> 1. Decrease chronic absenteeism from 10% to 8.5% 2. Decrease suspension rates from 4.3% to 3% 3. Maintain a pupil expulsion rate of less than 1%. |
| Shasta County Community School Consortium |
| Goals |
| By the end of Year 2, the Consortium will ensure alignment of community school policies and initiatives with school site Local Control and Accountability Plans (LCAPs), District Advisory (DA) committees, and support provided by SCOE. |
| Action Steps |
| <ol style="list-style-type: none"> 1. Develop a comprehensive plan for community schools that integrates with LCAPs, DA committees, and SCOE supports. 2. Establish a system for regular communication and collaboration among the Consortium, LEAs, and school sites to ensure alignment of policies and initiatives. 3. Provide professional development and technical assistance to LEAs and school sites to support alignment with community school policies and initiatives. 4. Develop a process for regularly reviewing and updating policies and initiatives to ensure ongoing alignment with LCAPs, DA committees, and SCOE supports |

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 Developed by the California Department of Education and State Transformational Assistance Center, February 2023

| Outcome/Indicators |
|---|
| <ol style="list-style-type: none"> 100% of LEAs and school sites have community school policies and initiatives that align with LCAPs, DA committees, and SCOE supports. Increased stakeholder engagement in the alignment process, as evidenced by participation in LCAP and DA committee meetings and other community events. |

PRIORITY 5: STAFFING AND SUSTAINABILITY

Schools and systems address staffing. As needed to serve the target student population, LEAs recruit and hire diverse, multilingual staff to support site-level work, including an LEA-level Community School Director/Coordinator. Schools hire site-level coordinators. Both sites and systems develop sustainability plans to sustain core staffing through long-term funding.

Site and Consortium Level Goals and Measures of Progress

| Pioneer Continuation High School |
|--|
| Goals |
| <p>By the end of Year 1, we will establish a fully functioning school site Leadership Team with a designated Community School Coordinator to support the coordination and implementation of our school and the Consortium’s community school strategies that address the unique needs of our student population.</p> |
| Action Steps |
| <ol style="list-style-type: none"> Establish our Leadership Team that includes the principal, a Community School Coordinator, a school counselor, our school site Community Connector, a nurse or health clerk, a fiscal staff, and other interested staff. Provide training and professional development opportunities to our Leadership Team members, focusing on building leadership capacity, collaborative problem-solving, and community engagement. Collaborate with the Consortium to share best practices and resources to support the development and implementation of Leadership Teams. |
| Outcome/Indicators |
| <ol style="list-style-type: none"> A functioning Leadership Team established by the end of the school year. Leadership Team members will participate in at least two professional development opportunities focused on leadership, collaboration, and community engagement. Leadership Team will actively engage families, community members, and stakeholders in decision-making processes related to the implementation of community school strategies. |
| Shasta County Community School Consortium |
| Goals |

By the end of Year 1, SCOE, the Consortium's Lead Agency, will establish a comprehensive Community School Team to support school-site and Consortium level work competently and sustainability.

Action Steps

1. SCOE, as the Consortium's Lead Agency, will hire a full Community School Team to support the CLAC, school site teams and complete Consortium level work for all.
2. Research and identify areas where new and current positions could support the work of the Community School Team, restructure as needed for current positions, develop job descriptions for new positions, advertise open positions, and hire qualified candidates for these positions.
3. The team will begin to develop a sustainability plan to support community school efforts.

Outcome/Indicators

1. Hire a full Community School Team by the end of Year 1.
2. Develop a Consortium level braided funding tool as the first step in our sustainability plan.
3. Assess staffing and funding strategies annually and make adjustments to ensure continued success.

Key Staff/Personnel for Site & Consortium

| Key Staff Name | Main Role/Function at Site Level |
|---------------------|---|
| Tim Calkins | Pioneer Continuation High School Community School Coordinator: Coordinating and overseeing the implementation of the community school model at their specific site. They lead the school site's Leadership Team, Advisory Council, school staff, and community partners to develop and implement a comprehensive plan that addresses the students' and families' academic, social, and emotional needs at their site. They also serve as the primary liaison between their site and the CCSPP consortium. |
| Dan Voorhees | School Site Leadership Team/School Counselor: Ensure students and families receive the necessary integrated services. They also work closely with the Leadership Team to identify and address the needs of students and families and to ensure that the services provided are culturally responsive and meet the needs of diverse communities. Additionally, the counselor helps to foster a positive school climate and a sense of community among students and staff, promoting a safe and supportive learning environment. |
| David Flores CBO | School Site Leadership Team/Fiscal: Overseeing the financial management of the community school model at their specific site. They work closely with the school site administrator and the CCSPP consortium's fiscal person to ensure that funds are allocated appropriately, and expenses are properly documented and reported. They also play a key role in monitoring the budget and ensuring that it aligns with the overall goals and objectives of the community school model. |

| | |
|----------------|---|
| TBD | Pioneer Continuation High School Community Connector: Building and maintaining relationships with the Consortium's families, community organizations, and other stakeholders. They work closely with school staff and community partners to identify and address the needs of families and to ensure that they are engaged and involved in the community school model. They also play a key role in coordinating the delivery of services and ensuring that they are culturally responsive and meet the needs of diverse communities. |
| Wendy Hall | Consortium Lead Agency Community School Coordinator: Coordinating the implementation of the community school model across all participating schools. They work closely with the school site's Leadership Teams, school staff, & community partners to develop & implement a comprehensive plan that addresses the academic, social, & emotional needs of students and families. They also serve as the primary liaison between the Consortium & the California Department of Education. |
| April Matthews | Consortium Lead Agency Integrated Student Supports Internal Director: Overseeing the provision of mental health & social-emotional support services to students in the Consortium. They work closely with the Integrated Support Services Coordinator, school staff, & community partners to develop & implement programs that promote the well-being & resilience of students & families. They also ensure that services are culturally responsive & trauma-informed & that they are aligned with the consortium's overall goals & objectives. |
| TBD | Consortium Lead Agency Integrated Student Supports External Director: Coordinating providing support services, such as mental health services, counseling, health services, & academic support, to students in the Consortium. They work closely with school staff, community partners, & families to ensure that students have access to the services they need to succeed academically & socially. |
| Jenn Snider | Consortium Lead Agency Director of Data, Planning, and Accountability: Designing and implementing an evaluation plan that measures the impact of the CCSP implementation on student outcomes, school culture, and Cornerstone Commitments. They work closely with the school sites' Leadership Teams & other stakeholders to collect & analyze data, & to develop recommendations for program improvement. |
| Kerby Spencer | Consortium Lead Agency Community School Fiscal Director: Managing the financial aspects of the Consortium, including budgeting, accounting, & reporting. They work closely with the consortium's leadership team to ensure that resources are used effectively & efficiently and that financial goals & targets are met. |

Describe the plans or steps you've taken to build sustainability beyond the life of your

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Developed by the California Department of Education and State Transformational Assistance Center, February 2023

implementation grant:

Our Consortium has taken several steps to build sustainability beyond the life of the implementation grant.

Sustainable Revenue Stream

To ensure sustainability, we have worked with our community partners and stakeholders to identify and secure additional funding streams and resources that can support the ongoing implementation of our community schools initiative. One of the key steps we have taken is to establish partnerships with local businesses, community organizations, and philanthropic entities to secure ongoing financial support. This includes funds from Redding Rancheria and the Cowell and McConnell Foundation. We have also leveraged existing funding sources, such as federal grants and state initiatives, to support our work. This includes funds from MHSA and MHSSA. In addition, we are working to build support among policymakers and elected officials at the local and county levels to make community schools a priority in our region. In addition, we are also focusing on billing for direct student and family services through Medi-Cal and other payors. We recognize the importance of this revenue stream in providing sustainable funding for our community school programs. To support LEAs in maximizing their reimbursements, SCOE is collaborating with the California Children's Trust to create a toolkit to help LEAs in our Consortium and across our state secure new billing vendors. Additionally, SCOE applied for and was selected as one of the COEs for the Department of Health Care Services Student Health Demonstration Grant, which will provide funding and technical assistance to support our Consortium in developing sustainable Medi-Cal billing programs. This also includes a plan to train our school site Community Connectors to become certified Wellness Coaches who can bill for their services. Those who meet the criteria will receive training and certification as Wellness Coaches and bill Medi-Cal for providing mental health and wellness support to students and families. This will help the school generate revenue and increase access to much-needed services for students and families in the community. Through these efforts, we aim to build a sustainable revenue stream that will support the long-term sustainability of our community school programs.

Build Capacity and Sustainability

To build capacity and sustainability within our community schools, we plan to invest in professional development and training opportunities for our staff and community partners. This will include ongoing training on best practices in community school implementation, as well as leadership development and capacity building for our community school coordinators, school site Leadership Teams, and members of the CLAC.

Consolidated Services

In addition to the steps outlined above, our Consortium's consolidated service strategy also plays a key role in building sustainability beyond the life of our implementation grant. By pooling our resources and working collaboratively, we will maximize the impact of our community school efforts and ensure that they continue to thrive even after the grant period ends. Our Consortium structure also provides a platform for ongoing communication and coordination, allowing us to identify and address emerging needs and opportunities in a timely and efficient manner. This sustained effort will allow us to continue to improve outcomes for our students, families, and communities in the long run.

Alignment

Finally, we have started to embed community schools within the broader strategic plans and priorities of our school districts and local education agencies. This has included aligning our community school

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Developed by the California Department of Education and State Transformational Assistance Center, February 2023

Implementation Plan goals with the LCAP, DA, and other district-level planning documents. We will continue to work on alignment and collaborating with other school and community initiatives to ensure that our work is integrated and sustainable over the long term.

Overall, these steps will help to build a strong foundation for sustainability beyond the life of the implementation grant, and we are confident that our community schools initiative will continue to thrive and grow in the years to come.

PRIORITY 6: STRATEGIC COMMUNITY PARTNERSHIPS

Schools conduct external asset mapping, developing a comprehensive map and database of potential partners in the surrounding community. In alignment with strategies developed in response to the deep needs and asset assessment, schools identify and establish school-community partnerships that share a holistic focus on students, families, and the community. This section should demonstrate that community partners were actively involved in the planning, development, and continuous improvement of the community school.

Site and Consortium Level Goals and Measures of Progress

| Shasta County Community School Consortium | |
|--|--|
| Goals | |
| During the grant period, increase and strengthen School-Community Partnerships through “Relational Mapping” and Community Connect. | |
| Action Steps | |
| <ol style="list-style-type: none"> 1. Utilize school site Relational Mapping and Community Connect to identify and map community assets and resources available to support student success and well-being. 2. Hire a Consortium Integrated Student Supports External Director and a Community Connector for each school site. 3. Develop and implement a comprehensive plan to engage identified partners in school-based initiatives and programs. 4. Establish regular communication channels between school staff and community partners to ensure ongoing collaboration and coordination. 5. Become proficient in referring students to the Consortium’s internal community school support like Community Connect, COST, Care Classroom, etc. | |
| Outcome/Indicators | |
| <ol style="list-style-type: none"> 1. Increase the number of community partners engaged in school-based initiatives and programs by 25% within the first two years of implementation. 2. Increase the number of students and families served by community partners by 10% within the first year of implementation. 3. Include maintaining and expanding school-community partnerships beyond the life of the grant period as part of the Consortium’s sustainability plan. | |
| Shasta County Community School Consortium | |

| Goals |
|--|
| Apply for California Accountable Communities for Health Initiative's (CACHI) funding for the Accountable Community for Health Initiative with strategic community partners to establish an ACH, a community-driven collaborative dedicated to making lasting and transformational change in the health of a community and forwarding the goal of health equity in our community. |
| Action Steps |
| <ol style="list-style-type: none"> 1. Research and review the California Accountable Communities for Health Initiative's Accountable Community for Health (ACH) funding requirements and application process. 2. Collaborate with the Health Alliance of Northern California (HANC), Shasta Health Assessment and Redesign Collaborative (SHARC), and the Children's Legacy Center to develop a comprehensive funding proposal that reflects the needs of our community. 3. Submit the funding proposal for the ACH Initiative to secure the funding necessary to establish the ACH infrastructure. |
| Outcome/Indicators |
| <ol style="list-style-type: none"> 1. Development of a comprehensive funding proposal that reflects the needs of our community and community schools and aligns with the requirements of the ACH Initiative. 2. Successful submission of the funding proposal and receipt of the necessary funding to establish the ACH infrastructure in our community. 3. If funded, establish a collaborative ACH with representatives from diverse sectors in the community. |

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

To ensure the success of our community schools, we have established or plan to establish partnerships with key stakeholders in our community. These partnerships are designed to address each of the four pillars of community schools and are aligned with our cornerstone commitments. We recognize that community schools are not successful in isolation and must rely on partnerships with families, community-based organizations, businesses, and government agencies.

Partnerships to Support Pillar 1: Integrated Student Supports

To support the pillar of integrated student support, we have established partnerships with healthcare providers, mental health organizations, and other community-based organizations. These partnerships allow us to provide wrap-around services to our students and families, including access to healthcare, mental health services, and other critical resources. **Example:** We are working more closely with our Partnership Health Plan of California, our managed care plan to contract for direct services provided to students.

Partnerships to Support Pillar 2: Expanded and Enriched Learning Time and Opportunities

To support the pillar of expanded and enriched learning time and opportunities, we are establishing partnerships with local businesses and organizations to provide students with internships, job shadowing opportunities, and other real-world learning experiences. Additionally, we will partner with

local museums, libraries, and other cultural institutions to provide students with access to high-quality cultural and educational experiences. **Example:** We are working with our Shasta County Chamber of Commerce around internships, job shadowing, and childcare opportunities.

Partnerships to Support Pillar 3: Family and Community Engagement

To support the pillar of family and community engagement, we have established partnerships with local community-based organizations, parent-teacher associations, and other parent groups. These partnerships will allow us to engage families and community members in decision-making and ensure their voices are heard. Additionally, we have partnered with local media outlets to ensure that our community is informed about the work that we are doing in our community schools. **Example:** Our partner community-based organizations hold AmeriCorps contracts that allow them to provide Parent Partners and Parent Cafes in our community. These established relationships have and will continue to help our community schools with parent engagement.

Partnerships to Support Pillar 4: Collaborative Leadership and Practices

To support the pillar of collaborative leadership and practices, we are building strong partnerships among teachers, school staff, parents, and community members, so our school sites can create an environment where everyone is working together toward a common goal of student success. We have established partnerships with other schools and school districts in our region. These partnerships will allow us to share best practices, collaborate on professional development opportunities, and work together to address common challenges. Additionally, we have partnered with local government agencies to ensure that our community schools are aligned with broader community goals and priorities. **Example:** SCOE's position as our CCSP Regional Technical Assistance Center will allow us to collaborate regularly with local community schools.

Partnerships for Consortium Success

To ensure the success of our Consortium, we have established partnerships with the California Department of Education, the State Transformational Assistance Center, and other regional, state, and national-level organizations. These partnerships will allow us to access resources and expertise critical to our community schools' success. Additionally, we have established partnerships with other community school consortia in the state to share best practices and collaborate on advocacy efforts. **Example:** Our Consortium is working directly with Partners for Rural Impact, which helps build rural capacity and infrastructure to strengthen community school leaders and schools in under-resourced rural communities by supporting the development of civic infrastructure and increasing access to proven practices through training and technical assistance.

Partnerships with Stakeholders, CLAC, and School Site Leadership Teams

To ensure that our partnerships are responsive to the vision and priorities of our stakeholders, we will establish a Community Leadership Advisory Council (CLAC) and engage our school site Leadership Teams in the partnership development process. These partnerships allow us to ensure that our work is aligned with the needs and priorities of our students, families, and community members. We also work closely with them to identify and address emerging challenges and opportunities. **Example:** We currently have very successful meetings of our Connection Cafe group. The Connection Cafe is a valuable networking opportunity for all agencies providing services to children and families in Shasta County. This event allows local service providers to come together for formal networking, learning, and input gathering. This group will be used to secure knowledgeable members of the CLAC.

PRIORITY 7: PROFESSIONAL LEARNING

Role-specific professional learning supports are offered to administrators, educators, classified staff, families, and other role groups as necessary. The LEA develops a system of professional learning supports, including communities of transformative practice that include school-level advisory teams (coordinators, principals, teachers and other school implementers, students, families, and community partners) to share learnings and best practices that reimagine teaching and learning and support community-based curriculum and pedagogy.

Site and Consortium Level Goals and Measures of Progress

| Pioneer Continuation High School & Shasta County Community School Consortium | |
|---|--|
| Goals | |
| By the end of Year 1, all SCOE community school team members, school site Leadership Team members, and CLAC members will be offered training in ICA's ToP participatory methods to facilitate effective completion of deep needs and asset assessments and ongoing stakeholder engagement. | |
| Action Steps | |
| <ol style="list-style-type: none"> 1. Identify a qualified training facilitator for ICA's ToP participatory methods. 2. Schedule and organize training sessions for SCOE community school team, school site Leadership Teams, and CLAC members. 3. Evaluate and provide feedback on the effectiveness of the training sessions. | |
| Outcome/Indicators | |
| <ol style="list-style-type: none"> 1. SCOE's community school team, school site Leadership Teams, and CLAC will have a minimum of 1 member attend the ICA's ToP participatory methods training sessions during Year 1. 2. The feedback from participants will demonstrate that 80% found the training sessions useful and relevant to their work. 3. 90% of participants will facilitate deep needs and asset assessment activities using ICA's ToP participatory methods. | |

PRIORITY 8: CENTERING COMMUNITY-BASED CURRICULUM AND PEDAGOGY

Educators learn the theoretical roots and practical elements of community-based learning (CBL), an approach to instruction that is responsive to local history, knowledge, values, language, literature, institutions, culture, and environments. Educators see examples of CBL in action and discuss and explore the integration of CBL in their classrooms.

Community-based learning (CBL) is an approach to education that emphasizes the integration of classroom learning with community service and engagement. It is a teaching and learning strategy that seeks to connect students with the broader community and provide opportunities for them to apply academic knowledge and skills to real-world problems and issues. CBL can take many forms, including service learning, community-engaged research, internships, and other types of experiential learning.

The principles of CBL include the following:

- **Reciprocity:** creating a mutually beneficial relationship between the academic institution and the community
- **Empowerment:** fostering the development of civic engagement, leadership, and critical thinking skills in students and community members
- **Integration:** connecting academic learning with community-based experiences to create a holistic and integrated learning experience
- **Authenticity:** ensuring that the community-based experiences are meaningful and relevant to the needs and interests of the community
- **Reflection:** providing structured opportunities for reflection on community-based experiences to promote deeper learning and understanding.

Site and Consortium Level Goals and Measures of Progress

| Pioneer Continuation High School |
|--|
| Goals |
| By the end of Year 3, school sites will increase the number of community-based learning (CBL) projects implemented by teachers at each school site by the end of the school year. |
| Action Steps |
| <ol style="list-style-type: none"> 1. Promote professional development workshops for teachers on the development and implementation of CBL projects provided by Consortium 2. Distribute resources the Consortium provides for teachers to create and implement CBL projects in their classrooms. 3. Encourage teachers to collaborate with community partners and involve students in the design and implementation of CBL projects. |
| Outcome/Indicators |
| <ol style="list-style-type: none"> 1. Increase in the number of CBL projects implemented at each school site. 2. Number of teachers who participate in the professional development workshops. 3. Student engagement and participation in CBL projects. |
| Shasta County Community School Consortium |
| Goals |
| By the end of Year 3 of the implementation grant, 75% of educators in the consortium will have participated in at least one professional development opportunity focused on community-based learning (CBL) and will have integrated CBL principles into their instruction. |
| Action Steps |
| <ol style="list-style-type: none"> 1. Identify or develop professional development opportunities focused on CBL for educators in the consortium. 2. Provide professional development opportunities for educators in the consortium that focus on the theoretical roots and practical elements of CBL, as well as examples of CBL in action. |

3. Provide ongoing support and resources to educators as they integrate CBL principles into their instruction.

Outcome/Indicators

1. 75% of educators in the consortium have participated in at least one professional development opportunity focused on CBL by the end of Year 3.
2. 5 or more opportunities for educators in the Consortium to collaborate with community partners on community-based curriculum or pedagogical projects will be developed or identified.
3. Log of ongoing support and resources provided to educators as they integrate CBL principles into their instruction.

PRIORITY 9: PROGRESS MONITORING AND COLLECTIVE PROBLEM SOLVING

The LEA, with educational partners, explores the development of an evaluation plan for the community schools initiative, rooted in local data and measures that allows for diverse community-based definitions of success.

School site teams pursuing goals/actions emerging from the needs and asset assessment develop metrics to gauge success and guide their work. Improvement science strategies, such as Plan-Do-Study-Act cycles, are used to continuously improve the system. The school site develops a baseline data portfolio based on the Local Control and Accountability Plan (LCAP), School Plan for Student Achievement (SPSA), and other data sources the school is collecting.

Site and Consortium Level Goals and Measures of Progress

| Pioneer Continuation High School |
|--|
| Goals |
| By the end of the grant period, school site Leadership Teams will use Improvement and Compassionate Systems Awareness strategies to continuously improve their community school. |
| Action Steps |
| <ol style="list-style-type: none"> 1. School site Leadership Teams will utilize Improvement Science and Compassionate Systems Awareness strategies, such as Plan-Do-Study-Act cycles, to continuously improve their community school. 2. School site Leadership Teams will collaborate with other community school site Leadership Teams to share best practices and strategies for improvement. 3. School site Leadership Teams will develop consistent methods to share and celebrate community school successes and identify areas for growth. |
| Outcome/Indicators |
| <ol style="list-style-type: none"> 1. The school site Leadership Team utilizes Improvement Science and Compassionate Systems Awareness strategies to improve the system continuously. 2. Log collaboration with educational partners to share best practices and strategies for improvement. |

Pioneer Continuation High School & Shasta County Community School Consortium’s Year 1 CCSP Implementation Plan
 Developed by the California Department of Education and State Transformational Assistance Center, February 2023

3. Examples of community school success celebrations.

Shasta County Community School Consortium

Goals

By January 2024, the Consortium's Evaluation Team will develop the evaluation plan for our community school initiative.

Action Steps

1. The Consortium's Evaluation Team will convene a workgroup with educational partners to review existing evaluation plans and determine the necessary components for the community schools initiative.
2. Our evaluation plan will be rooted in local data and measures, allowing for diverse community-based definitions of success.
3. The Consortium's Evaluation Team will create tools and training to support school site Leadership Teams in implementing the evaluation plan.
4. Review and revise the evaluation plan annually to ensure relevance and effectiveness.

Outcome/Indicators

1. The completion of an evaluation plan that includes necessary components for the community schools initiative.
2. The building of evaluation tools and training of school site teams on implementing the evaluation plan.
3. Annual review and revision of the evaluation plan to ensure relevance and effectiveness.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Approval/ratification of employment agreements for Chief Business Official, Associate Superintendent of Human Resources, Associate Superintendent of Instructional Services and Superintendent.

PREPARER: Jim Cloney, Superintendent

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

The above-referenced positions are employed on a three-year, ongoing contract. The Superintendent has reviewed the current year evaluation for the Chief Business Official, Associate Superintendent of Human Resources and Associate Superintendent of Instructional Services with the Board. The Superintendent recommends that the Board approve the extension of the employment contracts for an additional year for each of these individuals (through June 30, 2025). The Board is to vote by June 1st of each year regarding the extension of the Superintendent's contract.

REFERENCE:

Government Code 53262. Contracts were provided to the Board under separate cover and can be obtained by contacting the District Office at (530) 241-3261.

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Board Self-Evaluation

PREPARER: Jim Cloney, Superintendent

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

The Board of Trustees shall annually conduct a self-evaluation in order to demonstrate accountability to the community and ensure that District governance effectively supports student achievement and the attainment of the District's vision and goals. The Board will review the self-evaluation process and evaluation method. The results of the self-evaluation will be discussed at the July 19, 2024 Board meeting.

REFERENCE:

Board Policy 9400



Shasta Union High School District Board of Trustees Self-Evaluation

The information contained in the Board self-evaluation report is preliminary; it is the first step in the Board self-evaluation process. The Board will set aside time at the July Board meeting to discuss the results of the evaluation, their individual assessments of the Board's progress toward their goals, and how the Board might best improve Board performance.

Data collection and report distribution

The link to the evaluation will be emailed to each Board Member from the Superintendent's office. Each Board Member will complete an online self-evaluation to record their individual thoughts; Board Members will not have access to each other's responses. Each Board Member will be asked to provide a score between 1 through 4 for each question based on the following criteria:

4. Almost Always
3. Often
2. Less Often
1. Rarely

What does the report mean?

This report is a record of individual perceptions at the time Board Members took the survey. The report indicates the range of their perceptions. However, these are only perceptions, not facts. The purpose in collecting and organizing these perceptions is to give the Board a starting place to have an effective conversation about their governance work.

Why do school Boards evaluate themselves?

The Board self-evaluation can strengthen Board performance and lead to improved District performance and greater community confidence in the Board and the District. The Board self-evaluation is an important responsibility for the Board for three reasons:

1. *School Boards evaluate themselves to demonstrate that Districts leadership is committed to continuous learning at every level.* To do this, Districts must invest in the professional development of every adult in the system, including the District's governing Board.
2. *School Boards evaluate themselves to create a culture of using feedback to get better.* If Districts need to be data-driven, so do Boards. By conducting the self-evaluation, Boards help create the culture that makes it safe to reflect on performance in order to improve it.
3. *School Boards evaluate themselves to demonstrate accountability to the community that elected them.* As an elected entity, the Board has an obligation to report back to the community on how well the Board is performing in its service to the students and the District that serves them.

The results will help the Board model continuous improvement, create the culture of reflecting on performance, and engage the community more fully in the challenge and the importance of school District governance.

Shasta Union High School District

Board of Trustees

Self-Evaluation

1. Conditions of Effective Governance

Board unity

1. The Board is focused on achievement for all students.
2. The Board is committed to a common vision.
3. The Board stays focused on District priorities.
4. The Board works well together.
5. The Board commits the time to become informed.
6. Individual Board Members do not undermine Board decisions

Roles and responsibilities

7. Board Members agree on the role and responsibilities of the Board and the Superintendent.
8. Board Members follow Board agreements regarding speaking for the Board.
9. Board Members keep confidential matters confidential.
10. The Board gives direction to the Superintendent only at Board meetings.
11. Individual Board Members do not attempt to direct the Superintendent.

Board culture

12. The Board treats the Superintendent with respect.
13. The Board manages internal conflicts in a productive manner.
14. Board Members follow agreements on how they will act towards each other.
15. Board Members treat each other with respect.
16. Board Members demonstrate they understand other perspectives.
17. Board Members usually discuss questions about agenda items with the Superintendent prior to the Board meeting.

Board operations

18. The Board governs within Board-adopted policies, bylaws and protocols to manage Board operations.
19. Board Members receive timely information.
20. Board Members receive adequate information.
21. All Board Members receive the same information.
22. Board Members follow agreements about how to request clarifying or additional information about agenda items.
23. Board Members follow agreements on how to bring up new ideas.
24. Board Members follow agreements on how concerns from the community will be handled.

Board meetings

25. The Board agrees on the role of the Board president in managing Board meetings.
26. Board meeting agendas reflect District priorities.
27. Board Members come to meetings prepared.
28. The Board effectively uses data in its decision-making.
29. The Board confines its meetings to a reasonable length of time.
30. There is a good relationship between how long the Board spends on an agenda item and the importance of the item.
31. The Board effectively manages community input at Board meetings.

Board development

32. The Board agrees on the process for identifying officers.
33. The Board plans for the development and training of the Board.
34. The Board effectively orients new Members.
35. The Board reviews its governance agreements regularly

2. Board Responsibilities

Setting direction

36. The Board provides opportunity for community input when developing the District's mission, core beliefs and vision.
37. The Board adopts long-range priorities.
38. The Board uses the District's mission, core beliefs and vision to drive District performance.
39. The Board adopts clear and measurable indicators to assess District performance.

Structure

40. The Board adopts a fiscally responsible budget aligned to the District's vision and goals.
41. The Board regularly monitors the fiscal health of the District.
42. The Board has an effective process to review, revise and adopt policies.
43. The Board establishes priorities for the District's collective bargaining process that support the District vision and goals.

Support

44. The Board demonstrates commitment to District priorities and goals.
45. The Board demonstrates support for the Superintendent in carrying out Board directives.
46. The Board is represented at key District events.
47. The Board celebrates District accomplishments.

Accountability

48. The Board monitors student progress against established benchmarks.
49. The Board monitors progress towards District goals based on established success indicators.
50. The Board monitors the implementation of the adopted budget.
51. The Board monitors the implementation of Board policies.
52. The Board evaluates the performance of the Board.
53. The Board evaluates the performance of the Superintendent based on established expectations.

Community leadership

54. The Board uses cohesive messages to communicate District priorities, goals and needs.
55. The Board provides community leadership on educational issues.
56. The Board pursues partnerships to support District efforts.
57. The Board advocates on behalf of students and public education at the local, state and federal levels.
58. The Board informs the community on District priorities, progress, needs and opportunities for involvement.

Suggestions on future amendments to the evaluation:

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: April 9, 2024 Regular Board Meeting Minutes

PREPARER: Jim Cloney, Superintendent

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:
Staff has reviewed the minutes and recommends approval as presented.



**SHASTA UNION HIGH SCHOOL DISTRICT
REGULAR MEETING OF THE GOVERNING BOARD
Board Room
2200 Eureka Way
Redding, CA 96001**

**April 9, 2024
UNADOPTED MINUTES**

A regular meeting of the Governing Board of the Shasta Union High School District was called to order at 5:30 p.m. by Trustee Zufall in the Shasta Union High School District Board Room.

ROLL CALL: Trustees Ron Zufall, Constance Pepple, Mike Doran, and Joe Ayer were present. Also present: Superintendent Jim Cloney, Associate Superintendent of Instructional Services Leo Perez, and Associate Superintendent of Human Resources Jason Rubin.

There were no requests from the audience to speak to any items on the closed session agenda. The Board adjourned to closed session at 5:30 p.m. to discuss the following: 1) Public Employee Discipline/Dismissal/Release/Complaint (G.C. 54957); 2) Conference with Labor Negotiator (G.C. 54957.6) Agency designated representatives: Jim Cloney – Superintendent, David Flores – Chief Business Official, Jason Rubin – Associate Superintendent/H.R. and Leo Perez - Associate Superintendent/ Instructional Services. Employee Organizations: Shasta Secondary Education Association (SSEA), Educational Support Professionals Association (ESP), California School Employees Association (CSEA) and Management/Supervisory/Confidential; and 3) Preliminary Public Employee Performance Evaluation (G.C. 54957). Title: Superintendent

The Board reconvened into open session at 6:42 p.m. The Board had no action to report out from closed session. Student Board Member Riley Combs was present for the open session portion of the meeting. Trustee Zufall led the pledge of allegiance, and Trustee Ayer recited the mission and vision statements. This month's student artwork display is from Pioneer Continuation High School.

- RES. 24-046 That the Board approve the agenda, as presented. (Motion Pepple, second Ayer, carried 4-0. Student Board Member Combs: Aye)
- RES. 24-047 That the Board approve the consent agenda, as presented. (Motion Ayer, second Doran, carried 4-0. Student Board Member Combs: Aye)
- RES. 24-048 That the Board approve the minutes for the March 12, 2024 regular Board meeting. (Motion Ayer, second Doran, carried 4-0. Student Board Member Combs: Aye)
- RES. 24-049 That the Board approve the Operational Agreement and Memorandum of Understanding with University Preparatory School through June 30, 2026. (Motion Ayer, second Doran, carried 4-0. Student Board Member Combs: Aye)
- RES. 24-050 That the Board ratify commercial warrants in the amount of \$2,874,489.10 and payroll distributions in the amount of \$4,336,669.55 for the period of 3/01/2024 – 3/31/2024. (Motion Ayer, second Doran, carried 4-0. Student Board Member Combs: Aye)
- RES. 24-051 That the Board approve the requests to declare property as surplus (FHS Food Service - Beverage Air Refrigerator. SCA/Cal Safe - GE Performance Refrigerator). (Motion Ayer, second Doran, carried 4-0. Student Board Member Combs: Aye)
- RES. 24-052 That the Board approve the triennial assessment of the Local School Wellness Policy. (Motion Ayer, second Doran, carried 4-0. Student Board Member Combs: Aye)
- RES. 24-053 That the Board approve a field trip request, as follows: FHS Spanish Club students travel to Costa Rica and Panama in June 2024. (Motion Ayer, second Doran, carried 4-0. Student Board Member Combs: Aye)

- RES. 24-054 That the Board approve the Human Resources Action Report, as follows: *Classified – (Hours-Increase)*: Krystianna Rushing, Special Ed-Paraprofessional 6.5 hours/10 months (SHS), effective March 11, 2024. (*New Hires/Rehire*): Yan Blankenship, Food Nutrition Specialist 4 hours/10 months (SLC), effective March 25, 2024; Allison Elo, Special Ed-Paraprofessional 3.75 hours/10 months (SHS), effective March 25, 2024; Brittany Hixon, Food Nutrition Specialist 5 hours/10 months (SHS), effective April 8, 2024; Shuxian Huang, Food Nutrition Specialist 4 hours/10 months (EHS), effective March 25, 2024; Brian Martin, Food Nutrition Specialist 3.5 hours/10 months (SHS), effective March 11, 2024; Kelly O'Hara, Food Nutrition Specialist 4 hours/10 months (FHS), effective March 25, 2024; Hong Tian, Food Nutrition Specialist 4 hours/10 months (FHS), effective March 25, 2024; and Brianna Zamora, Instructional Paraprofessional-SDCI 6.5 hours/10 months (EHS), effective March 4, 2024. (*Promotion*): Hailey Cardin, Account Clerk II 8 hours/12-months (DO), effective April 2, 2024 and Pamela King, Instructional Paraprofessional-SDCI 6.5 hours/10 months (SHS), effective March 1, 2024. (*Resigned/Retired*): Kathryn Hein, At-Risk Paraprofessional 2.5 hours/10 months (SHS), effective June 6, 2024; Marci Loerzel, Central Kitchen Supervisor 8 hours/12 months (SHS), effective September 16, 2024; Karlee Raudman, Title I-Paraprofessional 6.5 hours/10 months (FHS), effective June 6, 2024; and Fred Schafer, Director of Nutrition Services 8 hours/12 months (DO), effective August 1, 2024. (*Certificated – (New Hire)*): Gary Connolly, 2024 Summer School Principal, effective June 12 – July 10, 2024. (*Resignation*): Edward Raschein, CTE Medical Careers 2/5 (FHS), effective June 10, 2024. (Motion Ayer, second Doran, carried 4-0. Student Board Member Combs: Aye)
- RES. 24-055 That the Board accept the Quarterly Report on the Williams Uniform Complaints for January 1–March 31, 2024. (Motion Ayer, second Doran, carried 4-0. Student Board Member Combs: Aye)
- RES. 24-056 That the Board approve the notification of non-reelection to probationary, temporary certificated staff, and long-term substitutes for the 2024-25 school year. (Motion Ayer, second Doran, carried 4-0. Student Board Member Combs: Aye)
- RES. 24-057 That the Board accept the School Impact Fee (a.k.a. Developer Fees) Justification Study. (Motion Ayer, second Doran, carried 4-0. Student Board Member Combs: Aye)
- RES. 24-058 That the Board approve the resolution increasing School Impact Fees, effective July 1, 2024. (Motion Doran, second Ayer, carried 4-0. Student Board Member Combs: Aye)
- RES. 24-059 That the Board approve Change Order Number 1 U-Prep Turf Field to be ratified for a net increase to the contract KYA Services, LLC, in the amount of \$16,500.00. (Motion Ayer, second Doran, carried 4-0. Student Board Member Combs: Aye)
- RES. 24-060 That the Board approve the contract with Technicon for Inspections Services for the KYA Shade Structure projects. (Motion Pepple, second Ayer, carried 4-0. Student Board Member Combs: Aye)
- RES. 24-061 That the Board approve the Certificated job description for CTE Pharmacy Technician Teacher. (Motion Pepple, second Ayer, carried 4-0. Student Board Member Combs: Aye)
- RES. 24-062 That the meeting adjourn. (Motion Ayer, second Doran, carried 4-0. Student Board Member Combs: Aye)

RECOGNITION OF STAFF AND/OR STUDENTS:

The Board of Trustees and Administration recognized Pioneer Continuation High School (PHS) junior Aliyana (Nana) Bouaphanh, Foothill High School (FHS) senior Addison Bond, Shasta High School (SHS) Paraprofessional Kim Hoy, and Enterprise High School (EHS) senior Nikai Johnson.

PUBLIC COMMENT:

FHS FFA students Eva Taylor and Audrey Strawn provided an update to the Board highlighting FFA conferences, community service activities, chapter meetings, and fundraisers including their upcoming spring plant sale.

PUBLIC COMMENT (continued):

Redding FFA students Lauren Davis and Taya Martinelli provided an update to the Board including what facility upgrades are being done at the District farm to raise animals for the fair. They reported on grants, curriculum, chapter meetings and fundraisers. They invited the Board to attend the FFA banquet.

PRESENTATIONS:

Ron Zufall stated that the Board would delay the Bond Feasibility Survey presentation until Chief Executive Officer Jon Isom of Isom Advisors arrives as he is currently presenting at another school Board meeting.

Nutrition Services Annual Report: Director Fred Schafer provided the Board with an update on the Nutrition Services department including the positive impact of Universal School Meals and how approximately \$600,000 in grant funds will be used for facility and equipment upgrades. Mr. Schafer highlighted a new professional development program called Growthstream and the BOSS inventory system. He commended Nutrition Services Assistant Rebecca Capener and SHS Wellness Coordinator Whitney Lowry on their work that went into the School Wellness Policy. Mr. Schafer announced that he will be retiring August 1 and that he has thoroughly enjoyed his time working for the District.

Trustee Pepple commended Mr. Schafer and stated that he will be missed.

Artificial Intelligence Tools in the Classroom: Instructional Coaches Tanya Randolph and Kari Goldenson conducted a presentation on the benefits of artificial intelligence (AI) for teachers and students. They explained how teachers can use AI to understand and identify teaching standards, generate content, and differentiate reading levels and languages. Ms. Randolph and Ms. Goldenson explained how students can use AI to explain, simplify and summarize content and how students can use it to spark curiosity, prioritize ideas, and build relevance.

Trustee Doran inquired how teachers evaluate students using AI. Ms. Randolph explained that teachers are responsible for explaining how to use AI responsibly and when to use it.

Trustee Pepple raised concerns regarding editorial content, specifically what perspective is provided to historical content. Ms. Goldenson explained that teachers are responsible to be the lens in the event information is slanted one way or another.

Trustee Ayer stated that he has found AI useful and inquired if Trustee Combs uses it.

Trustee Combs stated that AI has been helpful to explain concepts and answer follow-up questions.

Trustee Pepple stated that she admired the staff for getting ahead of the curve and emphasized the importance of a teacher in the classroom.

REPORTS FROM SHASTA UNION HIGH SCHOOL DISTRICT ORGANIZATIONS:

CSEA President David Martin was not present.

ESP President Rhonda Minch reported that negotiations has been going well. She was pleased to report that internal employees have been moving up into higher paid positions. Ms. Minch stated that she encourages ESP staff to cross train and reported that there has been an increase in paraprofessionals pursuing their teaching credential.

SSEA President Layne McLean reported that testing starts next week and emphasized the importance of staff encouraging their students to perform well on the test in order to represent their school well. SSEA Vice President Andrea Cota reported that they will hold a board and brush event for their next off campus team building event. She stated that SSEA will be holding a giveaway for teachers who wear blue on negotiation days.

REPORTS FROM PRINCIPALS:

Tim Calkins thanked Fred Schafer for the work he has put into PHS's food court. He thanked the Instructional Coaches for setting up time for teachers to collaborate and prepare for state testing. Mr. Calkins reported that Shasta Collegiate Academy students start state testing next week in the Board Room and PHS received new student tables and chairs in school colors.

Ryan Johnson thanked Fred Schafer for the new cafeteria tables and for modernizing the equipment for the Nutrition Services staff. He congratulated Trustee Combs on her acceptance into Harvard University and recognized Career Technical Education (CTE) culinary teacher James Leedy on receiving the Presidents Award for his work with veterans. Mr. Johnson reported that twenty-four students are in the CA Scholarship Federation Program thanks to the help of EHS teacher Eileen Cooper. He stated that planning and staffing for next year has begun.

Shane Kikut reported that SHS students placed first and second in the Kool April Nights drawing competition. He stated that 380 students attended this year's eighth grade invasion. Mr. Kikut reported that twenty-two educational researchers from the Michael Fullan group will tour SHS and PHS to study CTE dual enrollment class offerings.

Kevin Greene congratulated Trustee Combs on her acceptance to Harvard University. He reported that he and Assistant Principal Kevin Strohmayer are working diligently with staff and students to improve state test scores this year. He stated that Administration is visiting each junior math and English class to explain the importance of state testing. Mr. Greene recognized the band on receiving unanimous superior ratings at a recent music festival. He stated that the ag department has a goal to sell 1,500 plants for their spring plant sale. Mr. Greene thanked the counseling staff for processing incoming transfers.

Trustee Doran inquired if there is a paper shortage since the introduction of AI. Mr. Greene stated that there isn't a shortage and staff continues to navigate the best way to educate students with AI now available.

REPORT FROM SUPERINTENDENT:

Jim Cloney congratulated Trustee Combs on her acceptance to Harvard University. He reported that the District has created a timeline to fill Trustee Combs seat for next school year. Mr. Cloney stated that he and Mr. Perez have been working with Shasta College and the local Dental Board to improve the dental program. He is hopeful they can partner with adult education and create a program that allows students to graduate as a registered dental assistant. Mr. Cloney stated that FHS has expressed interest in switching from a probation officer to a police officer to serve as their Site Resource Officer next year. Mr. Cloney stated that he met individually with Shasta County Sherrif Michael Johnson and Redding Policy Chief Brian Barner. He reported that they plan on placing a Redding Police Officer at FHS next school year. Mr. Cloney stated that Fred Schafer and Central Kitchen Manager Marci Loerzel will both be retiring around the same time. He commended both of them for their work as leaders in the Nutrition Services Department and stated that the District will put plans in place to transition in new leadership. Mr. Cloney stated that the spring study session is set for April 22 and that he met with Trustee Zufall to review the agenda. He encouraged the Board to email him any suggested agenda topics.

TRUSTEE COMMENTS AND LIAISON REPORTS:

Trustee Combs thanked everyone for the congratulations on her acceptance to Harvard University.

Trustee Doran announced that his daughter will be graduating with her Masters in Counseling and that she will be joining the Peace Corps where she will move to South Africa and apply her degree.

Trustee Pepple announced that the special Board meeting will be her last Board meeting. She stated that it has been an honor and privilege to serve the District. Trustee Pepple emphasized the importance of CTE since not all students go to college. She commended the professionalism in the District and stated that the community is fortunate to have such quality teachers and Administrators. She thanked the Board and community for the opportunity to serve.

TRUSTEE COMMENTS AND LIAISON REPORTS (continued):

Trustee Zufall stated that he attended the Shasta Union Elementary Board meeting and plans to attend other feeder school districts within his trustee area boundary in order to promote our CTE programs and extra-curricular activities.

RECESS: 8:06p.m. to 8:13p.m.

PRESENTATIONS (continued):

Bond Feasibility Survey: Chief Executive Officer Jon Isom of Isom Advisors conducted a presentation on the results from a bond feasibility survey. Mr. Isom explained that his company called 407 individual voters to assess support for a proposed bond measure. He reviewed the questions and responses in detail and stated that overall, he was pleased with the results. Mr. Isom stated that based on the survey, an extension of the current bonds without increasing taxes would be the most viable option for the November ballot.

Trustee Doran inquired if a future economic shortfall could negatively impact a bond. Mr. Isom explained that savings to the general fund are maximized when a school district passes a bond. Mr. Cloney stated that he would like to discuss how the Board would like to proceed regarding a bond on the November ballot at the spring study session.

DISCUSSION:

Trustee Assignments - 2024 Graduation Ceremonies: Assignments for Trustee participation at the 2023-2024 graduation ceremonies were determined as follows: Adult Ed – Trustees Zufall and Hoheisel; CTE Medical Pathways – Trustees Zufall and Doran; Shasta Collegiate Academy – Trustees Zufall and Ayer; Fire Science Program – Trustees Hoheisel and Doran; Gateway to College – Trustees Zufall and Doran; Shasta Charter Academy – Trustees Zufall and Ayer; Pioneer High School – Trustees Zufall and Ayer; Foothill High School – Trustee Doran; Enterprise High School – Trustees Zufall and Ayer; Shasta High School – Trustees Zufall, Hoheisel, and Doran.

Monthly Financial Report: Jim Cloney reported that revenues and expenditures have been updated to include Second Interim. All revenue and expenditure categories are trending accordingly with the exception of Services and Operating expenses. The expenditures in this category are typically paid at the start of the year rather than throughout the year.

School Impact Fee (a.k.a. Developer Fees) Justification Study: Jim Cloney stated that the Developer Fee Study Report is a routine item the Board is asked to approve and that Administration recommends approval.

PUBLIC HEARING – School Impact Fees: At 8:45 p.m., Trustee Zufall declared the meeting open to Public Hearing to provide interested parties an opportunity to speak regarding a proposal for implementing an increase in School Impact Fees. There were no comments, and the public hearing was declared closed.

UPrep Turf Field Change Order: Jim Cloney stated that UPrep would like to customize the turf based on their school colors and that UPrep would be paying for the change order. Trustee Zufall stated that Trustee Ayer was a big help as the Measure I bond liaison and that the Board may need his help again if the voters approve to extend the current bonds.

Technicon Inspections Services Contract: Jim Cloney stated that all four campuses will receive new shade structures this summer and that this contract is for the inspection of the structures.

Local Control and Accountability Plan (LCAP) Draft Goals: Mr. Perez stated that all school districts in California are required to develop an LCAP. He reported that the 2024-2025 LCAP will be the first installment of a three-year plan that addresses specific goals and actions/services designed to address the eight priorities established by the California Department of Education. Mr. Perez asked the Board for feedback on the following proposed three goals: 1) All graduates will successfully complete the required courses to allow access to all postsecondary options; 2) Implementation of a variety of measures to mitigate learning loss due to COVID-19, maximize credit recovery options, and ensure all graduates are competent in reading and math; and 3) Improve student engagement, support, school climate, safety and environment.

Local Control and Accountability Plan (LCAP) Draft Goals (continued): Mr. Perez stated that he would like to eliminate COVID-19 from the second goal since it no longer applies. Trustee Doran commended Mr. Perez for his diligent work ethic.

Trustee Pepple emphasized the importance of focusing on CTE. She stated that if students are expected to graduate eligible for all post- secondary options as stated in the first goal, then it could diminish a student who is not college bound. Mr. Cloney stated that his ideal graduate has all options available to them after high school. Trustee Pepple inquired if the first goal could be modified to include language for a career-ready student.

Trustee Doran inquired if Chromebooks could be referred to as a technology device within the actions of the first goal. He also inquired if there could be an action implemented allowing supervised study areas for students.

Mr. Cloney stated that he and Mr. Perez would like to further discuss the LCAP at the spring study session and that they plan to gather input from the Superintendent Student Advisory Council. An LCAP Community Partner meeting will also be held in order to solicit feedback from parents and staff on the actions and services within the LCAP. An LCAP Parent Advisory Committee meeting will be held in late May to finalize the LCAP. In addition to other forms of engagement with various community partners, the approval process for the SUHSD LCAP requires a public hearing be held so the Board can hear comments on the LCAP at the regular June meeting. A special meeting will be held to approve the LCAP following the regular June meeting.

CTE Pharmacy Technician Job Description: Jason Rubin stated that the CTE program is expanding next year, and the Pharmacy Technician position will better meet the needs of the District.

ADVANCE PLANNING:

Next Meeting Date: Spring Study Session April 22, 2024 and Regular Board Meeting May 14, 2024

Suggested Future Agenda Items: Trustee Zufall asked the Board to email himself or Superintendent Jim Cloney if they have suggested agenda items.

ADJOURNMENT:

The meeting adjourned at 9:25 p.m.

Andrea Hoheisel, Clerk
Board of Trustees

Jim Cloney, Executive Secretary
Board of Trustees

Bd. Min. 4-9-24 //

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Trustee Absence at the April 9, 2024 Regular Board Meeting

PREPARER: Jim Cloney, Superintendent

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:
Board Bylaws and Ed. Code allow the Board to approve Trustee absences at Board meetings for reasons that are deemed acceptable.

REFERENCES:
Board Bylaw 9250/Ed. Code 35120c

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Monthly Financial Report

PREPARER: David Flores, Chief Business Official

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:

The budget has been updated with Second Interim figures, and actual expenditures have been updated through April 30, 2024. We have received 60% of our expected revenues, we have expended 69% of our budgeted expenditures, and we have completed 83% of the fiscal year.

All of the expenditure categories are trending accordingly given where we are at in the fiscal year. The Business Department will be presenting revised unaudited actuals for 2023/24 in June as well as the 2024/25 Adopted Budget.

REFERENCES:

SHASTA UNION HIGH SCHOOL DISTRICT

2023-2024

General Fund Expenditures as of April 30, 2024

| | | 2023-2024 Second Interim Budget (A) | 2023-2024 Actuals 4/30/2024 (B) | 2023-2024 Remaining Balance (C) = (A) - (B) | 83.33% of FY Complete (D) = (B) / (A) |
|---------------------------------------|-------------|--|--|--|--|
| REVENUES | | | | | % Spent or Received |
| Revenue Limit Sources | 8010 - 8099 | 53,511,775 | 34,270,090 | 19,241,685 | 64% |
| Federal Revenues | 8100 - 8299 | 6,896,958 | 3,204,289 | 3,692,669 | 46% |
| Other State Revenues | 8300 - 8599 | 8,495,766 | 3,761,472 | 4,734,294 | 44% |
| Other Local Revenues | 8600 - 8799 | 7,213,513 | 5,096,043 | 2,117,470 | 71% |
| Interfund Transfers In/Other Sources | 8910 - 8979 | 578,888 | 0 | 578,888 | 0% |
| TOTAL REVENUES | | 76,696,900 | 46,331,894 | 30,365,006 | 60% |
| EXPENDITURES | | | | | |
| Certificated Salaries | 1000 - 1999 | 25,284,166 | 20,413,616 | 4,870,550 | 81% |
| Classified Salaries | 2000 - 2999 | 12,844,777 | 9,991,858 | 2,852,919 | 78% |
| Employee Benefits | 3000 - 3999 | 19,282,199 | 13,269,178 | 6,013,021 | 69% |
| Books and Supplies | 4000 - 4999 | 10,806,822 | 3,179,116 | 7,627,706 | 29% |
| Services, Other Operating Expenses | 5000 - 5999 | 8,027,694 | 7,225,069 | 802,625 | 90% |
| Capital Outlay | 6000 - 6599 | 4,415,613 | 1,804,251 | 2,611,362 | 41% |
| Other Outgo | 7100 - 7299 | 1,362,299 | 700,218 | 662,081 | 51% |
| Direct Support / Indirect Costs | 7300 - 7399 | (101,186) | 0 | (101,186) | 0% |
| Debt Service | 7438 - 7439 | 473,681 | 473,681 | 0 | 100% |
| Interfund Transfers Out/Other Uses | 7610 - 7699 | 703,487 | 66,349 | 637,138 | 9% |
| TOTAL EXPENDITURES | | 83,099,552 | 57,123,336 | 25,976,216 | 69% |
| NET INCREASE/DECREASE IN FUND BALANCE | | (6,402,652) | (10,791,442) | | |
| BEGINNING BALANCE | | 27,478,441 | 27,478,430 | | |
| ENDING BALANCE | | 21,075,789 | 16,686,988 | | |

Components of Ending Fund Balance

Reserved Rev Cash/Prepays/Stores
 Economic Uncertainty (3.5%)
 Committed
 Assigned
 Restricted
 Total

| | | | |
|------------|--|--|--|
| 17,400 | | | |
| 2,837,948 | | | |
| 9,553,491 | | | |
| - | | | |
| 8,666,950 | | | |
| 21,075,789 | | | |

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: LCAP Goals, Metrics and Actions

PREPARER: Leo Perez
Associate Superintendent of Instructional Services

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:
The Associate Superintendent of Instructional Services will give a brief overview of LCAP for the next three-year cycle (2024-25 to 2026-27).

LCAP
Goals, Metrics, and Actions
(Proposed new goals and current metrics and actions)

Goal 1: All graduates will complete the required courses to allow access to all postsecondary options (college and career).

a. Metrics

1. Increase “A-G” completion rate at Comprehensive Schools by 2% each year
2. Increase the percentage of students prepared for college-level English as measured by CAASPP by 3% each year
3. Increase the percentage of students prepared for college-level Math as measured by the CAASPP by 3% each year
4. Achieve a District-wide AP exam pass rate of 65% (score 3 or higher) while increasing participation each year
5. Maintain 100% implementation of adopted state standards for all students
6. Achieve 0% of teacher miss assignments for all students
7. Maintain 0% of students lacking their own assigned textbook or instructional materials.
8. Increase District ELPAC score average by .25 each year
9. Maintain English Learner Reclassification rate
10. Increase the number of students completing CTE concentrator courses by 3% annually.
11. Maintain access to a broad course of study as described in Ed Code 51220 for all students.
12. Increase the percentage of students enrolled in dual enrollment or articulated courses by 3% each year.

b. Actions

1. Offer EL courses and a monitor period for EL students
2. Assign a certificated staff member to support EL students where applicable
3. PLC Coach at each comp site to support staff/students
4. Counselors complete 4-year grad plans with all students, including CTE
5. Transportation during the school day to ensure access to all CTE programs
6. Career Centers at each comprehensive school
7. Provide Standards Aligned Curriculum
8. Chromebooks or other personal device for all students
9. Offer full complement of CTE courses (Med Careers, AOJ, Fire Science, Chef Prep, Ag Science, Robotics, Arts Media and Entertainment, and other pathways that are viable in our community)
10. Offer a variety of dual enrollment or articulated courses in collaboration with Shasta College.
11. Offer a variety of Advanced Placement (AP) courses
12. Provide teaching and support staff with online tools to keep pace with the changing educational landscape of curriculum development and delivery
13. Maintain WiFi on busses
14. Maintain appropriately credentialed staff through the Associate Superintendent of HR.

Goal 2: Implement various measures to mitigate learning loss, maximize credit recovery options, and ensure all graduates are competent in reading and math.

a. Metrics

1. Maintain scores at or above the state average in English as measured by the CAASPP for all subgroups.
2. Achieve scores at or above the state average in Math as measured by the CAASPP for all subgroups
3. Increase % of students who earn a 2.0 GPA in a broad course of study by 1%

b. Actions

1. Pioneer Continuation High School for students (credit deficient, behavior, attendance)
2. Gateway to College program for students who have dropped out of school
3. Credit recovery labs during school allow students to recover credits
4. English and Math labs for students who are not at grade level
5. Summer School for students to recover credits from failed classes (transportation, food, counseling provided)
6. Anytime School after school or Academic Saturday School for credit recovery
7. After or before school, peer tutoring facilitated by a staff member
8. Professional Development on instruction (grading equity and differentiated instruction, professional learning communities)
9. Structured reading support, including assessment of incoming 9th-grade students
10. Structured math support, including assessment of incoming 9th-grade students
11. Continue to offer general support labs (access S)

Goal 3: Improve student engagement, support, school climate, safety, and environment.

a. Metrics

1. Achieve District-wide overall student attendance of 95% annually
2. Reduce District-wide chronic absenteeism by 1%
3. Achieve District-wide out school suspensions of less than 6%
4. Maintain pupil expulsion rate below 1%
5. Engage 100% of students and/or parents in the postsecondary planning process.
6. Maintain overall “Good” rating on the annual facilities inspection for all facilities.
7. Enroll no less than 15 families per school site in the “Student Success Academy” each year.
8. Achieve more than 75% “Excellent” or “Good” overall rating on the Student Success Academy exit survey.
9. Increase student self-reporting of campus safety as “neutral,” “agree,” or “strongly agree” by 2%
10. Increase student self-reporting of participating in school activities as “neutral,” “agree,” or “strongly agree” by 2%
11. Maintain parent reporting of their student feeling safe at school as “neutral,” “agree,” or “strongly agree” above 90%
12. Increase parent reporting of their student feeling connected at school as “neutral,” “agree,” or “strongly agree” by 2%
13. Maintain staff reporting of their school being safe as “neutral,” “agree,” or “strongly agree” above 95%
14. Maintain district graduation rate above 93%
15. Maintain district dropout rate below 3%

b. Actions

1. Teacher on Assignment at comp sites to improve attendance/engagement
2. Offer Student Success Academy for students and families
3. Foster Youth Liaison at each comprehensive school and District level
4. Maintain counselor-to-student ratio at each comprehensive school
5. School Resource Officers at each campus
6. In-School Suspension Program as an alternative to out of school suspension
7. Contract with a private vendor for Mental Health Counseling for students
8. Additional School Psychologist to assist in social and emotional learning
9. Maintain Anonymous Reporting System for students (bullying, harassment, crisis, etc.)
10. Offer intramural activities on comp sites to improve campus climate.
11. Contract with private security to increase supervision & maintain a safe environment
12. Employ and provide resources to the Maintenance and Custodial Department
13. Provide attendance incentives for at-risk students
14. Contract with an outside mentoring program to provide mentors to students
15. Offer Restorative Justice Program as an additional measure to reduce out-of-school suspension
16. Site admin to maintain Site Councils, parent booster, and PTSA groups

SHASTA UNION HIGH SCHOOL DISTRICT

SUBJECT: Certificated Sub Salary Schedule Update

PREPARER: Jason Rubin
Associate Superintendent of Human Resources

RECOMMENDATION: Action
 Discussion
 Information

BACKGROUND:
The certificated sub salary schedule is updated to better reflect the pay for period subbing and to include rates for hiring retired Shasta Union High School District teachers as substitute teachers.

7/1/2024
Shasta Union High School District
CERTIFICATED SUB SALARY SCHEDULE

| <i>Schedule of Pay</i> Sub Teachers | |
|---|--|
| Substitute Teachers | \$180.00/day |
| SUHSD Retired Teacher | \$215.00/day |
| Substitute Teachers (6 periods) | \$216.00/day |
| Long Term Substitute Teacher (starts 21 st day -no retro to day 1) | \$303.25/day |
| Long Term Substitute Teacher (6 Periods) (starts 21 st day-no retro to day 1) | \$363.90/day |
| <u>Substitute Teachers</u> 1 period = \$36.00 2 periods = \$72.00 3-5 periods = full day pay | <u>SUHSD Retired Teachers</u> 1 period = \$43.00 2 periods = \$86.00 3-5 periods = full day pay |

| <i>Schedule of Pay</i> Sub Counselors | |
|--|--------------|
| Substitute Counselors | \$202.00/day |
| Long Term Substitute Counselors (starts 21 st day-no retro to day 1) | \$313.31/day |

~EFFECTIVE 1/1/2024, REVISED LONG TERM RATE BASED ON SCHEDULE A (COLUMN I, STEP 1) & SCHEDULE B (COLUMN III, STEP1)

~EFFECTIVE 1/1/2023, REVISED BASED ON SCHEDULE A & B

~RETRO ACTIVELY EFFECTIVE TO 8/16/2021 PENDING BOARD APPROVAL ON 9/14/21

~EFFECTIVE 5/1/2015 ADDITION OF \$30 TO EACH OF THE PAY RATES LISTED ABOVE