

MODOC JOINT UNIFIED SCHOOL DISTRICT

Board of Trustees

Regular Board Meeting

June 17, 2026

Closed Session: 5:00 p.m.

Open Session: 6:00 p.m.

District Office Conference Room

906 W 4th Street, Alturas, CA 96101

MJUSD BOARD OF TRUSTEES STATEMENT OF PHILOSOPHY

The MJUSD Board of Trustees is committed to represent the community and act in a responsible manner while focusing on the highest quality of education for the students in our District.

The Board recognizes the importance of a setting that promotes a regard for others while communicating, collaborating, being creative and critically thinking.

The Board further recognizes that all employees, families and students have rights and those rights are safeguarded in this setting.

Finally, the Board will continually put the highest priority on student academic achievement and educational excellence.

Meeting facilities are accessible to persons with disabilities. By request, alternative agenda document formats are available to persons with disabilities. To arrange an alternative agenda document format, or to arrange aid or services to modify or accommodate persons with a disability to participate in a public meeting, please provide a written request to the Superintendent at the Modoc Joint Unified School District Office at least three (3) working days prior to any public meeting.

AGENDA

Call to Order by Presiding Officer: _____ at: _____ p.m.

Roll Call and Pledge of Allegiance:

Fernand Larranaga, President	_____
Ruth Ann Criner, Vice President	_____
Monica Widby, Clerk	_____
Shaun Wood, Member	_____
Jodie Veverka, Member	_____
Rebecca Lewis, Superintendent	_____

Pledge of Allegiance Led By: _____

Approval of Agenda _____ / _____ Yes: No: Abstain:

Public Comments on Closed Session Agenda:

Under this item, the public is invited to address the Board regarding items that are on the Closed Session agenda. Speakers are limited to three (3) minutes each. The Board is not allowed under the law to take action on matters that are not listed on the agenda.

CLOSED SESSION

The Board will now adjourn to Closed Session to discuss Personnel Matters Pursuant to Government Code § 54957:

1. Personnel - Public Employee Employment:

1.1. Resignations/Retirements/Releases

- 1.1.1. Classified Staff
- 1.1.2. WASC Coordinator
- 1.1.3. Certificated Staff

1.2. Recommendations for Approval

- 1.2.1. Administrative Assistant
- 1.2.2. Certificated Staff
- 1.2.3. Certificated Staff
- 1.2.4. Custodian
- 1.2.5. Certificated Staff
- 1.2.6. Testing Coordinator

1.3. Government Code § 54957:

- 1.3.1. Public Employee Performance Evaluation: (Various Certificated and Classified employees);

2. Negotiations: Conference with labor negotiator pursuant to [Government Code § 54957.6]: Agency Negotiator: Rebecca Lewis, Elizabeth Guzman, Gerese Weber

- 2.1. Employee Organization: Modoc Teachers Association
- 2.2. Employee Organization: Teamsters Local 137
- 2.3. Employee Organization: Unrepresented

OPEN SESSION

Reporting of Closed Session Items:

1. Personnel - Public Employee Employment

1.1. Resignations/Retirements/Releases

- 1.1.1. Classified Staff _____ / _____ Yes: No: Abstain:
- 1.1.2. WASC Coordinator _____ / _____ Yes: No: Abstain:

- | | | | | | |
|--------|--|---------------|------|-----|----------|
| 1.1.3. | Certificated Staff | _____ / _____ | Yes: | No: | Abstain: |
| 1.2. | Recommendations for Approval | | | | |
| 1.2.1. | Administrative Assistant | _____ / _____ | Yes: | No: | Abstain: |
| 1.2.2. | Certificated Staff | _____ / _____ | Yes: | No: | Abstain: |
| 1.2.3. | Certificated Staff | _____ / _____ | Yes: | No: | Abstain: |
| 1.2.4. | Custodian | _____ / _____ | Yes: | No: | Abstain: |
| 1.2.5. | Certificated Staff | _____ / _____ | Yes: | No: | Abstain: |
| 1.2.6. | Testing Coordinator | _____ / _____ | Yes: | No: | Abstain: |
| 1.3. | Government Code § 54957: | | | | |
| 1.3.1. | Public Employee Performance Evaluation: (Various Certificated and Classified employees); | | | | |

2. **Negotiations:** Conference with labor negotiator pursuant to [Government Code § 54957.6]: Agency Negotiator: Rebecca Lewis, Elizabeth Guzman, Gerese Weber
- 2.1. Employee Organization: Modoc Teachers Association
- 2.2. Employee Organization: Teamsters Local 137
- 2.3. Employee Organization: Unrepresented

Reports

1. Rebecca Lewis, Superintendent
2. Board Reports

Public Comments on Items on and not on the Agenda:

Under this item, the public is invited to address the Board regarding items that are and not on tonight's agenda. Speakers are limited to three (3) minutes each. The Board is not allowed under the law to take action on matters that are not listed on the agenda.

CONSENT AGENDA

The consent agenda, if approved, will be recorded in the minutes as if each item had been acted upon individually. Requests by members of the Board to have any item taken off the consent agenda for discussion will be honored without debate. Requests by the public to have an item taken off the consent agenda will be considered prior to the Board taking action.

Motion That all consent items be approved as recommended by the superintendent

Alternative Motion That consent items with the exception of (*name items*) be approved as recommended by the superintendent

Approval of Consent Agenda

1. Administration

- | | | | | | |
|--------|--|---------------|------|-----|----------|
| | | _____ / _____ | Yes: | No: | Abstain: |
| 1.1. | Approve Minutes (Pages 1-7) | | | | |
| 1.1.1. | Regular Board Meeting June 10, 2026 | | | | |
| 1.2. | Approve the DSA Inspection Service Agreement Extension (Page 8) | | | | |

- 1.3. Approve the 2026-27 A P-Tech Agreement (**Pages 9-10**)
- 1.4. Approve the 2026-27 IT Services Agreement with Shasta Union High School District (**Pages 11-41**)
- 1.5. Approve Out of State / Over Night Field Trips (**Pages 42-49**)
 - 1.5.1. MHS Cheer Camp
 - 1.5.2. ASB Leadership Retreat
 - 1.5.3. 26-27 FFA Trips
 - 1.5.4. Upward Bound Summer Program Field Trips
 - 1.5.5. Cross Country Trip and Fund Raisers
2. **Budget and Finance**
 - 2.1. Approve Proposition 28: Arts and Music in Schools Funding Annual Report FY 2025-26 (**Page 50**)
 - 2.2. Approve warrants to be paid from the following (**Pages 51-53**)
 - 2.2.1. Checks dated 6/1/26-6/10/26
 - General Fund in the amount of \$135,025.20
 - Cafeteria Fund in the amount of \$28,860.71
 - Special Reserve Capital Outlay Fund in the amount of \$3,212.43
 - Warrant/Pass Through in the amount of \$54,428.94

DISCUSSION/ACTION AGENDA

1. Approve Resolution No. FY 25.26.5 Commending Keith Weber (**Page 54**)

_____/_____ Yes: No: Abstain:
2. Approve Resolution No. FY 25.26.6 Commending Lynnette Wells (**Page 55**)

_____/_____ Yes: No: Abstain:
3. Approve Resolution No. FY 25.26.7 Commending Barbara Harris (**Page 56**)

_____/_____ Yes: No: Abstain:
4. Approve the 2026/2027 LCFF Budget Overview for Parents, and the 2026/2027 Local Control and Accountability Plan (LCAP) (**Pages 57-138**)

_____/_____ Yes: No: Abstain:
5. Approve the 2026/2027 Local Control and Accountability (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum (**Pages 139-156**)

_____/_____ Yes: No: Abstain:
6. Approve the 2026/2027 Local Performance Indicator Self-Reflection (**Pages 157-173**)

_____/_____ Yes: No: Abstain:

7. Approve the 2026/2027 July 1 Budget **(Insert)**

_____/____ Yes: No: Abstain:

8. Approve Revisions to the School Site Support Specialist Job Description **(Pages 174-176)**

_____/____ Yes: No: Abstain:

9. Approve the Memorandum of Understanding between Modoc Joint Unified School District and Concordia University Irvine **(Pages 177-189)**

_____/____ Yes: No: Abstain:

10. Approve the New Cafeteria/Gym Facility Installation of Fiber Cabling for Network **(Pages 190-196)**

_____/____ Yes: No: Abstain:

11. Approve the Proposed Changes to the 26-27 AES Handbook **(Pages 197-202)**

_____/____ Yes: No: Abstain:

12. Approve the Proposed Changes to the 26-27 MMS Handbook **(Pages 203-227)**

_____/____ Yes: No: Abstain:

13. Approve the Proposed Changes to the 26-27 MHS Handbook **(Pages 228-267)**

_____/____ Yes: No: Abstain:

14. Approve the Public Disclosure of Salary and Benefit Negotiations Tentative Settlement with MTA **(Pages 268-279)**

_____/____ Yes: No: Abstain:

15. Approve the Public Disclosure of Salary and Benefit Negotiations Tentative Settlement with Teamsters Local 137 Classified **(Pages 280-286)**

_____/____ Yes: No: Abstain:

16. Approve the Public Disclosure of Salary and Benefit Negotiations Tentative Settlement with Teamsters Local 137 Instructional Aides **(Pages 287-293)**

_____/____ Yes: No: Abstain:

17. Approve the Public Disclosure of Salary and Benefit Negotiations Tentative Settlement with Unrepresented Classified Management **(Pages 294-297)**

_____/____ Yes: No: Abstain:

18. Approve the Public Disclosure of Salary and Benefit Negotiations Tentative Settlement with Unrepresented Certificated Administrators **(Pages 298-301)**

_____/_____/_____ Yes: No: Abstain:

19. Approve the Public Disclosure of Salary and Benefit Negotiations Tentative Settlement with Unrepresented Confidential Secretaries **(Pages 302-305)**

_____/_____/_____ Yes: No: Abstain:

20. Approve the Public Disclosure of Salary and Benefit Negotiations Tentative Settlement with Unrepresented Classified Pupil Services **(Pages 306-309)**

_____/_____/_____ Yes: No: Abstain:

21. Approve the Addendum to the Contract of Employment for District Superintendent **(Pages 310)**

_____/_____/_____ Yes: No: Abstain:

DISCUSSION

1. Construction Project Update

Board Member Request(s) for Items on the Next Regular Meeting Agenda

- 1.
- 2.

***Next Regular Board Meeting:
August 12, 2026
5:00 p.m. Closed Session
6:00 p.m. Open Session***

Adjournment:

MODOC JOINT UNIFIED SCHOOL DISTRICT

Board of Trustees

Regular Board Meeting

June 10, 2026

Closed Session: 5:00 p.m.

Open Session: 6:00 p.m.

District Office Board Room

906 W 4th Street, Alturas, CA 96101

MINUTES

A full, recorded transcript of the regular board meeting is available upon request. Contact the District Office (530) 233-7201.

Call to Order by Fernand Larranaga at 5:00 p.m. closed session and at 6:10 p.m. open session.

Roll Call:

Fernand Larranaga, President	Present
Ruth Ann Criner, Vice President	Present
Monica Widby, Clerk	Present
Jodie Veverka, Member	Present
Shaun Wood, Member	Present
Rebecca Lewis, Superintendent	Present

Pledge of Allegiance Led by: Shaun Wood

Approval of Agenda: Ruth Ann Criner/Jodie Veverka Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

Public Comments on Closed Session Agenda:

No public comments were made on items that were on the closed session agenda.

CLOSED SESSION

The Board will now adjourn to Closed Session to discuss Personnel Matters Pursuant to Government Code § 54957:

1. Personnel - Public Employee Employment:

1.1. Resignations/Retirements/Releases

- 1.1.1. Certificated Staff
- 1.1.2. MMS Track Coach
- 1.1.3. MHS Track Coach
- 1.1.4. Certificated Staff
- 1.1.5. MHS Athletic Director
- 1.1.6. Varsity Soccer Coach

- 1.1.7. 7th Grade Volleyball Coach
- 1.2. **Recommendations for Approval:**
 - 1.2.1. Certificated Staff
 - 1.2.2. Certificated Staff
 - 1.2.3. MHS Summer School Teachers
 - 1.2.4. MHS Summer School Teachers
- 1.3. **Public Employee Performance Evaluation**

- 2. **Negotiations:** Conference with labor negotiator pursuant to [Government Code § 54957.6]: Agency Negotiator: Rebecca Lewis, Elizabeth Guzman, Gerese Weber
 - 2.1. Employee Organization: Modoc Teachers Association
 - 2.2. Employee Organization: Teamsters Local 137
 - 2.3. Employee Organization: Unrepresented
 - 2.4. Superintendent's Contract

OPEN SESSION

Reporting of Closed Session Items: Government Code § 54957

- 1. **Personnel - Public Employee Employment:**
 - 1.1. **Resignations/Retirements/Releases**
 - 1.1.1. Certificated Staff Shaun Wood/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
 - 1.1.2. MHS Track Coach Shaun Wood/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
 - 1.1.3. MMS Track Coach Shaun Wood/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
 - 1.1.4. Certificated Staff Shaun Wood/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
 - 1.1.5. MHS Athletic Director Shaun Wood/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
 - 1.1.6. Varsity Soccer Coach Shaun Wood/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
 - 1.1.7. 7th Grade Volleyball Coach Shaun Wood/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
 - 1.2. **Recommendations for Approval:**
 - 1.2.1. Certificated Staff Shaun Wood/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
 - 1.2.2. Certificated Staff Shaun Wood/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
 - 1.2.3. MHS Summer School Teacher Shaun Wood/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
 - 1.2.4. MHS Summer School Teacher Shaun Wood/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

1.3. Public Employee Performance Evaluation - *No Reportable Action*

- 2. Negotiations:** Conference with labor negotiator pursuant to [Government Code § 54957.6]: Agency Negotiator: Rebecca Lewis, Elizabeth Guzman, Gerese Weber

No Reportable Action

- 2.1.** Employee Organization: Modoc Teachers Association
- 2.2.** Employee Organization: Teamsters Local 137
- 2.3.** Employee Organization: Unrepresented
- 2.4.** Superintendent's Contract

Reports

1. Site Principals

- Amy Welch, Principal of Alturas Elementary School, reported that they celebrated the students completing the end of year assessments. They also had many field trips and fun activities. The Character Trait was Collaboration / Sportsmanship. Schoolwide attendance was 93.63%. Summer school will begin with 98 enrolled students.
- Matt McCandless, Principal of Modoc Middle School, reported that 8th grade promotion will be tomorrow night at 7:00 p.m. He is helping with the transition to the new principal, Amy Britton. He thanked the Board and staff for all of the support he received over the years at MJUSD.
- Todd Hughes, Assistant Principal of Modoc High School, reported that over \$300,000 in scholarships was awarded to high school seniors. He also discussed the results of the Family Satisfaction Survey.

2. Superintendent's Report - Beckie Lewis:

- Presented information about the TK program including requirements regarding staffing, instructional minutes, age etc. She also discussed the possible penalties if we tried to run the program but could not fulfill all the requirements.
- She passed out MAP testing data breaking down grade level results.
- She got to sub for 1st grade and a combination 3rd and 4th grades and had fun. She also helped out for the AR party and covered some high school classes.

3. Board Reports

- Shaun Wood flipped burgers at AES and went to the Warner graduation.
- Monica Widby presented awards at the scholarship night. She also went to the high school concert and flipped burgers at AES.
- Ruth Ann Criner went to the music concerts and presented scholarships.
- Fernand Larranaga read a thank you card to the Board from Allie Weber for the scholarship she was awarded.

4. MTA

- Curtis Schmidt thanked the Board.

5. Director of Maintenance & Transportation

- Doug Waterman reported that he is busy with field trips.
- We lost 1 sub bus driver, a custodian, and a maintenance person.

- The hospital has obtained a grant to turn the AL-1 well into a reinjection well. There will be more information at the August board meeting.

Public Comments on Items on and not on the Agenda:

Under this item, the public is invited to address the Board regarding items that are and not on tonight's agenda. Speakers are limited to three (3) minutes each. The Board is not allowed under the law to take action on matters that are not listed on the agenda.

1. Kevin Marcussen thanked the Board for listening to the teachers and working with them in negotiations.
2. Karolyne Breiner had questions on the Teacher Credential Pathway Instructional Aide job description. Beckie Lewis explained the reasoning for the position.

CONSENT AGENDA

The consent agenda, if approved, will be recorded in the minutes as if each item had been acted upon individually. Requests by members of the Board to have any item taken off the consent agenda for discussion will be honored without debate. Requests by the public to have an item taken off the consent agenda will be considered prior to the Board taking action.

Motion That all consent items be approved as recommended by the superintendent

Alternative Motion That consent items with the exception of *(name items)* be approved as recommended by the superintendent

Approval of Consent Agenda

Ruth Ann Criner/Jodie Veverka

Yes: 5 (Larranaga, Widby, Veverka,

Wood, Criner) No: 0 Abstain: 0

1. Administration

- 1.1. Approve Minutes (**Pages 1-28**)
 - 1.1.1. Regular Board Meeting May 13, 2026
 - 1.1.2. Special Board Meeting May 26, 2026
- 1.2. Approve Agreement with Fagen Friedman & Fulfroast, LLP for Legal Services for the 26/27 year (**Pages 29-32**)
- 1.3. Approve the Memorandum of Understanding between Modoc Joint Unified School District and the Modoc County Office of Education for Medi-Cal Billing (**Page 33**)
- 1.4. Approve the Memorandum of Understanding between Tehama County Department of Education and Modoc Joint Unified School District for the CTE Teacher Preparation Program (**Pages 34-42**)
- 1.5. Approve the Memorandum of Understanding between Modoc Joint Unified School District and Cal Poly Humboldt for Student Teaching (**Pages 43-46**)
- 1.6. Approve Surplus of Modoc High School Curriculum (**Page 47**)

2. Budget and Finance

- 2.1. Approve Interfund Transfers **(Page 48)**
- 2.2. Approve warrants to be paid from the following **(Pages 49-53)**
 - 2.2.1. Checks dated 5/1/26-5/30/26
 - General Fund in the amount of \$221,598.62
 - Cafeteria Fund in the amount of \$34,173.18
 - Special Reserve Capital Outlay Fund in the amount of \$308,528.95
 - Warrant/Pass Through in the amount of \$301,620.71

PUBLIC HEARING

This meeting is declared a public hearing to solicit the recommendations and comments from members of the public regarding the specific actions and expenditures proposed to be included in the LCFF Budget Overview for Parents and the 2026/2027 Local Control Accountability Plan (LCAP). These documents are available at the Modoc Joint Unified School District Office, 906 W 4th Street, Alturas, CA 96101 and on the MJUSD website. **(Pages 54-135)**

This meeting is declared a public hearing for the purpose of members of the public to comment on the proposed 2026/2027 July 1 Budget. The budget is available at the district office or on the MJUSD website. **(Insert)**

DISCUSSION/ACTION AGENDA

- 1. Approve Resolution No. FY 25.26.8 Commending Curtis Schmidt **(Page 136)**

Monica Widby/Ruth Ann Criner

Yes: 5 (Larranaga, Widby, Veverka, Wood, Criner) No: 0 Abstain: 0

- 2. Approve the Teacher Credential Pathway Instructional Aide Job Description **(Pages 137-138)**

Shaun Wood/Jodie Veverka

Yes: 5 (Larranaga, Widby, Veverka, Wood, Criner) No: 0 Abstain: 0

- 3. Approve Revisions to the School Site Support Specialist Job Description **(Pages 139-140)**

TABLED

- 4. Approve the Teacher Lounge Host School Agreement **(Pages 141-149)**

Jodie Veverka/Shawn Wodd

Yes: 5 (Larranaga, Widby, Veverka, Wood, Criner) No: 0 Abstain: 0

- 5. Approve the School Plan for Student Achievement for Modoc High School and Warner High School **(Pages 150-222)**

Monica Widby/Ruth Ann Criner

Yes: 5 (Larranaga, Widby, Veverka, Wood, Criner) No: 0 Abstain: 0

6. Approve the Final Adoption of the Mathematics Curriculum at Modoc High School. The curriculum is supported by the curriculum committee at Modoc High School **(Page 223)**

Ruth Ann Criner/Jodie Veverka

Yes: 5 (Larranaga, Widby, Veverka, Wood, Criner) No: 0 Abstain: 0

7. Approve the Final Adoption of the Mathematics Curriculum at Alturas Elementary School. The curriculum is supported by the curriculum committee at Alturas Elementary School **(Page 224)**

Shaun Wood/Monica Widby

Yes: 5 (Larranaga, Widby, Veverka, Wood, Criner) No: 0 Abstain: 0

8. Preliminary Review of the Mathematics Curriculum at Modoc Middle School. The curriculum is supported by the curriculum committee at Modoc Middle School. It will be on display for 30 days at the District Office. **(Page 225)**

Ruth Ann Criner/Jodie Veverka

Yes: 5 (Larranaga, Widby, Veverka, Wood, Criner) No: 0 Abstain: 0

9. Approve any of the Following to Sign for the Modoc Middle School ASB Plumas Bank Account **(Page 226)**

- a. Melissa Carlson
- b. Jodi Boudreaux
- c. Amy Britton

Shaun Wood/Ruth Ann Criner

Yes: 5 (Larranaga, Widby, Veverka, Wood, Criner) No: 0 Abstain: 0

10. Approve Capital Outlay Purchase of Modoc High School Marquee **(Pages 227-234)**

Jodie Veverka/Monica Widby

Yes: 5 (Larranaga, Widby, Veverka, Wood, Criner) No: 0 Abstain: 0

11. Approve the Annual Evaluation of the Parent Involvement Policy BP/AR 6020. **(Pages 235-243)**

Ruth Ann Criner/Jodie Veverka

Yes: 5 (Larranaga, Widby, Veverka, Wood, Criner) No: 0 Abstain: 0

12. Approve the Title I, Part A Local Educational Agency (LEA) and School Sites Parent and Family Engagement Policies **(Pages 244-255)**

Shaun Wood/Monica Widby

Yes: 5 (Larranaga, Widby, Veverka, Wood, Criner) No: 0 Abstain: 0

DISCUSSION

1. Construction Project Update - The contractors are supposed to be done with the punch list by Friday but this will probably not happen in time. It will be a couple of weeks before we can take over the building.

INFORMATION

1. April 2026 Associated Student Body Report (**Pages 256-257**)

Board Member Request(s) for Items on the Next Regular Meeting Agenda

- 1.
- 2.

Next Regular Board Meeting:

August 12, 2026

5:00 p.m. Closed Session

6:00 p.m. Open Session

Adjournment: 7:17



906 West 4th Street, Alturas, CA 96101
Phone: (530) 233-7201 Fax: (530) 233-4362 Web: www.modoc.k12.ca.us

Inspection Service Agreement Extension

Limited Term Extension ("Amendment") to the **Collins Construction Service Agreement**, dated **June 23, 2025** ("Agreement"), is entered into by and between **Modoc Joint Unified School District ("District" or "MJUSD")** and **Collins Construction, LLC**. This Amendment is intended to extend the term of the Agreement for a defined period and to clarify reporting and closeout expectations. Except as expressly amended herein, all terms and conditions of the Agreement remain unchanged and in full force and effect.

1. Term

Pursuant to the Term provisions of the Agreement, the term is hereby extended for a limited period beginning June 1, 2026, and ending June 30, 2026 for two site visits, unless further amended in writing by mutual agreement of the parties. The total cost associated with this extension is \$12,000.

2. Services

During the extension period, Collins Construction shall continue to perform the Services as described in the Agreement, with Services focused on project progress, coordination, and activities necessary to support completion and closeout of the work.

3. Reports and Deliverables

In addition to any reporting obligations set forth in the Agreement, Collins Construction agrees to the following:

- Weekly written progress reports shall be provided to MJUSD and the Project Architect via email throughout the extension period.
- All reports generated from the commencement of the project through June 30, 2026, shall be provided to MJUSD and the Project Architect via email.

4. End-of-Term Review

At the conclusion of the extension period, and no later than June 30, 2026, MJUSD and Collins shall revisit the Agreement to review project status and discuss the remaining scope, time, and level of effort required to complete and close out the project, including whether a further amendment or extension is necessary.

Modoc Joint Unified School District

Collins Construction LLC

By (sign): _____

By (sign): _____

Date: _____

Date: _____

Name (print): Rebecca Lewis

Title: Superintendent

Email: blewis@modoc.k12.ca.us

Address: 906 West 4th Street

Address: Alturas, CA 96101

Name (print): Scott Collins

Title: President

Email: Inspectorscott@hotmail.com

Address: 372 S Eagle Rd #173

Address: Eagle, ID 83616



A P-TECH AGREEMENT

For Consortium, Drug & Alcohol Testing Services

This is an agreement between A P-TECH and Modoc Joint Unified School District (your COMPANY). A P-TECH is a Consortium that is a "Service Agent" as defined by 49 CRF Part 40. A P-TECH provides and /or coordinates the provision of a variety of drug and alcohol testing services to employers. A P-TECH is not considered an "employer" under this part and cannot act as the Designated Employer Representative (DER) for the COMPANY. A P-TECH agrees to provide a proficient Consortium, Drug & Alcohol Testing Service as outlined below.

1. A P-TECH will insure that all testing is accomplished in accordance with Department of Transportation (D.O.T.) requirements and will maintain copies of Medical Review Officer (MRO) certification and documentation that verifies the lab is DOT authorized.
2. COMPANY will receive testing records as they accrue. In the event you are missing records and a DOT audit is occurring we will make every effort to supply you with our original copy. The records will be delivered to COMPANY and COMPANY agrees to handle all test records in a confidential manner, then return them to A P-TECH once review is complete.
3. A P-TECH will maintain all records in accordance with D.O.T regulations; however, Company is ultimately responsible for being in compliance with all D.o.T. compliance regulations.
4. Enrollment in the A P-TECH consortium includes CONFIDENTIAL and quick responses for your COMPANY including random test selection, scheduling, monitoring and reporting all results, record maintaining quarterly statistical reports, bi-annual statistical reports from laboratory, MIS report, Certificate of Enrollment reflection enrollment dates & drivers Cards.
5. The COMPANY enrollment is covered by this agreement for \$150.00 dollars per year. Driver enrollment fee is \$30.00 per driver per year. Enrollment fees will be paid in full on or before July 1, 2026 (date of enrollment) Enrollment period in the Random Test Selection Pool for this purpose will be July 1, 2026 to June 30, 2027 (date for 1 year contract) . COMPANY remains ultimately responsible to insure that all aspects of their drug & alcohol testing program comply with D.O.T requirements. This includes submitting to the required testing when notified by A P-TECH and following other procedures as outlines in 49 CFR Part 40 and 382.
 - In the event that COMPANY does not perform tests as required, does not follow procedures as outlined in the regulations, or generally non-compliant, A P-TECH reserves the right to expel the member from consortium and report them for "non-compliance" to the appropriate agency.
6. ALL enrolled drivers will be included in the "GENERAL" Random Test pool. Test selection will be done 50% throughout the year. A P-TECH will notify the DER of the test selection and schedule the test immediately. A P-TECH acts as an agent for COMPANY and will receive test results directly from the MRO and report them to the DER. A-PTECH is authorized to contract with an approved collection site, laboratory and MRO on behalf of COMPANY and in accordance with 49 CFR Part 382 and 49 CFR Part 40. Results May be distributed via e-mail, fax, or mail to DER ONLY
 - The DER is authorized to take immediate action to remove an employee from safety-sensitive duties or cause an employee to be removed from these duties and to make *required decisions* in the testing evaluation process.

- The DER is also authorized to receive test results and other communications for the COMPANY consistent with the requirements of 49 CFR Part 40
 - COMPANY will notify A P-TECH in writing of any changes with the DER within 15 days of change.
7. In the event that the enrolled drivers are selected for random drug testing COMPANY will be billed at the rate of \$85.00 per drug test. Alcohol tests will be billed at \$55.00 each. Pre-employment, Post accident, Reasonable suspicion and other tests will be billed at the same rates during normal business hours. When testing is conducted by our mobile services an additional 56 cents per mile will apply within a hundred mile radius,
8. If the testing is done after hours, either through the choice of the COMPANY or because the type of test requires it (i.e. post accident, reasonable suspicion) A P-TECH will bill an EMERGANCY or "after hours" fee Of 100.00 in addition to mileage and collection (if another collection site charges more COMPANY will be responsible for payment)
- Canceled test without notification or a "no show" may result in a "no show" fee and mileage if applicable.
 - If a driver is running late there is a wait fee of \$18.00 an hour (30 cents a minute) first 10 minutes are free.
 - A P-TECH reserves the right to make adjustments in fees according to increase in fuel prices or other costs associated with these services.
 - All invoices are due and payable within 30 days of service. A finance fee of 2% will be applied monthly along with a 3.00 invoice search fee

TERMINATION OF AGREEMENT INCLUDING RECORD RETENTION/TRANSFER & FINAL REPORTING RESPOSIBILITIES (49 CFR Part 40.389)

- A P-TECH will at any time at the request of COMPANY transfer all records pertaining to the employer and its employees to the employer or another service agent the COMPANY designates. A P-TECH will carry out the transfer as soon as requested. There will be an administrative fee of 100.00 dollars to cover administrative costs associated with this transfer.
- If A P-TECH plans to go out of business, merge, or be bought out, A P-TECH will notify COMPANY immediately of the change and offer to transfer COMPANY records at no charge.

GOVERNING LAW: This contract shall be construed in accordance with the laws of California

Date

Chante' L Jones 6/26
A P-TECH Owner Chante' L Jones Date

Company DER is: _____

Alternate DER is: _____

Modoc Joint Unified School District

IT Services Agreement — 2026-27

Provider: Shasta Union High School District (SUHSD)
LEA: Modoc Joint Unified School District
Effective Date: July 1, 2026
Term: July 1, 2026 through June 30, 2027
Annual Fee: See Exhibit A — Pricing & Fees
Billing: Quarterly

Exhibits

Exhibit	Description
Exhibit A	Pricing & Fees
Exhibit B	Device & User Inventory
Exhibit C	Detailed Service Descriptions
Exhibit D	Service Level Agreement



IT Services Agreement

This IT Services Agreement ("Agreement") is made and entered into as of July 1, 2026 ("Effective Date") by and between:

Shasta Union High School District ("SUHSD")

and

Modoc Joint Unified School District ("LEA")

collectively referred to as the "Parties" and individually as a "Party."

WHEREAS, SUHSD operates an Information Technology ("IT") department that provides managed IT services to partner school LEAs within its geographic region; and

WHEREAS, the LEA desires to engage SUHSD to provide IT services including, but not limited to, network management, security, device management, identity services, and end-user support, as more specifically described in this Agreement; and

WHEREAS, SUHSD has the expertise, personnel, and infrastructure to provide such services to the LEA in a professional and cost-effective manner; and

WHEREAS, the Parties wish to formalize their arrangement for IT services under terms that clearly define the scope of services, responsibilities, service levels, and pricing;

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth herein, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. PARTIES & CONTACTS

Service Provider:	Shasta Union High School District (SUHSD) — IT Department
Partner LEA:	Modoc Joint Unified School District
Primary Contact:	Mike Martin
Email:	mmartin@modoccoe.k12.ca.us
Phone:	(530) 233-7101
Contract Year:	2026-27
Number of Sites:	4

2. DEFINITIONS

The following terms, when used in this Agreement, shall have the meanings set forth below unless the context clearly requires otherwise:

"Agreement" means this IT Services Agreement, including all exhibits, schedules, and amendments.

"Application" means any software, SaaS service, web-based platform, mobile app, desktop program, browser extension, plugin, add-on, Google Workspace Add-On, integration, or similar digital tool used with LEA devices, accounts, systems, networks, or data.

"Business Day" means Monday through Friday, excluding federal holidays and SUHSD-observed holidays.

"Business Hours" means 7:30 AM to 4:30 PM Pacific Time on Business Days, unless otherwise specified.

"Client Data" or **"LEA Data"** means any information, records, files, or data provided by or on behalf of the LEA, or generated and maintained by SUHSD in the course of delivering services under this Agreement, including student education records, staff personnel data, financial records, and system configuration data.

"Confidential Information" means non-public information disclosed by one party to the other under this Agreement, including student records and personally identifiable information (PII), staff personnel records, network architecture and security details, financial information, pricing terms, billing data, business plans, operational strategies, and internal communications.

"Core Services" means the baseline IT services included in every agreement, as described in the Core Services Module.

"Critical Incident" means an event that causes a complete failure or significant degradation of core infrastructure affecting all or substantially all users at one or more LEA sites, including but not limited to: primary server failure, core router or switch failure, internet connectivity loss at a site, or identity/authentication system outage. See **Exhibit D — Service Level Agreement** for response and resolution targets.

"LEA" means the partner Local Educational Agency identified in this Agreement.

"Effective Date" means the date on which this Agreement becomes effective, as specified on the cover page.

"Exhibit" means a document attached to and incorporated into this Agreement by reference. Exhibits include Exhibit A (Pricing & Fees), Exhibit B (Device & User Inventory), Exhibit C (Detailed Service Descriptions), and Exhibit D (Service Level Agreement).

"Force Majeure Event" has the meaning set forth in the Force Majeure section of this Agreement.

"Initial Term" and **"Renewal Term"** have the meanings set forth in the Term and Renewal section of this Agreement.

"Optional Module" means a service module that may be added to the LEA's agreement based on service needs, as described in the Optional Modules section of this Agreement. Optional modules are independent and do not affect Core Services.

"Party" means SUHSD or the LEA, as applicable; **"Parties"** means both SUHSD and the LEA.

"Project Work" means planned, non-routine work that falls outside the scope of Core Services and Optional Modules, typically involving a defined scope, timeline, and separate billing. Examples include large-scale cabling, network redesigns, device refresh deployments, and new construction IT buildouts.

"Response Time" means the elapsed time from when a support request is received and acknowledged to when SUHSD begins actively working on the issue. Response time does not mean resolution time.

"Security Incident" has the meaning set forth in the Confidentiality & Data Protection section of this Agreement.

"Services" means the Core Services and any Optional Modules selected by the LEA under this Agreement.

"Standard Incident" means any support request that does not meet the definition of a Critical Incident, including but not limited to: individual workstation issues, software problems, printer issues, individual account access issues, and non-critical application errors. See **Exhibit D — Service Level Agreement** for response and resolution targets.

"SUHSD" means the Shasta Union High School District, acting through its IT department.

"Term" means the Initial Term and any Renewal Terms of this Agreement, as set forth in the Term and Renewal section.

3. TERM & RENEWAL

Term

This Agreement shall be effective as of July 1, 2026 and shall continue through June 30, 2027 ("Initial Term"), unless earlier terminated in accordance with the Termination provisions of this Agreement.

Renewal

This Agreement shall automatically renew for successive one-year terms ("Renewal Term") under the same terms and conditions, unless either party provides written notice of non-renewal at least sixty (60) days prior to the expiration of the then-current term.

Any changes to pricing, service scope, or optional module selections for a Renewal Term shall be communicated in writing and agreed upon by both parties no later than thirty (30) days prior to the start of the Renewal Term. Pricing adjustments are governed by the terms set forth in Exhibit A — Pricing & Fees.

Annual Review

SUHSD will initiate an annual contract review with the LEA no later than ninety (90) days before the end of the current term. The review will address:

- Service scope changes (additions, removals, or modifications to optional modules)
- Device and user inventory updates (Exhibit B)
- Pricing adjustments for the upcoming term (Exhibit A)
- Any unresolved service or performance issues

Both parties agree to participate in this review in good faith. Failure to complete the review does not prevent automatic renewal under existing terms.

4. SCOPE OF SERVICES

SUHSD shall provide the LEA with the following IT services for the term of this Agreement. Complete service descriptions and operational details are set forth in **Exhibit C — Service Descriptions**.

Core Services (Included in All Agreements)

- Core Network & Infrastructure
- Security & Managed Detection
- Identity & Access Management
- Google Workspace Administration
- Endpoint Support
- Windows Device Management
- Student Information System (Aeries) Advisory Support

Optional Add-On Modules (Included)

- Hosted Cloud Infrastructure
- Identity Management Automation
- Email Security (Abnormal AI)
- Security Awareness & Compliance Training (Cybernut)

5. SERVICE LEVELS

SUHSD shall provide IT support services in accordance with the Service Level Agreement set forth in **Exhibit D**.

Key service objectives include:

- **Critical incidents** (LEA-wide outages) — response within four (4) business hours
- **Standard incidents** — response within eight (8) business hours

All service level definitions, resolution targets, escalation procedures, and communication expectations are defined in **Exhibit D**.

6. RESPONSIBILITIES OF THE PARTIES

SUHSD Responsibilities

- Provide the services described in this Agreement and Exhibit C in a professional and timely manner
- Maintain the security baseline including managed MDR, multi-factor authentication, backup systems, and vulnerability scanning
- Respond to support requests within the timeframes established in Exhibit D — Service Level Agreement
- Provide timely communication regarding service changes, planned maintenance windows, and security incidents
- Advise on technology selection and provide purchasing recommendations
- Cooperate in transition assistance and data return upon termination of this Agreement

LEA Responsibilities

- Provide remote access to SUHSD via internet connection for remote support delivery
- Notify SUHSD in advance of room cleaning, construction, classroom moves, or any work requiring equipment to be disconnected or relocated
- Purchase, maintain, and renew all software and Application licenses required for LEA operations, except for licenses purchased by SUHSD on the LEA's behalf, and notify SUHSD of renewals, expirations, or changes
- Complete SUHSD's Application Approval Process before installing or requesting IT support for any new Application
- Designate primary and secondary points of contact for IT coordination and ensure contact information remains current.
- Assist SUHSD technicians with on-site troubleshooting when requested

- Provide clerical services for processing LEA purchases and invoices for payment to vendors
- Adopt, maintain, and annually review a written Internet Safety Policy as required by CIPA
- Procure and maintain appropriate insurance coverage including cyber liability, general liability, and workers' compensation
- Budgeting, procurement, and purchasing authority for hardware, software, licensing, and related technology costs not otherwise included in this Agreement remain solely with the LEA. The LEA is expected to obtain SUHSD review before purchasing such items, and items acquired without prior SUHSD approval may not be supported by SUHSD.
- Participate in the annual contract review process in good faith

*Additional responsibilities specific to included Optional Modules are detailed in **Exhibit C — Service Descriptions**.*

7. EXCLUSIONS & OUT-OF-SCOPE WORK

The following systems are **not included** in this agreement. SUHSD supports the underlying network infrastructure and coordinates with vendors as needed, but does not assume system ownership, configuration, or direct user support unless separately contracted.

Any service not expressly included should be considered out of scope. Out-of-scope items may be added through **Project Work**, a contract amendment, or a separate written agreement.

System	SUHSD Role	Not Included
Phone systems	Network support; vendor coordination	Configuration, handset troubleshooting, PBX management
Camera / surveillance / environmental monitoring systems	Network support for IP-connected systems; vendor coordination	Installation, device configuration, NVR/DVR or monitoring dashboard administration, alert threshold tuning, footage or event review, and reporting
PA / bell / clock systems	Network-level support for IP-based systems	Repair, scheduling, synchronization, speaker volume adjustment
Financial software	Infrastructure support (server, network)	Application config, training, reports
Website programming	Hosting infrastructure (if applicable); DNS management	Design, development, content management
Curriculum software	Login access, SSO, automated rostering	Training, lesson plans, manual rostering

System	SUHSD Role	Not Included
Cabling installation	Minor patch cabling at SUHSD discretion; advises on cabling needs; larger runs referred to a certified vendor or billed as project work	Large-scale or structured cabling projects
Post-summer equipment reinstallation	Available as project work, or included with the On-Site Technician module	Reconnecting equipment after room cleaning, painting, or flooring without an on-site technician
Technology plans	Input on equipment lifecycle, replacement timelines, and general technology direction	Formal technology plan authorship, board-ready documentation, or structured planning engagements
Equipment procurement	Advises on equipment, compatibility, vendors, and lifecycle; assists with warranty logistics	Budgeting, purchasing approval, and order placement
Personally-owned devices (BYOD)	Limited account-level assistance only: Gmail app setup, Duo/MFA enrollment codes, and similar tasks in accordance with SUHSD-recommended standards	Device configuration, troubleshooting, network access management, and general helpdesk support for personally-owned devices

Requesting Support for Excluded Items

The LEA may request support for excluded items via:

Project Work — billed separately; requires written approval before work begins

Contract Amendment — for ongoing needs; requires mutual written consent

Separate Agreement — for complex or large-scale needs with its own scope, pricing, and terms

SUHSD will respond to such requests within ten (10) Business Days.

Working Conditions

- SUHSD employees may refrain from work in hazardous conditions until the hazard is mitigated.
- SUHSD may refuse to support equipment purchased against its recommendations.
- SUHSD will flag aging or end-of-life equipment but is not responsible for service limitations from continued use of outdated or unsupported systems.
- Large equipment deployments will follow the technician's normal schedule (possibly spanning multiple visits or school breaks). Faster timelines may be scoped as project work.
- SUHSD is not responsible for manufacturer defects.
- If an outside party installs equipment or software that conflicts with existing systems, SUHSD may refuse support and is not responsible for resulting issues.

Misuse

SUHSD is not responsible for issues arising from misuse of the network by staff, students, or others on campus.

Project Work

Any services beyond the scope of this Agreement are classified as project work and billed separately at the contracted hourly rate per hour per technician. SUHSD will provide a written scope of work and cost estimate; written LEA approval is required before work begins. Examples include large-scale cabling, infrastructure upgrades, major device deployments, system migrations, E-Rate RFP preparation, and camera or phone system installation.

8. PRICING & PAYMENT

An invoice issued in **July** will display the quarterly payments due in **September, December, March, and June**.

The complete pricing schedule, including itemized service fees and pass-through licensing costs, is set forth in **Exhibit A — Pricing & Fees**. The device and user inventory upon which pricing is based is documented in **Exhibit B — Device & User Inventory**. Material changes in device or user counts may affect pricing at the next quarterly invoice.

Overtime: This Agreement does not include overtime work. Overtime, if required, will be billed at \$85.00 per hour per technician.

9. CONFIDENTIALITY & DATA PROTECTION**Confidential Information**

"Confidential Information" means non-public information disclosed by one party ("Disclosing Party") to the other ("Receiving Party") under this Agreement, including:

- Student records and personally identifiable information (PII) as defined under FERPA
- Staff personnel records, payroll data, and employment information
- Network architecture, system configurations, credentials, and security posture details
- Financial information, pricing terms, and billing data
- Business plans, operational strategies, and internal communications

Confidential Information does not include information that: (a) is publicly available through no fault of the Receiving Party; (b) was known prior to disclosure; (c) is independently developed without use of the other party's information; or (d) is required by law, provided the Receiving Party gives prompt notice.

Obligations

Each party agrees to:

- Not disclose Confidential Information to third parties except as necessary to perform under this Agreement
- Limit access to employees and agents with a need to know, subject to equivalent confidentiality obligations
- Use Confidential Information solely for contract performance
- Apply reasonable care to protect Confidential Information

Federal and State Compliance

Both parties shall comply with applicable federal and state laws governing student and employee data, including:

- **FERPA** (20 U.S.C. § 1232g) — SUHSD acts as a "school official" with a "legitimate educational interest" and will not disclose student records except as permitted by FERPA and necessary for contract performance.
- **COPPA** (15 U.S.C. § 6501–6506) — SUHSD supports LEA COPPA compliance, including parental consent mechanisms where applicable.
- **HIPAA** — If SUHSD accesses protected health information, it will comply with applicable HIPAA requirements.
- **California Education Code** — Both parties comply with student data privacy provisions (Education Code §§ 49073–49079.7 / SOPIPA).
- **CCPA/CPRA** — Both parties comply to the extent applicable.

Data Ownership

All LEA Data — including student records, staff information, configuration data, and content stored on SUHSD-managed systems — remains the property of the LEA at all times. SUHSD acquires no ownership interest in LEA Data.

Data Return and Destruction

Data return and destruction obligations upon termination are set forth in the **Termination** section of this Agreement.

Breach Notification

In the event of a confirmed or suspected unauthorized access, disclosure, or breach involving LEA Data ("Security Incident"), SUHSD shall:

- Notify the LEA within twenty-four (24) hours of discovering the Security Incident
- Provide a written summary of the incident, including the nature of the data involved, the scope of the breach, and the remedial actions taken or planned
- Cooperate with the LEA in any required notifications to affected individuals, regulatory agencies, or other parties as required by applicable law
- Take immediate steps to contain and remediate the Security Incident

Survival

Confidentiality obligations survive 3 years post-termination; FERPA obligations survive indefinitely as required by law.

10. INSURANCE & LIABILITY

LEA Responsibility for Insurance

The LEA is solely responsible for procuring and maintaining its own insurance coverage, including but not limited to cyber liability insurance, general liability insurance, and workers' compensation insurance as required by California law and its governing board policies. SUHSD does not provide insurance coverage on behalf of the LEA and makes no representations regarding the adequacy of the LEA's coverage.

SUHSD strongly recommends that the LEA maintain cyber liability insurance sufficient to cover data breach response costs, notification expenses, regulatory proceedings, and network security incidents.

Liability for Security Incidents

SUHSD provides IT management services in accordance with this Agreement but does not assume liability for security breaches, data loss, ransomware events, or other cybersecurity incidents affecting the LEA's systems, data, or users. The LEA acknowledges that:

- Cybersecurity risks cannot be fully eliminated, and no IT service provider can guarantee the prevention of all security incidents

- The LEA is responsible for the actions of its employees, students, and authorized users with respect to IT systems and data
- Costs arising from security incidents — including breach notification, forensic investigation, legal counsel, regulatory response, and data recovery — are the responsibility of the LEA

SUHSD Obligations

SUHSD shall maintain insurance coverage consistent with its obligations as a public educational agency, including general liability and workers' compensation coverage as required by California law and its governing board policies. SUHSD will implement and maintain reasonable security practices as described in the Security Baseline and Confidentiality & Data Protection sections of this Agreement.

Mutual Cooperation

In the event of a security incident affecting the LEA, SUHSD will cooperate with the LEA's incident response efforts, provide technical assistance within the scope of this Agreement, and support the LEA's insurance carrier as reasonably requested. Such cooperation does not constitute an assumption of liability by SUHSD.

11. TERMINATION

Termination for Convenience

Either party may terminate this Agreement prior to the end of the Term by providing thirty (30) days' advance written notice to the other party's Superintendent, specifying the effective date. The parties acknowledge that this Agreement is intended to establish an annual service relationship; termination prior to the end of the Term may affect service continuity, staffing, and resource planning.

Termination for Cause

Either party may terminate this Agreement immediately upon written notice if the other party commits a material breach and fails to cure within ten (10) business days after receiving written notice describing the breach. Material breach includes, but is not limited to:

- Failure to perform core services as defined in this Agreement for a period exceeding ten (10) consecutive business days (excluding force majeure events)
- Failure to remit payment within sixty (60) days of the invoice due date
- Violation of data security or confidentiality obligations
- Failure to maintain required insurance coverage

Termination of Individual Optional Modules

Optional modules run for the full Agreement term and renew or terminate with it. The LEA may request module removal with thirty (30) days' written notice, subject to:

- Some modules involve third-party commitments SUHSD cannot cancel mid-term; fees for those modules continue through the vendor commitment period
- Where SUHSD can discontinue the underlying service, fees are adjusted prospectively from the next billing cycle
- SUHSD will make reasonable efforts to minimize ongoing costs but cannot guarantee refunds for fees tied to existing vendor obligations

Fees Upon Termination

Fees are paid on a quarterly schedule and are non-refundable for the current billing period.

In the event of termination, the LEA is responsible for all fees through the end of the then-current billing period. No refunds or credits will be issued for unused time within that billing period.

If the effective termination date extends beyond a billing period for which fees have not yet been invoiced, charges will be prorated through the termination date.

Post-Termination Obligations

Upon termination or expiration of this Agreement, the parties shall fulfill the following obligations:

SUHSD shall:

- Continue services through the termination date
- Provide up to thirty (30) days of transition assistance for critical services
- Return all LEA Data in a commercially reasonable format within thirty (30) days
- For hosted infrastructure LEAs: provide server data per the Hosted Cloud Infrastructure module
- Securely destroy remaining LEA Data within sixty (60) days, unless required by law

The LEA shall:

- Pay for all services rendered through the termination date, including prorated fees
- Retrieve LEA-owned equipment from SUHSD within thirty (30) days
- Revoke SUHSD administrative access within fourteen (14) days following the transition period *

Effect of Termination

Termination does not release either party from obligations accrued before the effective date. Surviving provisions include Confidentiality & Data Protection, Insurance & Liability, Indemnification, Governing Law, Attorney's Fees, and Dispute Resolution.

12. FORCE MAJEURE

Neither party shall be liable for delay or failure to perform to the extent caused by circumstances beyond its reasonable control ("Force Majeure Event"), including:

- Natural disasters (earthquake, flood, fire, severe weather)
- Pandemic, epidemic, or declared public health emergency
- Government actions, orders, or restrictions (including shelter-in-place, quarantine, or shutdown orders)
- Acts of terrorism, civil unrest, or armed conflict
- Cyberattack or other security incident affecting critical systems, provided the affected party has maintained its security obligations under this Agreement
- Widespread utility or telecommunications failure
- Labor disputes or strikes not involving the affected party's own employees

Notice and Mitigation

The party affected by a Force Majeure Event shall:

- Notify the other party in writing within five (5) business days, describing the nature of the event, its expected duration, and the obligations affected
- Use commercially reasonable efforts to mitigate impact and resume performance as soon as practicable

Duration and Termination

If a Force Majeure Event continues for more than sixty (60) consecutive days, either party may terminate this Agreement upon thirty (30) days' written notice, without liability for such termination. Post-termination obligations (including data return and final payment) shall apply as set forth in the Termination section of this Agreement.

Limitations

Force Majeure shall not excuse the obligation to make payments for services already rendered. Financial obligations that accrued prior to the Force Majeure Event remain due and payable.

13. DISPUTE RESOLUTION

Purpose

Should disputes arise under this Agreement, the parties agree to attempt resolution through the following escalation process before either party pursues formal legal remedies.

Escalation Process**Step 1 — Director-Level Discussion**

Either party may initiate dispute resolution by providing written notice to the other party describing the nature of the dispute. Within five (5) business days of receipt of such notice, the SUHSD Director of Technology and the LEA's designated IT or administrative contact shall meet (in person or by videoconference) to discuss and attempt to resolve the dispute in good faith.

Step 2 — Superintendent Conference

If the dispute is not resolved within ten (10) business days following the Step 1 meeting, either party may escalate the dispute to the Superintendents (or their designees) of each LEA. The Superintendents shall meet within ten (10) business days of escalation to discuss and attempt to resolve the dispute.

Step 3 — Mediation

If the dispute remains unresolved after thirty (30) days from the initial written notice, either party may request non-binding mediation. The parties shall mutually agree on a qualified mediator within ten (10) business days of the mediation request. Mediation costs shall be shared equally by both parties. Mediation shall be conducted in Shasta County, California, unless otherwise agreed.

Step 4 — Legal Remedies

If mediation does not resolve the dispute within sixty (60) days of the initial written notice, either party may pursue any legal remedies available under applicable law, subject to the Governing Law and Attorney's Fees provisions of this Agreement.

Applicability

This dispute resolution process applies to all disputes arising under this Agreement, including but not limited to:

- Disagreements regarding the scope of services or interpretation of service boundaries
- Service level performance disputes
- Application approval process disagreements
- Pricing or billing disputes
- Termination disputes

Continuation of Services

Unless this Agreement has been terminated in accordance with its terms, both parties shall continue to perform their respective obligations under this Agreement during the pendency of any dispute resolution process.

14. GENERAL LEGAL TERMS

Mutual Indemnification

Each party ("Indemnifying Party") agrees to indemnify and hold harmless the other party, including its Board members, officers, employees, and agents ("Indemnified Party"), from and against any third-party claims, damages, losses, liabilities, and expenses (including reasonable attorney's fees) to the extent arising out of or resulting from:

- (a) the negligence or willful misconduct of the Indemnifying Party, its employees, or agents;
- (b) the Indemnifying Party's breach of this Agreement; or
- (c) the Indemnifying Party's violation of applicable law.

This obligation does not apply to the extent such claims arise from the negligence, willful misconduct, or breach of the Indemnified Party.

Each party shall promptly notify the other of any claim subject to indemnification and shall reasonably cooperate in the resolution of such claim.

Governing Law

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

Entire Agreement

This Agreement contains the entire agreement and understanding between the parties. It supersedes and replaces any prior agreement between the parties.

Amendment

This Agreement may be amended at any time during its term. However, such amendment shall be in writing and is only effective with the mutual consent of the Superintendents of each LEA.

Severability

If any provision of this Agreement is held to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.

Attorney's Fees

Should legal action be brought in regard to this Agreement, the prevailing party shall be entitled to recovery of attorney's fees.

Notices

All formal notices under this Agreement shall be delivered in writing to the primary contacts identified in Section 1 via email, US Mail, or hand delivery.

15. AGREEMENT & SIGNATURES

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the date last written below.

Shasta Union High School District (SUHSD)

Modoc Joint Unified School District (LEA)

Signature

Signature

Printed Name

Printed Name

Title

Title

Date

Date

EXHIBIT A

Pricing & Fees Schedule

Core Services Pricing Summary

Service	Annual Amount
Base Support <i>Core services infrastructure, security, identity, Google Workspace, endpoint support, Windows device management, and Aeries advisory support.</i>	\$47,196.00
Contracted Annual Core Services Total	\$47,196.00

This summary groups the LEA's core technology, network, and technician support services.

Hosted Cloud Infrastructure

Item	Value
Hosted Package	Package 1
Maximum Virtual Servers	10
RAM (GB)	45
GHz	26
Storage (TB)	4
Monthly Base Hosting Cost	\$651.50
Annual Hosting Cost	\$7,818.00

LEA may use up to the contracted maximum number of virtual servers. Additional servers beyond this limit require a contract amendment.

CrowdStrike Falcon XDR (MDR) Licensing

Item	Value
Total Managed Endpoints (per Exhibit B)	173
Per-Device Annual Cost	\$60.00
Estimated Annual CrowdStrike Cost	\$10,380.00

IDM Licensing

Item	Value
Licensed Users (Staff + Students)	857
Per-User Annual Rate	\$1.50
Annual IDM Licensing Cost	\$1,285.50

Email Security (Abnormal AI)

Item	Value
Licensed Staff Mailbox Count	120
Staff Per-Mailbox Annual Rate	\$22.39
Annual Staff Licensing Cost	\$2,686.80
Licensed Student Mailbox Count	737
Student Per-Mailbox Annual Rate	\$1.86
Annual Student Licensing Cost	\$1,370.82
Annual Abnormal Licensing Cost	\$4,057.62

Security Awareness & Compliance Training (Cybernut)

Item	Value
Licensed Staff Count	120
Per-Staff Annual Rate	\$9.48
Annual Cybernut Suite Cost	\$1,137.60

Annual Total

Item	Value
Total Annual Contract Value	\$71,874.72
Quarterly Billing Amount	\$17,968.68

EXHIBIT B*Device & User Inventory***Device Inventory**

Item	Approximate Count
Windows Endpoints (PCs / laptops / servers)	173
Chromebooks	1585

Staff & Student Counts

Category	Approximate Count
Total Staff	120
Teachers	56
Non-Teaching Staff	64
Total Students	737

Managed endpoint and user counts in this exhibit are approximate at time of agreement. Licensing and fees tied to device or user counts may be adjusted if these totals materially change. Material changes may also affect service scope and pricing.

EXHIBIT C

Detailed Service Descriptions

Core Services (Included in All Agreements)

Included in every agreement. Defines baseline services SUHSD provides to all supported LEAs.

Service Relationship

SUHSD is authorized to plan, organize, and coordinate IT services for the LEA, including directing IT operations, managing vendor relationships, advising on equipment purchases, and providing oversight of IT-related systems within the scope of this Agreement.

1. Infrastructure & Network Management

SUHSD will manage and support the following network infrastructure:

- Firewall management, configuration, and updates
- Router(s) at all LEA sites
- Managed network switches
- Inter-site connectivity (excluding County Office of Education (COE) or other third-party-owned transport lines)
- DHCP server(s)
- DNS server(s)
- Wireless network (controllers, access points, SSIDs)
- Network troubleshooting and diagnostics

SUHSD does not serve as the LEA's E-Rate consultant. SUHSD will work with the LEA's E-Rate consultant or administrator, as needed, to provide information about technology needs, planned purchases, and potentially eligible services or equipment. E-Rate strategy, filing, USAC compliance, and bid management remain the LEA's responsibility.

Content Filtering & CIPA Compliance

SUHSD will manage content filtering at the network level in support of CIPA compliance. The following categories are blocked by default and cannot be overridden:

- Obscene material
- Child sexual abuse material (CSAM)

- Material harmful to minors

Filter rule changes — including staff-level exceptions — require written authorization from the LEA superintendent or designee. SUHSD will not bypass CIPA-mandated blocks under any circumstance.

2. Security Baseline

The following security measures are required for all supported LEAs. SUHSD manages these tools; licensing and hardware costs are the LEA's responsibility unless noted.

- **Managed MDR:** CrowdStrike Falcon XDR — deployed and managed by SUHSD (licensing cost included in this agreement)
- **Multi-Factor Authentication (MFA):** Duo and/or Google MFA — managed by SUHSD; licensing costs are the LEA's responsibility
- **Firewall Security:** Rule management, updates, and threat response
- **Backup & Recovery:** Management of backup software/hardware with immutability (ransomware protection). For LEAs utilizing SUHSD-hosted server infrastructure, backup and recovery is managed and maintained by SUHSD as part of the hosting agreement. For on-premise server infrastructure, product licensing and hardware costs are the LEA's responsibility.
- **Vulnerability Scanning:** Periodic scans of public IP space
- **Email Authentication:** SPF, DKIM, and DMARC record management

LEAs that do not agree to the managed MDR requirement will not be supported under this agreement.

3. Identity & Directory Services

- Active Directory management and support
- Google Identity / Google Workspace admin account management
- User account administration (individual account changes, password resets, and on-request provisioning/deprovisioning; bulk or automated lifecycle management for all staff and students requires the Identity Management Automation add-on)
- Organizational Unit (OU) structure management
- Group Policy Object (GPO) setup and management
- Login scripts
- Single Sign-On (SSO) support
- Password reset support

4. Google Workspace Management

- Google Admin Console management
- OU structure and configuration
- Google security policies and settings
- Gmail and Google Drive administration
- Chrome browser management policies

5. End User Support

- Helpdesk / ticket-based support
- Break/fix troubleshooting for supported devices
- Operating system and software troubleshooting
- Printer support
- Remote support via management tools

Each LEA without the On-Site Technician module is eligible for up to two (2) on-site support visits per Contract Year. For purposes of this Agreement, the Contract Year runs from July 1 through June 30.

These visits may be used for troubleshooting, infrastructure issues, or other support matters within the scope of this Agreement, as scheduled by mutual agreement of the parties.

Additional on-site services beyond these two (2) visits are not included in Core Services and must be provided through the On-Site Technician module, separately authorized project work, or other written agreement of the parties.

6. Device Management — Windows

The level of hands-on support under this section depends on whether the LEA includes the On-Site Technician module. Without on-site coverage, SUHSD's support is generally limited to remote guidance and coordination. Tasks requiring physical access or substantial on-site labor may require assistance from a designated LEA liaison working with SUHSD remotely, or as a separate authorized project.

- Desktop/laptop OS deployment and imaging
- Desktop operating system support (Windows 11 and later; Windows 10 support ended October 14, 2025)
- Desktop software installation and management
- Desktop management software
- PC hardware troubleshooting and break/fix
- Printer troubleshooting

- Server-based printing system management
- Patch management

7. Student Information System (Aeries) — Advisory Support

For LEAs using Aeries as their Student Information System, SUHSD can provide guidance and advisory support in the following areas:

- State reporting processes and CALPADS fatal error clearance
- Integrations with third-party vendors
- Master schedule system setup
- New year rollover preparation
- End-of-year closing procedures

This advisory support means SUHSD can help answer questions, assist with troubleshooting, and provide direction when LEA staff encounter issues. Where a task falls within the LEA's operational responsibility, SUHSD may direct staff to Aeries documentation or recommend contacting Aeries Support directly rather than performing the work on the LEA's behalf.

The following are outside the scope of SUHSD's support and remain the LEA's responsibility:

- Creating or managing staff and teacher records in Aeries
- Creating Aeries accounts for staff
- Managing Aeries permissions for staff
- Updating or resetting any Aeries passwords (staff, student, or parent)
- Providing Aeries user training for new staff
- Scheduling staff or students
- Creating, managing, or updating student data records
- Creating or managing teacher gradebooks

SUHSD does not offer equivalent advisory support for other Student Information Systems. LEAs using a SIS other than Aeries are responsible for all SIS administration and vendor coordination.

Optional Add-On Modules (Included)

ADD-ON: HOSTED CLOUD INFRASTRUCTURE

SUHSD will provide and manage hosted cloud infrastructure for the LEA:

- Virtual server provisioning and management
- Microsoft standard server licensing
- Automated backups: 30 working days (Monday–Sunday) with current month + 1 previous monthly backup
- Backup immutability (ransomware protection)
- Server patching and maintenance
- Disaster recovery coordination

Usage Restrictions:

- No video streaming from cameras or video-on-demand hosting on SUHSD cloud services
- No resale of SUHSD-managed cloud service storage, CPU cycles, or any hosted resources to other entities
- No illegal or criminal activity
- No excessive use of shared system resources (e.g., unoptimized batch processes, resource-intensive workloads that degrade shared infrastructure). SUHSD may require the LEA to remedy issues that affect other customers.
- No monitoring of data or traffic on any network or system without the express authorization of the system owner
- No actions that intentionally degrade or disrupt SUHSD-managed services or other customers' environments
- SUHSD reserves the right to quarantine or delete any data stored on a shared system if the data is infected with a virus, is otherwise corrupted, or poses a risk of infecting or corrupting the system or other customers' data

Usage Violation Enforcement: SUHSD will notify the LEA of violations in writing; LEAs have 5 business days to remedy. Ongoing or egregious violations (including illegal activity or threats to other customers' environments) may result in immediate suspension or termination of this module.

Exit Terms: Upon termination, SUHSD provides server data on external media or via direct copy to LEA-provided hardware. The LEA is responsible for its own server hardware and licensing post-exit.

ADD-ON: IDENTITY MANAGEMENT AUTOMATION

SUHSD has standardized on a recommended identity management platform as the department-wide IDM solution for partner LEAs.

LEAs that opt in receive:

- Recommended IDM platform deployment and configuration
- Automated account creation and lifecycle management
- Rostering integration managed by SUHSD

Licensing — select one:

☒ **Option A — Licensing included:** *IDM platform licensing is procured and covered by SUHSD as part of this agreement.*

☐ **Option B — LEA-owned licensing:** *The LEA holds and is responsible for its own IDM platform license. SUHSD will manage and administer the platform on the LEA's behalf under this agreement. The LEA is responsible for ensuring the license remains current; service interruptions due to lapsed licensing are outside SUHSD's responsibility.*

(Billing will reflect the specific IDM platform and licensing option in use.)

LEAs that do not adopt the recommended IDM platform:

- Will not receive automated account creation or lifecycle management from SUHSD
- Are responsible for all manual account provisioning and deprovisioning
- May have limited application onboarding where automated identity feeds are required
- Assume full responsibility for integration, maintenance, and troubleshooting of alternative IDM solutions

ADD-ON: EMAIL SECURITY (ABNORMAL AI)

SUHSD will deploy and manage Abnormal Security, an AI-native email security platform, for the LEA's Microsoft 365 or Google Workspace email environment.

What Abnormal provides:

- AI-powered detection and blocking of phishing, spear-phishing, and social engineering attacks

- Business Email Compromise (BEC) and vendor email fraud detection
- Account takeover protection — detects compromised mailboxes and anomalous login behavior
- Ransomware delivery prevention via email attachment and link analysis
- Behavioral baselines per user — detects anomalies in communication patterns, timing, and content
- Automated remediation of malicious emails from inboxes after delivery

Technical details:

- API-based integration — no MX record changes required
- Compatible with Microsoft 365 and Google Workspace
- Works alongside existing email gateways and spam filters; does not replace existing filtering
- SUHSD manages the integration, policy tuning, and incident response coordination

Licensing:

- Licensed per mailbox (staff)
- Licensing is a pass-through cost billed at cost; rate is set per this agreement
- License count is tied to the staff mailbox count in this agreement and may be adjusted as headcount changes

LEA responsibilities:

- Provide administrative access to Microsoft 365 or Google Workspace for the Abnormal API integration
- Notify SUHSD of significant staff changes

ADD-ON: SECURITY AWARENESS & COMPLIANCE TRAINING (CYBERNUT)

SUHSD will deploy and manage the Cybernut security awareness and compliance training suite for LEA staff.

Included components:**Cybernut Cybersecurity Awareness Training**

- Staff phishing simulation campaigns with real-time reporting
- Automated security awareness training triggered by simulation failures
- Admin dashboard for tracking staff participation and risk scores

- Plug-in integration for email client reporting

Cybernut Active Threat Manager

- Real-time threat reporting tool deployed to staff mailboxes
- Staff-reported suspicious emails are automatically analyzed and removed from all affected mailboxes
- Reduces response time for phishing incidents across the LEA

Cybernut Compliance Training Modules

- Staff cybersecurity compliance training curriculum
- Covers required topics such as data privacy, acceptable use, and security best practices
- Completion tracking and reporting for LEA records

Licensing:

- Licensed per staff FTE annually
- Licensing is a pass-through cost billed at cost; rate is set per this agreement

LEA responsibilities:

- Ensure staff complete assigned training modules
- Provide accurate staff counts for licensing
- Notify SUHSD of significant staff changes

EXHIBIT D

Service Level Agreement

Severity Classification

Severity	Definition	Examples
Critical	Core infrastructure failure causing a complete outage or significant degradation affecting all or substantially all users at one or more LEA sites	Primary server down, core router/switch failure, internet connectivity loss at a site, identity/authentication system outage
Standard	Any incident that does not meet the Critical definition; affects individual users, devices, or non-critical systems	Individual workstation issues, software problems, printer issues, individual account access, non-critical application errors

SUHSD assigns severity. Disagreements follow the Dispute Resolution process.

Response and Resolution Times

Severity	Response Time	Resolution Target	Notes
Critical	4 Business Hours	Best effort — 8 Business Hours	Workaround or temporary stabilization may be provided pending full resolution
Standard	8 Business Hours	Best effort — 16 Business Hours	Complex issues requiring vendor involvement or parts may take longer

Notes:

- Response times and resolution targets are good-faith estimates, not guarantees. Resolution may be affected by vendor dependencies, parts availability, and issue complexity.
- Response and resolution targets in this SLA govern triage, communication, and remote support efforts. Any on-site services are governed by the Core Services and Optional Modules provisions of this Agreement and are not guaranteed by this SLA alone.
- SaaS application outage responsibilities are defined in the SaaS Application Responsibility table below.
- Critical incidents reported outside business hours are treated as received at the start of the next business day; after-hours support requires separate contract.

Business Hours

- **Standard Business Hours:** Monday through Friday, 7:30 AM to 4:30 PM Pacific Time, excluding federal and SUHSD-observed holidays
- On-site technician schedules are defined per LEA agreement and may differ from standard hours
- During school breaks, standard response times apply for Critical Incidents; Standard Incidents may receive extended response times at SUHSD's discretion

Overtime

- Overtime work is governed by the main Agreement and is not included in standard service levels.

Planned Downtime

- Planned maintenance will be scheduled with at least seven (7) calendar days' notice when practicable
- Planned maintenance will be scheduled during non-business hours when possible, including evenings, weekends, or school breaks
- Planned downtime is excluded from uptime, response-time, and resolution-target calculations
- The LEA may request rescheduling with at least forty-eight (48) hours' notice if maintenance conflicts with a critical LEA event, such as state testing

Escalation

Tier 1: Helpdesk or assigned technician — initial triage and response

Tier 2: Remote SUHSD engineering team — escalation if Tier 1 cannot resolve within expected timeframes

Tier 3: Senior staff / vendor escalation — engagement of senior SUHSD staff or third-party vendors for complex or persistent issues

If a Critical Incident is not resolved or stabilized within eight (8) Business Hours, SUHSD will escalate to the SUHSD Director of Technology for review and action.

Communication

- Submit support requests through the established ticketing system; emergencies by phone
- Status updates for Critical Incidents every 4 hours until resolution
- Monthly support summary available upon request
- Contract questions should be directed to the SUHSD Director of Technology, not site technicians
- SLA disputes follow the Dispute Resolution process

SaaS Application Responsibility

For cloud-hosted/SaaS applications:

Responsibility	Owner
Application uptime, bugs, features	Vendor
Integration, access, SSO, rostering	SUHSD
Content, curriculum, licensing	LEA

SUHSD IT Services — 2026-27

SUHSD IT Services

2026-27



MEMORANDUM

To: Beckie Lewis, Superintendent, MJUSD

From: Kristen Budmark, Principal, MHS

Date: June 9, 2026

Subject: Request for Board Approval – Cheer Camp

I would like the Board to consider the approval of an overnight trip for the MHS Cheerleaders to attend the Cheer Camp at Simpson College on June 27-28, 2026. Denise King and Jordan Noury will be the chaperones for the 7 cheerleaders attending. Boosters will be paying for the lodging.

Thank you for your consideration. Please contact me with any questions.



900 N. MAIN ST.
ALTURAS, CA 96101
(530) 233-7201
(530) 233-7306 FAX

MEMORANDUM

To: Beckie Lewis, Superintendent, MJUSD
From: Kristen Budmark, Principal, MHS
Date: June 10, 2026
Subject: Request for Board Approval - Leadership Retreat

I would like the Board to consider the approval of an overnight trip for the 2026-2027 MHS Student Leadership (ASB) team so that students can attend an officer retreat. The trip will take place August 8-10th, 2026 in Weaverville, CA and surrounding Trinity County areas. Team bonding, understanding of officer positions and roles, planning for the year, and leadership development will take place.



MEMORANDUM

To: Beckie Lewis, Superintendent, MJUSD

From: Kristen Budmark, Principal, MHS

Date: June 5, 2026

Subject: Request for Board Approval – FFA Trips

I would like the Board to consider the approval of the following out of state and overnight trips for MHS FFA during the 2026-2027 school year:

- See attached list

Thank you for your consideration. Please contact me with any questions.

2026-2027 FFA Trips

DATE	TRIP/DESTINATION	C	T	PO	L	R	HRS	MI
June 7-14/July 5-11	Washington Leadership Conference (WLC) (Washington DC) (PERKINS All)						5	350
August 16-18	FFA Officer Retreat (Lake Tahoe, CA)						5	266
August 21-22	COLC (Nevada City, CA) (PERKINS Trans + Lodging)						8	510
October 20-27	National Convention (Indianapolis, IN/D.C.)+ (ASB All)						5	350
December 4	Gridley Welding Contest (Gridley)						8	500
January 22-23	MFE/ALA (Redding) +						5	290
February 5-6	Arbuckle Field Day (Arbuckle)+						8	510
February 19-20	CSU Chico Field Day (Chico)+						8	440
February 9-11	World Ag Expo (Tulare)+						16	1026
March 13	Regional Officer Interviews (Chico)+						8	440
February 23-26	SLE (Sacramento)+						12	604
March 5-6	Gridley Field Day (Gridley)+ (PERKINS All)						8	500
March 5-6	UC Davis Field Day (Davis)+							
March 11-12	Region FFA, Region LDE Finals (Chico)+						8	440
March 20-25	FFA State Conference (Ontario)+ (PERKINS Trans)						22	1260
April 14-17	Fresno Field Day/State Finals (Fresno)+ (PERKINS split Trans + Lodging)						16	940
April 23-24	Ag Welding/ Butte College Field Trip (Merced)+ (PERKINS All)						14	828
April 29-2	FFA CDE State Finals (San Luis Obispo)+						18	1144
June 7-14/July 5-11	Washington Leadership Conference (WLC) (Washington DC) (PERKINS All)						5	350
							216	12618

*trips that are advisor only, no students. (N=NA, Di=District, +hotels)





MEMORANDUM

To: Beckie Lewis, Superintendent
FROM: Kristen Budmark, MHS Principal/ Chantz Witt, UB Advisor
DATE: 6/10/26
SUBJECT: Upward Bound Summer Program

The Upward Bound Program is requesting approval for two educational travel experiences that are part of our 2026 Summer Program. These activities are designed to provide participants with college exposure, career exploration opportunities, and enriching educational experiences that support the program & UB's mission of preparing students for postsecondary education.

Residential Week at CSU Sacramento

Dates: June 15–19, 2026

Students will participate in a residential experience at California State University, Sacramento. During this week, participants will reside in university dormitories, allowing them to experience college life firsthand while developing independence and preparing for future postsecondary success.

Planned activities include:

- Campus and residential life experience at CSU Sacramento
- Tour of Old Sacramento Historic District
- Visit to the Planetarium
- Educational visits to Apple and Google offices to explore careers in technology and innovation



MEMORANDUM

These experiences will expose students to college culture, STEM-related career pathways, and California history while encouraging academic and personal growth.

Southern California College Tour and Educational Travel Week

Dates: July 12–17, 2026

Students will participate in a multi-day educational travel experience throughout Southern California. The primary purpose of this trip is to provide exposure to a variety of postsecondary institutions and educational opportunities available after high school.

Planned activities include:

- **Tours of multiple colleges and universities throughout Southern California**
- **Visit to the San Diego Safari Park**
- **Visit to Coronado Island**
- **Visit to Griffith Observatory**
- **Educational and cultural experience at Venice Beach**
- **Educational leadership and team-building experience at Disneyland**

This travel week will allow students to compare different college environments, explore potential academic pathways, and engage in educational experiences that broaden their understanding of career opportunities, science, culture, and community.

MODOC HIGH SCHOOL



900 N. MAIN ST.
ALTURAS, CA 96101

(530) 233-7201

(530) 233-7306 FAX

MEMORANDUM

These summer activities align with the goals of the Upward Bound Program by promoting college readiness, career exploration, academic motivation, and personal development. We respectfully request approval of these educational travel experiences for participating Upward Bound students.

Thank you for your consideration.



MEMORANDUM

TO: Beckie Lewis, Superintendent MJUSD

FROM: Kristen Budmark, MHS Principal

DATE: June 10, 2026

SUBJECT: Request for Board Approval –
MHS Cross Country Fundraisers & Overnight- Out of State Trip

I would like the Board to consider the approval of the following fundraisers for MHS during the 2026-2027 school year:

- Car Wash – July
- Car Wash – August

All funds raised will go into our ASB Cross Country account and the funds will be used for a field trip to Reno, Nevada.

I would like the board to approve the field trip to Reno, Nevada on August 13-15, 2026. There will be 14 kids and 2 adults attending the trip. This cross country trip will be at the Reno Running Company for the athletes to be measured for racing shoes.

Thank you for your consideration. Please contact me with any questions.

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2025-26

Name: Modoc Joint Unified

CDS Code: 2573585-0000000

Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

During the 2025-26 academic year, school sites utilized AMS funds to enhance and expand instructional opportunities and learning experiences in the visual and performing arts, including music, dance, and theatre. Funds were used to purchase supplemental supplies, materials, and services that enriched student engagement and supported arts education programs. In addition, carryover funds from the 2023-24 allocation, for which an approved waiver of the 80% new staff requirement had been granted, were fully expended. Expenditures were strategically aligned with student's creative interests and artistic development. Purchases and services included art supplies, music equipment, ceramics and photography materials, mural projects, tie-dye activities, dance lessons, a piano accompanist, jazz music and ballet assemblies, educational field trips, and student instruction in music video production. These investments provided students with diverse opportunities to explore, create, perform, and develop their artistic skills across multiple disciplines.

2. Number of full-time equivalent teachers (certificated). 0.0

3. Number of full-time equivalent personnel (classified). 0.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 767

6. Number of school sites providing arts education. 5

Date of Approval by Governing Board/Body 6/17/2026 12:00:00 AM

Annual Report Data URL

<https://www.modoc.k12.ca.us/page/fiscal-services>

Submission Date 6/11/2026 3:43:21 PM

Checks Dated 06/01/2026 through 06/10/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
30077736	06/01/2026	Fidelity Security Life/EyeMed FSL/EyeMed Premiums	76-9571	Vision Insurance June 2026		1,057.81
30077745	06/01/2026	Northern CA General Teamsters Security Fund	76-9572	Health Insurance June 2026		32,019.00
30077746	06/01/2026	Northern CA General Teamsters Security Fund	76-9572	IA Health Insurance June 2026		15,383.00
30077774	06/03/2026	Guardian	76-9570	Dental Claims May 2026		5,969.13
30077797	06/04/2026	A-Z Bus Sales, Inc. - Sacramento	01-4314	Transportation Supplies		169.60
30077798	06/04/2026	NAPA Sierra	01-4314	Transportation Supplies		407.95
30077799	06/04/2026	Alturas Tire Center	01-4313	Transportation Supplies	96.17	
			01-5800	Transportation Supplies	65.00	
30077800	06/04/2026	Amazon Capital Services, Inc.	01-4300	Art Mural	582.09	161.17
				Classroom Door Coverings	128.64	
				Classroom Supplies	655.17	
				District Office Supplies	69.79	
				Flags	71.82	
				Reading incentives	270.47	1,777.98
30077801	06/04/2026	Antonio's Cucina Italiana	01-4300	AR party refreshments	205.92	
				Refreshments Building Culture & Equity	39.68	
30077802	06/04/2026	Christine Armstrong	01-5800	Pianist		245.60
30077803	06/04/2026	California Department of Education	13-4700	Commodities		150.00
30077804	06/04/2026	College Board	01-4300	AP Testing		113.10
30077805	06/04/2026	Cook's Direct Inc.	01-6400	Ag Kitchen Appliances		720.00
30077806	06/04/2026	Quadient Leasing USA, Inc.	01-5620	Folding Machine Lease		16,328.71
30077807	06/04/2026	Ed Staub & Sons Petroleum, Inc	01-4300	Propane for Forklift		1,350.93
			01-4311	Bus Tank Fuel Delivery	26.10	
				Fuel for vehicles	1,681.05	
				Fuel for vehicles	4,614.92	
				Fuel for vehicles	43.33	
30077808	06/04/2026	Fagen Friedman & Fulfrost LLP	13-4311	Superintendent Legal Fees		6,365.40
30077809	06/04/2026	Frontier	01-5800	Phone Service		222.00
30077810	06/04/2026	Full Throttle Engine Repair	01-5901	Equipment Repair and Maintenance		2,185.57
30077811	06/04/2026	Gaynor Telesystems, Inc.	01-5630	Phone Maintenance Agreement		130.72
30077812	06/04/2026	Grainger	01-5800	Maintenance supplies		4,080.08
30077813	06/04/2026	Spencer Barr - Huhphuhner, Inc.	01-4300	Fall testing incentives		269.12
30077814	06/04/2026	North State Grocery, Inc.	01-4300	Ag Foods I & II May	271.91	83.98
				Refreshments for Building Culture & Equity	81.74	
				Food Service Supplies	12.04	
30077815	06/04/2026	Keegan Richardson	13-4700	Technology services 25/26		365.69
30077816	06/04/2026	Mandy Larranaga	01-5800	Sped Case Management Services		3,450.00
30077817	06/04/2026	Card Service Center	01-5800	Professional Development Materials		1,803.75
			01-4300		1,149.29	

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

Checks Dated 06/01/2026 through 06/10/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
30077817	06/04/2026	Card Service Center	01-5800	AVID Field trip	115.00	
				Golf Masters Green Fees	350.00	
				Tolls charge-Fast Track	17.00	1,631.29
30077818	06/04/2026	MJUSD, Food Service	01-4300	Parent involvement/Participation		48.08
30077819	06/04/2026	Niles Theatre	01-4300	Niles Theater AR Party		
			01-5800	Niles Theater AR Party	250.00	
30077820	06/04/2026	North Valley Business System	01-4300	Folding Machine Supplies	250.00	500.00
30077821	06/04/2026	Pacific Power & Light	01-5501	Power Service		41.91
30077822	06/04/2026	Plumas Bank -Scholarship Trust Acct.	01-5800	Board Scholarship		24,138.58
30077823	06/04/2026	Josiah Sanders Sanders Mobile Repair	01-5800	Mechanic Services		138.92
30077824	06/04/2026	Buswest, LLC	01-4314	Transportation Parts		1,320.00
30077873	06/10/2026	City of Alturas Water Department	01-5503	Water/Sewer		363.73
30077874	06/10/2026	Amazon Capital Services, Inc.	01-4300	End of Year Meeting Supplies		2,399.61
				Technology Supplies	53.32	
30077875	06/10/2026	Antonio's Cucina Italiana	01-4300	AR party refreshments	19.20	72.52
				Refreshments Building Culture & Equity	91.16	
30077876	06/10/2026	Christine Armstrong	01-5800	Pianist	37.53	128.69
30077877	06/10/2026	Beacon Fire Alarm & Security	01-5800	Fire Alarm System		100.00
30077878	06/10/2026	CR Combustion, Inc.	01-5630	MHS Boiler Room Repairs		180.00
				MHS Gym Boiler Repairs	1,237.70	
30077879	06/10/2026	California State University, Chico	01-5800	Paid Internship Agreement	12,064.06	13,301.76
30077880	06/10/2026	David Z Foundation	01-5800	Student recording studio		2,600.00
30077881	06/10/2026	Double Down Distributing Inc	13-4300	May Food Service Supplies	307.30	8,500.00
			13-4700	May Food Service Supplies	9,896.70	
30077882	06/10/2026	Ed Staub & Sons Petroleum, Inc	01-4311	Bus Tank Fuel Delivery	1,249.46	10,204.00
			01-4314	Fuel Tank Repairs	215.70	
			01-5506	Propane all sites	369.39	1,978.47
			01-5800	Fuel Tank Repairs	143.92	103.08
30077883	06/10/2026	Engravings Unlimited, Inc.	01-4300	Lifetime Passes		
30077884	06/10/2026	Four Seasons Supply Center	01-4300	Custodial Supplies	1,913.72	
				Maintenance Supplies	2,566.01	4,479.73
30077885	06/10/2026	North State Grocery, Inc.	01-4300	Ag Foods I & II May	24.96	
				AR party Supplies	62.03	
				MAP testing incentives Winter	722.37	
				Parent Engagement June	76.23	
				Reading incentives	137.54	
				Refreshments for Building Culture & Equity	280.95	1,304.08

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

Checks Dated 06/01/2026 through 06/10/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
30077886	06/10/2026	Klamath Ice Sports	01-4300	AR party Klamath Falls	29.70	
			01-5800	AR party Klamath Falls	118.80	148.50
30077887	06/10/2026	Card Service Center	01-4300	Refreshments for the AR party		100.00
30077888	06/10/2026	MCOE	01-5800	Technology services 25/26		27,508.00
30077889	06/10/2026	Modoc County Record	01-5800	Help Wanted Ads		30.00
30077890	06/10/2026	Modoc High School ASB	01-4300	Promotion Awards		28.00
30077891	06/10/2026	Northern Section, CIF	01-5800	Baseball Playoff Entry Fee	100.00	
				Golf Entry Fees	60.00	
				Track Entry Fee	160.00	320.00
30077892	06/10/2026	Sysco Food Services of Sacramento	13-4300	Food Service Supplies		
			13-4700	Food Service Supplies	1,641.59	
					16,846.65	18,488.24
30077893	06/10/2026	U.S. Bank Equipment Finance	01-5620	DO Copier		483.39
30077894	06/10/2026	U.S. Cellular	01-5902	Social Worker Phone		47.76
30077895	06/10/2026	Vestis	01-5505	Maint/Cafe Laundry		1,544.54
30077896	06/10/2026	Walgamuth Painting, Inc.	40-6200	new construction; painting		3,212.43
30077897	06/10/2026	Ward's Science	01-4300	Anatomy Supplies		1,271.68
Total Number of Checks					57	221,527.28

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Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	49	135,025.20
13	Cafeteria	5	28,860.71
40	Sp Rsrv Capt Outly	1	3,212.43
76	Warrant/pass Through	4	54,428.94
Total Number of Checks		57	221,527.28
Less Unpaid Sales Tax Liability			.00
Net (Check Amount)			221,527.28

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

003 - Modoc J.U.S.D.

Generated for Wendy Ewing (WEWING), Jun 10 2026 2:31PM

**MODOC JOINT UNIFIED SCHOOL DISTRICT
RESOLUTION NO. FY 25.26.5**

COMMENDING KEITH WEBER

WHEREAS, Keith Weber served for 22 years for Modoc Joint Unified School District

WHEREAS, he gave outstanding workmanship to the schools and the School District for the time,
and

WHEREAS, he gave of his time and talent to his duties, and

WHEREAS, through his hard work and dedication, he contributed greatly to the operation of the
Modoc Joint Unified School District, and

WHEREAS, he has concluded his duties for Modoc Joint Unified School District, and

NOW, THEREFORE, BE IT RESOLVED that the Modoc Joint Unified School District Board of Trustees
does hereby commend Keith Weber for his willingness to serve the students, staff and community
members of Alturas, and

BE IT FURTHER RESOLVED that the Board of Trustees extends Keith Weber its sincerest gratitude
for his service.

PASSED AND ADOPTED this 17th day of June, 2026

**Members of the Governing Board
Modoc Joint Unified School District
Alturas, California**

Rebecca Lewis, Superintendent

**MODOC JOINT UNIFIED SCHOOL DISTRICT
RESOLUTION NO. FY 25.26.6**

COMMENDING LYNNETTE WELLS

WHEREAS, Lynnette Wells served for 16 years for Modoc Joint Unified School District

WHEREAS, she gave outstanding workmanship to the schools and the School District for the time, and

WHEREAS, she gave of her time and talent to her duties, and

WHEREAS, through her hard work and dedication, she contributed greatly to the operation of the Modoc Joint Unified School District, and

WHEREAS, she has concluded her duties for Modoc Joint Unified School District, and

NOW, THEREFORE, BE IT RESOLVED that the Modoc Joint Unified School District Board of Trustees does hereby commend Lynnette Wells for her willingness to serve the students, staff and community members of Alturas, and

BE IT FURTHER RESOLVED that the Board of Trustees extends Lynnette Wells its sincerest gratitude for her service.

PASSED AND ADOPTED this 17th day of June, 2026

**Members of the Governing Board
Modoc Joint Unified School District
Alturas, California**

Rebecca Lewis, Superintendent

**MODOC JOINT UNIFIED SCHOOL DISTRICT
RESOLUTION NO. FY 25.26.7**

COMMENDING BARBARA HARRIS

WHEREAS, Barbara Harris served for 16 years for Modoc Joint Unified School District

WHEREAS, she gave outstanding workmanship to the schools and the School District for the time,
and

WHEREAS, she gave of her time and talent to her duties, and

WHEREAS, through her hard work and dedication, she contributed greatly to the operation of the
Modoc Joint Unified School District, and

WHEREAS, she has concluded her duties for Modoc Joint Unified School District, and

NOW, THEREFORE, BE IT RESOLVED that the Modoc Joint Unified School District Board of Trustees
does hereby commend Barbara Harris for her willingness to serve the students, staff and
community members of Alturas, and

BE IT FURTHER RESOLVED that the Board of Trustees extends Barbara Harris its sincerest gratitude
for her service.

PASSED AND ADOPTED this 17th day of June, 2026

**Members of the Governing Board
Modoc Joint Unified School District
Alturas, California**

Rebecca Lewis, Superintendent

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Modoc Joint Unified School District

CDS Code: 25-73585-0000000

School Year: 2026-27

LEA contact information:

Rebecca Lewis

Superintendent

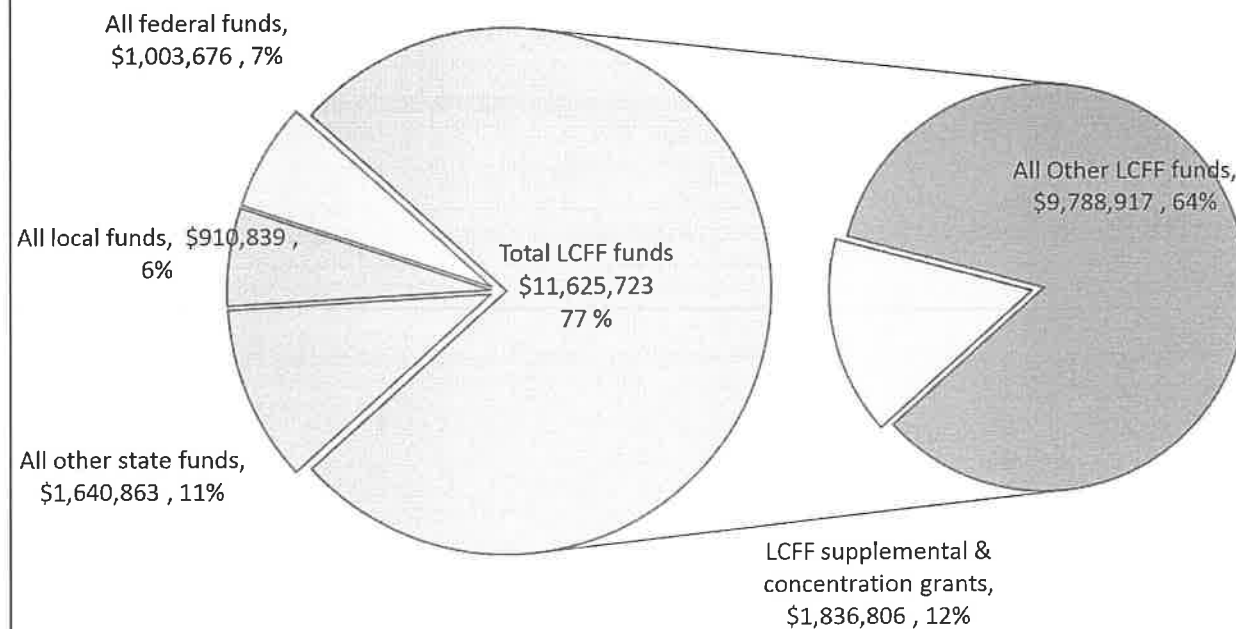
blewis@modoc.k12.ca.us

530.233.7201 Ext. 100

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

Projected Revenue by Fund Source



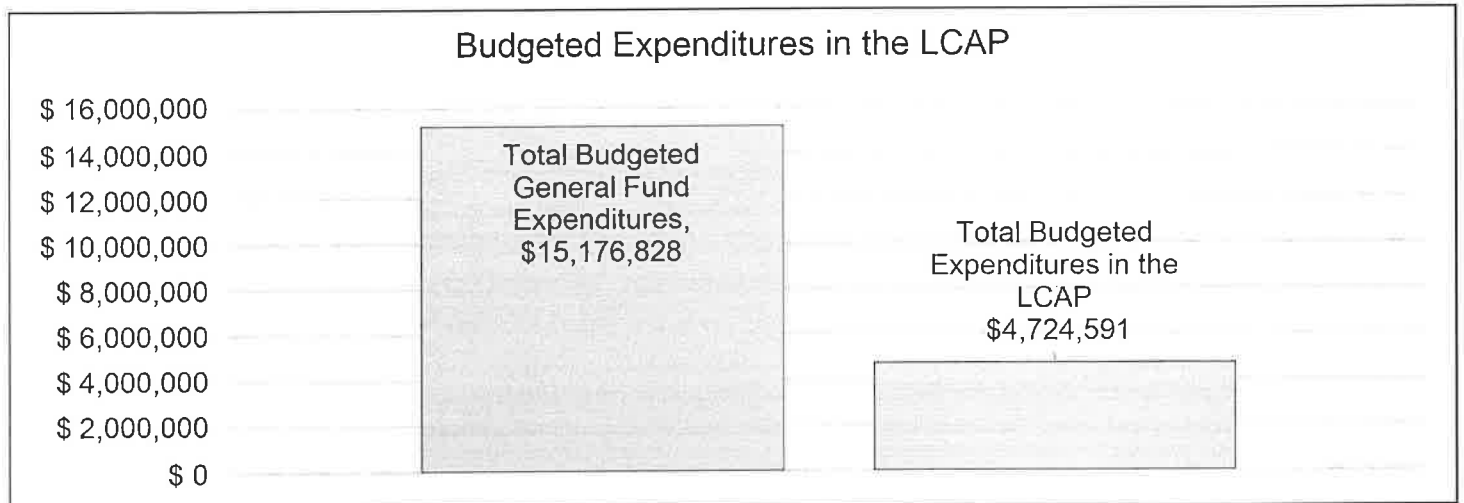
This chart shows the total general purpose revenue Modoc Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Modoc Joint Unified School District is \$15,181,101, of which \$11,625,723 is Local Control Funding Formula (LCFF), \$1,640,863 is other state funds, \$910,839 is local funds, and \$1,003,676 is federal funds. Of the \$11,625,723 in LCFF Funds, \$1,836,806 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).



LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Modoc Joint Unified School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Modoc Joint Unified School District plans to spend \$15,176,828 for the 2026-27 school year. Of that amount, \$4,724,591 is tied to actions/services in the LCAP and \$10,452,237 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The majority of General Fund expenditures that are not included in the LCAP are associated with the District's core operational functions and services that support the overall educational program. These expenditures primarily consist of salaries and benefits for certificated and classified staff, including teachers, administrators, instructional aides, office personnel, custodial staff, maintenance workers, transportation employees, and other support personnel whose work is essential in the day-to-day operation.

Additional expenditures not reflected in the LCAP include routine operating and infrastructure costs necessary to maintain safe, functional, and effective learning environments. These costs include custodial and maintenance services, utilities, technology, transportation, liability and property services, facility upkeep, instructional materials not funded through LCAP actions, and other general administrative and operational expenses.

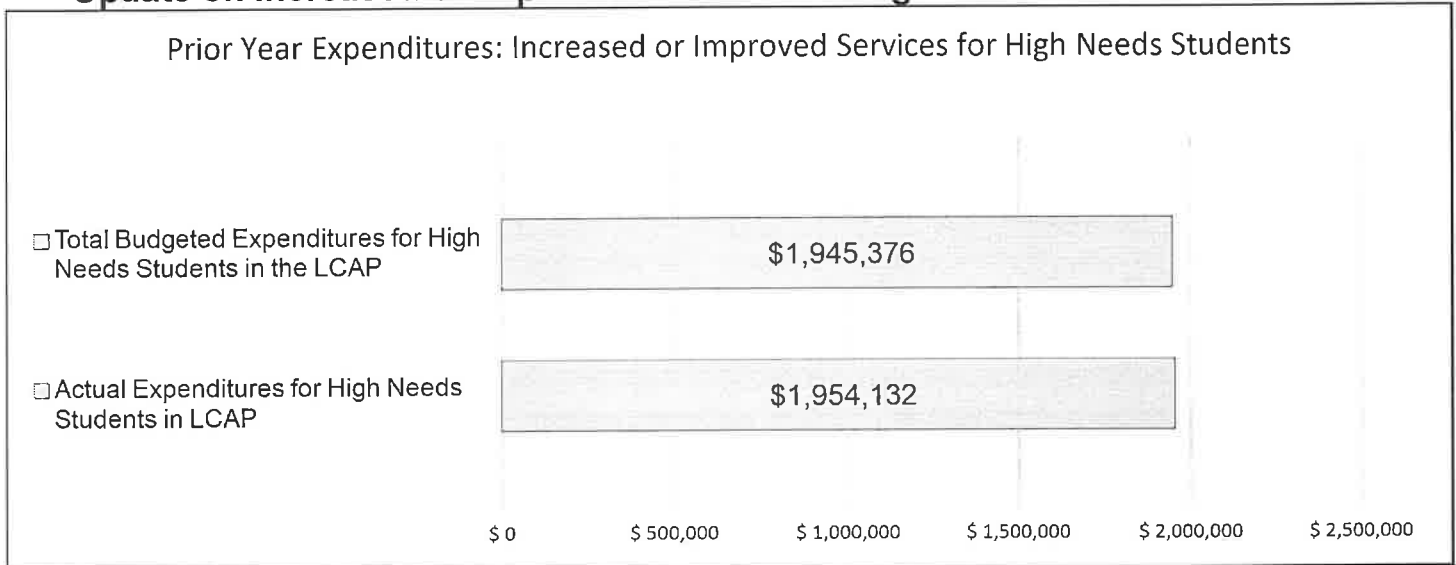
The LCAP is designed to highlight specific goals, actions, and expenditures that support student outcomes, particularly for identified student groups, and therefore does not encompass all General Fund expenditures. As a result, many essential district operations and baseline educational services are budgeted outside of the LCAP but remain critical to the District's ability to provide a comprehensive educational program. This narrative is intended to provide a general overview and is not inclusive of the District's entire budget. Please refer to the District's budget reports for more information, which are available on the District's website.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Modoc Joint Unified School District is projecting it will receive \$1836806 based on the enrollment of foster youth, English learner, and low-income students. Modoc Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Modoc Joint Unified School District plans to spend \$1,988,884 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Modoc Joint Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Modoc Joint Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Modoc Joint Unified School District's LCAP budgeted \$1,945,376 for planned actions to increase or improve services for high needs students. Modoc Joint Unified School District actually spent \$1,954,132 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Modoc Joint Unified School District	Rebecca Lewis Superintendent	blewis@modoc.k12.ca.us 530.233.7201 Ext. 100

Plan Summary [2026-27]

General Information

60 A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The Modoc Joint Unified School District (MJUSD) serves a diverse student body across northeastern California, guided by the mission to "Provide a quality education by leading, assisting and motivating all students to establish and achieve goals to become responsible and productive citizens." The district 25/26 enrollment was 767 and for 26/27 the projected enrollment is 735 for Kindergarten through 12th grade across five schools: Alturas Elementary School, Modoc Middle School, Modoc High School, Warner High School (a continuation high school), and High Desert Community Day School.

MJUSD students come from a wide geographic area that includes Alturas, Cedarville, Canby, Likely, Davis Creek, New Pine Creek, Madeline, and the surrounding rural communities. The district's student population reflects the region's diversity, with 62% identifying as White, 24% Hispanic, 6% Native American, 1% Black, 1% Asian or Asian/Pacific Islander and 6% two or more races. A significant portion of the student body—64.67%—is classified as unduplicated or underrepresented, including 4.7% English Learners and 1.17% foster youth. The district's Local Control Funding Formula (LCFF) unduplicated count rolling average for 2025–26 is estimated at 66.84%.

Alturas, where the district is headquartered, has a population of approximately 2,680. The median household income is \$59,896 significantly lower than California's state average, and the local poverty rate is 18.1%. Most employment opportunities in Alturas are in the public sector, and housing is relatively affordable with a median home value of \$170,000—about one-fourth of the state average. Modoc County, which includes Alturas and surrounding communities, has a population of around 8,481 and a median household income of \$59,455. The region offers abundant recreational opportunities in the Modoc National Forest, contributing to a safe and community-oriented environment.

Despite its small size and rural setting, MJUSD works hard to provide students with meaningful academic and extracurricular experiences. The district offers music education from kindergarten through 12th grade, a strong Career and Technical Education (CTE) program, access to college-level coursework, and a comprehensive athletic program. MJUSD frequently provides opportunities for students to travel outside the area to explore post-secondary options and career pathways, broadening their understanding of the world beyond their immediate environment. These efforts underscore the district's commitment to preparing every student for a successful future both in and out of the classroom.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The areas below have performed at the red level according to the California School Dashboard: AES, MMS and MHS have no areas in the red. MJUSD mathematics for homeless was identified as performing in the red level.

Modoc Joint Unified School District (MJUSD) has made notable progress in several key performance areas, according to the most recent results from the California School Dashboard. Most significantly, the district no longer has any student groups in the red performance level for English Language Arts, Suspension or Chronic Absenteeism at the district level.

DISTRICT-WIDE HIGHLIGHTS:

English Language Arts (ELA): No student groups were identified in the red performance level. Our district increased their performance in ELA by 13.9 points.

Mathematics: Our district increased their performance in math by 8.8 points.

Suspension Rate: Our overall suspension rates in the district decreased by 10.1%. Our percentage of students who were suspended at least 1 day aligned with the California State average of 2.9%.

Modoc High School (MHS): Suspension Rate: We no longer have students identified in the red performance areas under Mathematics and Suspension.

Modoc Middle School (MMS): Mathematics: No students remain in the red performance level and Suspension Rate: Improved; no student groups are currently in red.

Alturas Elementary School (AES): All performance areas are above the red level, reflecting strong gains in both academic and school climate indicators.

ADDITIONAL CONTEXT AND PROGRESS:

Chronic Absenteeism: This continues to be a district-wide priority and has shown significant improvement due to focused attendance interventions.

Graduation Rate: Continues to fluctuate based on small cohort sizes, which is expected for a rural district of our size.

Suspension Rate Interventions: The district has identified root causes and implemented targeted supports to improve outcomes.

Academic Outcomes: While overall state testing performance is still an area for growth, the elimination of red-level groups in core academic areas is a strong indication that instructional and intervention efforts are working.

As part of our strategic planning process and commitment to equity-driven student outcomes, Modoc Joint Unified School District conducted an in-depth needs assessment in alignment with the Learning Recovery Emergency Block Grant (LREBG) to identify the schools and student groups in greatest need of learning recovery support.

OVERVIEW OF DATA INFORMED NEEDS:

The needs assessment drew from California School Dashboard indicators, local benchmark data, stakeholder feedback, and site-level discussions to pinpoint areas of greatest academic and engagement concern. The analysis focused on three critical domains: English Language Arts (ELA), Mathematics, and Chronic Absenteeism.

62 ALTURAS ELEMENTARY SCHOOL:

AES has strong climate indicators but continues to struggle academically.

English Language Arts: Orange performance level. Students are 47.5 points below standard. White students are Orange. Students with Disabilities are 97.3 points below standard.

Mathematics: Orange performance level. Students are 52.1 points below standard. White students are Orange. Students with Disabilities are 95.9 points below standard.

English Learner Progress: Only 45.5% making progress. 36.4% of ELs actually decreased an English Learner Progress Indicator (ELPI) level.

Student Groups: Students with Disabilities perform substantially below standard in both ELA and Mathematics. Socioeconomically Disadvantaged students remain well below standard in both subjects.

Bright Spots: Suspension Rate is Blue (0.8%). Mathematics Growth is Accelerated (83.3% improved). Chronic absenteeism improved to 10.5%.

Priority Focus Areas: intensive early literacy and mathematics intervention, while expanding support for Students with Disabilities, English Learner, Attendance improvement for homeless and EL students

Intervention Focus: Renaissance Learning and additional instructional aide time have been prioritized for intensive ELA support. IXL Learning, Instructional aide support, and extended learning opportunities like summer school and after school tutoring. Pupil Health Support, school-based wellness resources, and coordination of wraparound services.

MODOC MIDDLE SCHOOL:

MMS demonstrates the most significant overall performance concerns.

Mathematics: Performing at the yellow level. Students are 81.3 points below standard. Socioeconomically disadvantaged students are Orange at 99.3 points below standard. Students with Disabilities are 189.1 points below standard.

English Language Arts: Yellow performance level. Hispanic students are Orange. Socioeconomically disadvantaged students remain significantly below standard. Students with Disabilities are 129.3 points below standard.

English Learner Progress: 0% of English Learners progressed at least one ELPI level. 100% maintained the same ELPI level. No students advanced toward proficiency.

Priority Focus Areas: Improve middle school achievement in mathematics and ELA, particularly for: Students with Disabilities, Socioeconomically Disadvantaged students, Hispanic students and English Learners.

Intervention Focus: Renaissance Learning and additional instructional aide time have been prioritized for intensive ELA support. IXL Learning, Instructional aide support, credit recovery, and extended learning opportunities like summer school and after school and lunchtime tutoring. Pupil Health Support, school-based wellness resources, and coordination of wraparound services.

MODOC HIGH SCHOOL:

MHS demonstrates strong outcome indicators but significant academic achievement concerns.

Strengths: Graduation Rate: 93.3% (Green). College/Career Indicator: 54.5% Prepared (Green). Suspension Rate: 1.2% (Blue).

Areas of Need: Mathematics Yellow performance level. Students are 110.4 points below standard. Socioeconomically disadvantaged students are Orange at 115.6 points below standard.

English Language Arts: Orange performance level. White students and socioeconomically disadvantaged students are Orange.

English Learner Progress: No EL students progressed a level.

Priority Focus Areas: Focus on: Secondary literacy and mathematics improvement, College and career readiness expansion and English Learner supports despite small numbers.

Intervention Focus: Instructional aide support, credit recovery, and extended learning opportunities like peer tutoring, summer school and after school and lunchtime tutoring. Pupil Health Support, school-based wellness resources, and coordination of wraparound services.

DISTRICTWIDE TRENDS AND GREATEST NEEDS:

Mathematics Achievement (Greatest Academic Need): Math is the weakest academic indicator across all three schools. School Dashboard Data Distance from Standard:

- AES Orange 52.1 Below
- MMS Yellow 81.3 Below
- MHS Yellow 110.4 Below

Students with Disabilities: Across AES and MMS, Students with Disabilities are consistently the lowest-performing subgroup. School Dashboard Data Distance from Standard:

- AES ELA: 97.3 below standard
- AES Math: 95.9 below standard
- MMS ELA: 129.3 below standard
- MMS Math: 189.1 below standard

English Learner Progress: This is a significant concern despite small enrollment: School Dashboard Data:

- AES: 45.5% making progress
- MMS: 0% progressed
- MHS: 0% progressed

Local Indicators: All three schools show Standard Not Met for Academic Standards, Parent and Family Engagement, Local Climate Survey, Access to Broad Course of Study, Basics (Teachers, Facilities, Instructional Materials)

Teacher Assignments: Teacher assignment rates are well below state averages. MJUSD continues to struggle with teacher recruitment, retention, and credentialing challenges in our rural district.

- AES: 70.9% clear credentials
- MMS: 60.7% clear credentials
- MHS: 60.9% clear credentials

ALIGNMENT WITH EVIDENCE-BASED RESOURCES:

To address the identified needs, the district is implementing a suite of evidence-based strategies, including:

Academic tool: NWEA MAP assessments under Goal 1, Action 2.

Academic intervention tools: Renaissance Learning and IXL under Goal 2, Action 6.

Staff capacity building: Instructional aide time, professional development in differentiated instructional area under Goal 2, Action 6.

Engagement supports: Pupil Health Services, wellness coordination, and strategic attendance monitoring under Goal 2, Action 10.

These strategies are coordinated with our Differentiated Assistance (DA) and Continuous Improvement Monitoring (CIM) processes, ensuring that targeted resources address both immediate recovery needs and long-term systemic improvement.

This comprehensive needs assessment has guided our decision-making for LREBG investments, ensuring that resources are aligned with data and directed toward the students and schools most impacted by learning disruptions. Our ongoing monitoring and stakeholder engagement will continue to inform adjustments to maximize the impact of recovery efforts.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Our differentiated assistance work with the County Office of Education has included multiple collaborative meetings, where we continue to focus on chronic absenteeism and suspension rates, particularly among students with Special Education needs. These sessions have also included representatives from various county government agencies, allowing for a more comprehensive understanding of the daily challenges our students face. As a result, we have affirmed that the district's suspension and attendance procedures are both thorough and well-aligned with MTSS and restorative practices.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

None

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

None

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

None

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	The District's engagement strategy with our educational partners are primarily in the form of face-to-face meetings. District Administration is very approachable and educational partners are comfortable with sharing wants, needs, and desires when engagement meetings occur. The District has a parent group that meets frequently throughout the school year, specifically the group met on 9/29/25, 10/27/25, 12/15/25, 1/26/26, 3/30/26, and 5/18/26.
Students	The District's engagement strategy with students for the 2025-26 school year happened through surveys in order to engage more participants.
Modoc Teachers Association (MTA)	The District's engagement strategy with our educational partners are primarily in the form of face to face meetings. District Administration is very approachable and educational partners are comfortable with sharing wants, needs, and desires when engagement meetings occur. The District meets with the Modoc Teachers Association (MTA) on a regular basis. Meetings occurred on 10/29/25, 12/9/25, 12/11/25, 1/20/26, 4/15/26, 4/23/26, 4/28/26 and 5/7/26, 5/20/26, 5/27/26.
Teamsters Local #137	The District's engagement strategy with our educational partners are primarily in the form of face-to-face meetings. District Administration is very approachable and educational partners are comfortable with sharing wants, needs, and desires when engagement meetings occur. The District met with Teamsters Local #137 on 3/13/26, 4/24/26, 5/18/26, 5/21/26, 5/22/26, 5/29/26

Educational Partner(s)	Process for Engagement
Teachers	The District's engagement strategy with our educational partners are primarily in the form of face-to-face meetings. District Administration is very approachable and educational partners are comfortable with sharing wants, needs, and desires when engagement meetings occur. The District meets with teaching staff in a formal and informal basis. Meetings to address the LCAP specifically were held on 5/19/26, 5/22/26, 5/29/26. A survey was sent out on 10/10/25 & 5/22/26. Results will be shared with MJUSD Administrators.
Community Advisory Committee (Special Education)	The District's engagement strategy with our educational partners are primarily in the form of face-to-face meetings. District Administration is very approachable and educational partners are comfortable with sharing wants, needs, and desires when engagement meetings occur. The District met with the CAC on 8/26/25, 9/23/25, 10/28/25, 11/18/25, 1/27/26, 2/24/26, 3/24/26, & 5/26/26. The CAC is comprised of parents of special education students, community members, and the Modoc County SELPA Director.
Foster Youth	The District's engagement strategy with our educational partners are primarily in the form of face-to-face meetings. District Administration is very approachable and educational partners are comfortable with sharing wants, needs, and desires when engagement meetings occur. The District Foster Youth liaison attended Foster Youth Advisory meetings and met on a regular basis with Social Services and the FYSCP Coordinator at Modoc County Office of Education.
Administration and unrepresented	The District's engagement strategy with our educational partners are primarily in the form of face-to-face meetings. District Administration is very approachable and educational partners are comfortable with sharing wants, needs, and desires when engagement meetings occur. Meetings were held on 8/21/25, 9/25/25, 10/27/25, 1/5/26, 1/20/26, 2/23/26, 3/30/26, 4/30/26.
Community Members	The District's engagement strategy with our educational partners are primarily in the form of face-to-face meetings. District Administration is very approachable and educational partners are comfortable with sharing wants, needs, and desires when engagement meetings occur. A survey was issued to the community on 11/3/25 and on 5/4/26. Results will be shared with educational partners.

Educational Partner(s)	Process for Engagement
Staff, students, and parents of schools receiving Equity Multiplier funds	District Administration is very approachable and educational partners are comfortable with sharing wants, needs, and desires when engagement meetings occur. For schools receiving Equity Multiplier funding, the district conducted additional engagement opportunities with students, staff, families, and community members. Given the small enrollment of these schools, district administration facilitated meetings and discussions designed to gather meaningful input regarding the unique needs and priorities of these student populations.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of the Modoc Joint Unified School District (MJUSD) 2026–27 Local Control and Accountability Plan (LCAP) was deeply influenced by the voices of our educational partners. As a small, rural, and closely connected community, we place a high value on meaningful collaboration and shared responsibility in supporting student success. Throughout the school year, the district engaged educational partners through multiple avenues, including LCAP Advisory Committee meetings, School Site Councils, parent meetings, staff feedback opportunities, and student voice forums.

Several key themes emerged from these engagement efforts and helped shape the priorities reflected in the adopted LCAP. Educational partners consistently emphasized the need for expanded academic supports, particularly in literacy and mathematics, to address learning gaps and strengthen foundational skills for all students. Stakeholders also expressed concerns regarding excessive screen time and youth tobacco use. In response, the district has prioritized targeted intervention programs, increased instructional support through instructional aides, and the continued implementation of evidence-based curriculum and instructional practices.

Educational partners also highlighted the importance of student engagement, school connectedness, and attendance, particularly in light of ongoing concerns related to chronic absenteeism and student social-emotional well-being. As a result, the district has prioritized actions that expand access to student wellness resources, including the continuation of mental health services through multiple service providers and support platforms.

Staff and families further emphasized the importance of recruiting, retaining, and developing local educators, recognizing the unique staffing challenges faced by rural districts. Educational partners expressed strong support for classified staff members pursuing teaching credentials and careers in education. In response, MJUSD remains committed to its "Grow Your Own" educator pathway and continues to advocate for increased flexibility in credentialing and degree requirements through state-level engagement efforts. During the 2025–26 school year, the district employed one intern teacher who previously served as an instructional aide and successfully completed her degree through the local Grow Your Own credentialing pathway. Additionally, approximately eight instructional aides are currently participating in teacher preparation programs.

For schools receiving Equity Multiplier funding, the district conducted additional engagement opportunities with students, staff, families, and community members. Given the small enrollment of these schools, district administration facilitated meetings and discussions designed to gather meaningful input regarding the unique needs and priorities of these student populations.

Overall, the adopted LCAP reflects a balance between state priorities and local needs. The perspectives, ideas, and concerns shared by educational partners were not only heard but played a critical role in shaping a plan that reflects the values, strengths, and aspirations of the Modoc community.

The 2026–27 LCAP will be presented to the Board of Trustees on June 10, 2026, with adoption scheduled for June 17, 2026.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Prepare all students for career and/or college	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The LEA developed this goal because the main mission of public schools is to prepare all students for life after school. The higher performance we have according to District and State selected metrics, the more prepared our students will be when entering the working world. The District performs below State average on all state metrics. However, our students earn a significant amount of college credits prior to graduation and local academic assessments indicate our students are more capable than they perform on state assessments. As the District continues to implement the Governing Boards core priorities and as we focus more on basic skills and positive learning environments, we should see an increase in student performance.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Measure of Academic Progress ELA	Grade 1: 21.4% Grade 2: 32.0% Grade 3: 45.3% Grade 4: 34.5% Grade 5: 47.0% Grade 6: 33.8% Grade 7: 47.8% Grade 8: 45.2% Grade 9: 50.0% Grade 10: 48.1%	Grade 1: 24.0% Grade 2: 30.6% Grade 3: 48.9% Grade 4: 46.4% Grade 5: 33.9% Grade 6: 59.0% Grade 7: 38.7% Grade 8: 44.7% Grade 9: 32.0% Grade 10: 37.7%	Grade 1: 24.0% Grade 2: 30.6% Grade 3: 48.9% Grade 4: 46.4% Grade 5: 33.9% Grade 6: 59.0% Grade 7: 38.7% Grade 8: 44.7% Grade 9: 32.0% Grade 10: 37.7%	The percentage of students performing at or above grade level in ELA will increase by 10 or more percentage points as measured at the spring MAP	Cohort tracking shows the following differences: Grade 3: Increase Grade 4: Increase Grade 5: Decrease Grade 6: Increase Grade 7: Decrease Grade 8: Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 11: 25.0%	Grade 11: 55.1%	Grade 11: 55.1%	administration or be at or above 85%	Grade 9: Decrease Grade 10: Decrease Grade 11: Increase
1.2	Measure of Academic Progress Math	Grade 1: 23.2% Grade 2: 48.0% Grade 3: 29.7% Grade 4: 39.7% Grade 5: 49.0% Grade 6: 30.2% Grade 7: 27.9% Grade 8: 33.9% Grade 9: 48.8% Grade 10: 56.1% Grade 11: 40.0%	Grade 1: 29.4% Grade 2: 34.7% Grade 3: 57.4% Grade 4: 46.4% Grade 5: 60.7% Grade 6: 36.6% Grade 7: 32.8% Grade 8: 32.0% Grade 9: 45.8% Grade 10: 49.0% Grade 11: 50.0%	Grade 1: 29.4% Grade 2: 34.7% Grade 3: 57.4% Grade 4: 46.4% Grade 5: 60.7% Grade 6: 36.6% Grade 7: 32.8% Grade 8: 32.0% Grade 9: 45.8% Grade 10: 49.0% Grade 11: 50.0%	The percentage of students performing at or above grade level in math will increase by 10 or more percentage points as measured at the spring MAP administration or be at or above 85%	Cohort tracking shows the following differences: Grade 3: Increase Grade 4: Decrease Grade 5: Increase Grade 6: Decrease Grade 7: Decrease Grade 8: Increase Grade 9: Increase Grade 10: Increase Grade 11: Increase
1.3	% of seniors completing capstone CTE course	40%	27%	24%	70%	Decreased
1.4	College units earned	473	359	256	Maintain over 400	Decreased
1.5	% of students completing UC/CSU A-G	23.0%	38.5%	26.1%	30%	Increased
1.6	EL Reclassification Rate	18%	8%	4.5%	Maintain at least 15%	Decreased
1.7	College Persistence Rate	75%	64%	38%	100%	Decreased
1.8	EAP Scores	39.65% for ELA and 14.03% for math	38.77% for ELA and 13.04% for math	41.38% for ELA and 20.69% for math	50% or higher for ELA and 50% or higher for math.	Increased in both ELA and Math
1.9	College and Career Indicator	Low 19.5% prepared	Green 37.3% prepared	Green 46.2% prepared	Want to be above the state average	Increased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	CAASPP Math	55.9 points below standard	83.8 points below standard	74.9 points below standard	which is currently 43.9% prepared Equal to or better than the state points below standard, which is 13.6%	Increased
1.11	CAASPP ELA	83.4 points below standard	48.4 points below standard	34.4 points below standard	Equal to or better than the state points below standard, which is 49.1%	Decreased
1.12	CAST	15.88% did not meet standard	69.3% did not meet standard	47.2% did not meet standard	Decrease Standard Not Met by 10% each year	Increased
1.13	AP Courses Taken	Offer 1 AP course	Offered 1 AP course	Offered 1 AP course	Offer 1 AP Course	No changes

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Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The implementation of Goal 1 actions, centered on improving student academic achievement, was largely successful and closely followed the plan. Actions included the continuation of AVID programming, employment of a guidance counselor, and the use of MAP assessments for instructional guidance, and Career Technical Education (CTE). There were no substantive differences between the planned and actual implementation of these actions. All were executed as described in the adopted LCAP, although some variation occurred due to expanded participation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences included a larger group of employees attended the AVID Summer Institute than originally budgeted, increasing costs and a decrease in CTE costs due to a new hire. These differences reflect a deeper district investment in college and career readiness than initially planned.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The district observed modest but measurable improvement in performance metrics. Students either maintained or slightly exceeded benchmarks, indicating gradual recovery. While performance remains lower than desired, the district has identified the need for updated curriculum and has made substantial progress in adopting and implementing curriculum in the core academic areas.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Action 1.1 will be changed due to significant staffing turnover, ongoing funding constraints, and the need to prioritize successful implementation of newly adopted core curriculum and instructional programs, the district will take an AVID hardship year during the coming school year. This temporary adjustment allows the district to focus resources, professional development, and staff capacity on strengthening core instructional practices and ensuring effective curriculum implementation. The district remains committed to college and career readiness strategies and will continue to evaluate opportunities to re-engage with AVID in future years as staffing and fiscal conditions stabilize.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	AVID	AVID yearly membership offers a school-wide AVID program and offers staff AVID professional development opportunities so they can better serve our students, with a focus on ELA for students with disabilities, socio-economically disadvantaged students, a focus on Math for students with disabilities, socio-economically disadvantaged students, and white students.	\$5,828.00	Yes
1.2	MAP - LREBG	The District will utilize MAP to monitor student achievement in ELA and Math so we can better focus on ELA for students with disabilities, socio-economically disadvantaged students, and focus on Math for students with disabilities, socio-economically disadvantaged students, and white students.	\$13,000.00	No
1.3	Counselor	The District will employ a guidance counselor to better assist students in achieving their educational and career objectives.	\$98,970.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Career Technical Education (CTE)	MJUSD will support career exploration and career technical education pathways across industry sectors in Health Occupations, Education, Digital Media, Ag/Natural Resources, Computer Science/Information Communication Technologies, Culinary, Wood and Metal Technologies with human and financial resources to align and coordinate with the Siskiyou County Strong Workforce consortium plan.	\$368,276.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Continuous improvement in school culture and climate to maximize impact on student learning	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

26 An explanation of why the LEA has developed this goal.

When we create a positive learning environment, many of our problems will dissipate. When students want to be at school, our attendance rates will increase, chronic absence rates will decrease, our suspension and expulsion will decrease, and a number of students who drop out will also decrease. With students being in class more frequently, student performance will increase. With the District insuring that our teachers are fully credentialed and appropriately assigned, that they are teaching approved standards, that every student has access to standards aligned materials, there is access to these materials for English Learners, students have access to a wide array of courses, the facilities they learn in are in good repair, and families are actively involved in their child's education, we should have success in improving all of our metrics.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Teachers: Fully Credentialed & Appropriately Assigned	100%	100%	63.4% Teachers with preliminary or clear credentials	100%	This data is now being provided through the California Dashboard and interns are not

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Standards-aligned Instructional Materials for every student	Survey respondents are unsure of District curriculum implementation. Specifically, for ELA 37.5% were unsure, for Mathematics 37.5%, for Science, 52.5% for History/Social Science 50%, for PE 52.5%, and for World Language 80%. The average survey respondents who have knowledge of curriculum implementation is 56.25%.	Survey respondents are unsure of District curriculum implementation. Specifically, for ELA 37.5% were unsure, for Mathematics 37.5%, for Science, 52.5% for History/Social Science 50%, for PE 52.5%, and for World Language 80%.	Social Science was adopted for grades K-12 in 24/25 and was implemented at the beginning of the 25/26 school year. Science curriculum was adopted for grades K-8 in 24/25 and was implemented at the beginning of 25/26. Science for grades 9-12 is being reviewed during the 25/26 school year. Math for grades K-12 is being reviewed during the 25/26 school year. Based on Survey Data from October 2025, 79% of AES, 72% of MMS & 33% of MHS respondents have knowledge of curriculum implementation. The average survey respondents who have knowledge of	A greater percent of respondents have knowledge of curriculum implementation. Specifically, for ELA 20% are unsure, for Mathematics 20%, for Science, 20% for History/Social Science 20%, for Health 20%, for PE CTE 20%, for World Language 20%.	included, resulting in a decrease Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	CA State standards are implemented, including access for ELs	CA State standards are implemented, including access for ELs	CA State standards are implemented, including access for ELs	CA State standards are implemented, including access for ELs	CA State standards are implemented, including access for ELs	No changes
2.4	School Facilities in "Good Repair" per CDE's Facility Inspection Tool (FIT)	All facilities in good repair	All facilities in good repair	All facilities in good repair	All facilities in good repair	No changes
2.5	Students will have access to and are enrolled in a broad course of study (Social Science, Health, PE, VAPA, World Language) including unduplicated pupils and students with exceptional needs	Students have access to and are enrolled in a broad course of study (Social Science, Health, PE, VAPA, World Language) including pupil and students with exceptional needs	Students have access to and are enrolled in a broad course of study (Social Science, Health, PE, VAPA, World Language) including pupil and students with exceptional needs	Students have access to and are enrolled in a broad course of study (Social Science, Health, PE, VAPA, World Language) including pupil and students with exceptional needs	Students have access to and are enrolled in a broad course of study (Social Science, Health, PE, VAPA, World Language) including pupil and students with exceptional needs	No changes
2.6	Attendance rates	92.1%	92.81%	92.38%	95%	Increased
2.7	Chronic absenteeism (CA) rates	24.3%	14.9%	12.5%	Below state average of 24.3%	Decreased
2.8	% of ELs who progress in English Proficiency (ELPAC)	56.3% making progress	26.7% making progress	47.6% making progress	Maintain or improve our current rate of 56.3% making progress	Decreased
2.9	High school graduation rates	86.2%	82.4%	92.5%	Above state average of 86.4%	Increased
2.10	Suspension rates	13.7%	12.9%	2.9%	Equal to or below state average of 3.5%	Decreased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Expulsion rates	0.1%	0.1%	0%	Maintain better than or equal to state average of 0.1%	Decreased
2.12	Parent Input in Decision Making	20% of responses per the local performance indicator survey relating to parent input in decision making, score a level 5 - full implementation and sustainability	20% of responses per the local performance indicator survey relating to parent input in decision making, score a level 5 - full implementation and sustainability	15% of responses per the local performance indicator survey relating to parent input in decision making, score a level 5 - full implementation and sustainability	50% or higher of responses per the local performance indicator survey relating to parent input in decision making, score a level 5 - full implementation and sustainability	Decrease
2.13	Middle School Dropout Rate	No dropouts	No dropouts	No dropouts	Maintain no dropouts	No changes
2.14	Search Institute Survey	For elementary aged students, 36% of our surveyed students fall into the level of Adequate or Thriving in the Constructive Use of Time Category. 26% of our students reported that MMS provides "a caring, encouraging environment." 27% of our students reported that MHS provides "a caring, encouraging environment."	For elementary aged students, 55% of our surveyed students fall into the level of Adequate or Thriving in the Constructive Use of Time Category. 22% of our students reported that MMS provides "a caring, encouraging environment." 26% of our students reported that MHS provides "a caring, encouraging environment."	For elementary aged students, 55% of our surveyed students fall into the level of Adequate or Thriving in the Constructive Use of Time Category. 22% of our students reported that MMS provides "a caring, encouraging environment." 26% of our students reported that MHS provides "a caring, encouraging environment."	For elementary aged students, by the next survey period, at least 75% of our surveyed students will fall into the level of Adequate or Thriving in the Constructive Use of Time Category. Middle School aged students will increase the percentage of students who reported "a caring, encouraging environment" to 75%	AES Increase; MMS Decrease; MHS Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			encouraging environment."	encouraging environment."	High School aged students will increase the percentage of students who reported "a caring, encouraging environment" to 75%	
2.15	High School Dropout Rate	12.28% Revised to total district rate	10.53% Revised to total district rate	1.92%	Equal to or below state average of 9.3%	Decreased
2.16	Promote parent participation for all students including unduplicated pupils and those with exceptional needs.	20% of responses per the local performance indicator survey relating to parent participation for all students including unduplicated pupils and those with exception needs, score a level 5 - full implementation and sustainability	20% of responses per the local performance indicator survey relating to parent participation for all students including unduplicated pupils and those with exception needs, score a level 5 - full implementation and sustainability	22.5% of responses per the local performance indicator survey relating to parent participation for all students including unduplicated pupils and those with exception needs, score a level 5 - full implementation and sustainability	50% of responses per the local performance indicator survey relating to parent participation for all students including unduplicated pupils and those with exception needs, score a level 5 - full implementation and sustainability	Increase

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The district implemented the majority of Goal 2 actions as planned. These included providing middle school administration support, supporting extracurricular activities and CTE courses, and offering small class sizes. However, the district experienced staffing vacancies, resulting in a drop in services. Challenges: Unfilled positions limited full implementation and staffing shortages impacted delivery of

paraprofessional and small group instruction. Successes: Facilities remained in good repair and all students continued to access a broad course of study and standards-aligned instructional materials.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were notable material differences in spending: extra spending on extracurricular activities, costs for small class sizes decreased from declining enrollment, additional professional development happened, and reduced spending in several areas due to vacancies.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Actions implemented to improve school culture and climate have demonstrated positive results across the district. Suspension rates remain low. Chronic absenteeism has also improved, indicating increased student engagement and connection to school. Graduation rates and College/Career readiness at Modoc High School showed significant gains, suggesting that efforts to foster a positive and supportive school environment are contributing to student success.

Additionally, academic achievement in English Language Arts and Mathematics continues to lag across all schools, indicating that while climate and engagement efforts have been effective in improving attendance, behavior, and student connectedness, additional work is needed to ensure these improvements translate into higher levels of academic performance. Overall, the district's actions have been effective in strengthening school culture and climate, but continued focus is needed to address attendance disparities and improve student achievement outcomes.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes were made to the goal, metrics, or desired outcomes for Goal 2. Reflection on implementation and outcome data indicates that efforts to improve school culture and climate have contributed to positive trends in student behavior, attendance, and engagement. The district will maintain the current goal and actions while strengthening implementation, monitoring, and targeted supports to ensure improvements in school culture and climate continue to positively impact student learning.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Administrator	The District will provide a middle school administrator who will build relationships with all students. By building relationships, we should see a reduction in suspension rates for foster youth, Hispanic, homeless, two or	\$150,567.00	Yes

Action #	Title	Description	Total Funds	Contributing
		more races, socio-economically disadvantaged, students with disabilities, and white students.		
2.2	Technology	Technology upgrades and enhancements; upgrade computer labs, replace computers and peripheral devices	\$50,000.00	No
2.3	Extracurricular and club activities	The District will provide extra-curricular and club activities so students become invested in the school and in their education. By doing this, we should see a reduction in suspension rates for foster youth, Hispanic, homeless, two or more races, socio-economically disadvantaged, students with disabilities, and white students.	\$280,225.00	Yes
2.4	Social Worker	Continue to provide a person dedicated to link students and families to support services.	\$126,992.00	No
2.5	Provide teachers for intervention/small class sizes/students with special needs/unduplicated pupils	This action will allow teachers to better develop relationships with students so they can better identify student academic and emotional needs, with a focus on suspension rates for foster youth, Hispanic, homeless, two or more races, socio-economically disadvantaged, students with disabilities, and white students.	\$448,677.00	Yes
2.6	Intervention - LREBG	Provide staff for Saturday school, study groups, high school summer school, and software programs to support students that are struggling with academics.	\$97,102.00	No
2.7	STEM program	Offer a course in science, technology, engineering, and mathematics (STEM) at Alturas Elementary School.	\$57,978.00	No
2.8	Professional development	Provide staff professional development	\$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	Summer School Enrichment	Provide the opportunity of additional interventions for students, both academic and emotional.	\$263,702.00	No
2.10	Physical & Mental Health services - LREBG	Services provided by Student and Family Support Specialist and contracted services	\$146,115.00	No
2.11	Provide Community Day School	Provide an alternative learning environment for students who do not fit in the traditional education system	\$100,507.00	Yes
2.12	Provide Continuation High School	Provide an alternative learning environment for students who do not fit in the traditional education system	\$128,540.00	Yes
2.13	Provide paraprofessionals	The hiring of paraprofessionals will give the District the opportunity to better address student academic needs on a more individual basis, with focus on suspension rates for foster youth, Hispanic, homeless, two or more races, socio-economically disadvantaged, students with disabilities, and white students.	\$413,954.00	Yes
2.14	Provide bilingual paraprofessionals	The hiring of bi-lingual paraprofessionals will give the District the opportunity to better address student academic needs on a more individual basis, with focus on suspension rates for Hispanic students	\$99,183.00	Yes
2.15	English Learners	Provide 0.5 FTE teacher for English Learner instruction	\$53,358.00	Yes
2.16	Transportation encroachments to provide services to low income students	Provide transportation to students	\$149,378.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.17	Provide qualified staff for students with exceptional needs	Meet the needs of those with specific learning disabilities	\$1,463,845.00	No
2.18	Behavior support services	The District will provide applied behavior analysis (ABA) therapy and other services for students with high needs, which should lower the suspension rate for these students, specifically foster youth, Hispanic, homeless, two or more races, socio-economically disadvantaged, students with disabilities, and white students.	\$30,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase academic performance and reduce behavior incidents for students in schools that receive Equity Multiplier funds	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Equity Multiplier focus goal applies to Warner High School and High Desert Community Day School. Each of these schools serves a small student population that is also transient. Based on these facts, neither school has reported any data on the California School Dashboard. It is our belief that increasing the opportunities for small group instruction, even one-to-one instruction, will improve both student academic and behavior outcomes.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Total number of suspension referrals for alternate education settings	40	43	5	20	Decreased
3.2	Total number of dropouts for alternate education settings	0	3	1	0	Increased

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 3 was implemented as planned, targeting Equity Multiplier schools. These schools serve small, often transient populations and lack sufficient data on the California School Dashboard. The district implemented actions such as: providing paraprofessionals and offering supplemental materials and services.

There were no major deviations from the planned actions. However, the transiency of students at these schools posed an ongoing implementation challenge.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Reduced spending due to vacancies and staffing changes during the school year.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

With the implementation of targeted supports, drop out and suspension rates decreased.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

No changes are being made to this goal, metrics, target outcomes, or actions for the coming year.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide paraprofessionals, supplemental materials and services	Allow for student academic and emotional needs to be addressed on a more individual basis, with a focus on foster youth, Hispanic, homeless, two or more races, socio-economically disadvantaged, students with disabilities, and white students.	\$103,394.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,836,806	\$151,525

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
19.360%	0.000%	\$0.00	19.360%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	Action: AVID Need: In reviewing data on the California School Dashboard, our student body is not adequately prepared for college or career, specifically their performance level is low. District-Wide, students with disabilities perform low in ELA and mathematics. Also District-wide, socio-economically disadvantaged students score	The mission of AVID is to prepare all students for college and/or career. AVID teaches WICOR strategies. These strategies are research based and have shown to improve student performance, not only in grades K-12 but also in college. By implementing AVID district-wide and providing our staff with AVID professional development, our students will learn skills to be the best students they can possibly be.	1.1 Measure of Academic Progress ELA, 1.2 Measure of Academic Progress Math, 1.5 % of students completing UC/CSU A-G, 1.8 EAP Scores, and 1.9 College and Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	low in math. When site data is evaluated, white students at MHS score low in math, socio-economically disadvantaged students score low in math and ELA at MMS and in ELA at AES. It is the District's belief that these students need AVID learning strategies to improve their ELA and mathematical skills. Also, local indicators show a low amount of students have met the CSU/UCA-G graduation eligibility requirements and our EAP scores are below the state average. Scope: LEA-wide		
1.3	Action: Counselor Need: According to the California School Dashboard, our student's college and career readiness is low. The hiring of guidance counselor will give our students a person to monitor their progress towards their stated post-graduation objectives. A Counselor will also keep our students on track to meet college entrance requirements. Scope: LEA-wide	All high school age students in our District will have access to a guidance counselor. The guidance counselor will monitor their progress in meeting CSU/UC A-G requirements. The counselor will also be able to obtain scholarship opportunities for our students. The majority of which are socioeconomically disadvantaged.	1.5 % of students completing UC/CSU A-G, 1.4 College units earned/AP Courses - College Preparation, 1.8 EAP Scores, 1.9 College and Career Indicator, and 1.13 AP Courses Taken
1.4	Action: Career Technical Education (CTE) Need:	By working with other local agencies we have the ability to offer multiple new pathways in the areas of Health Occupations, Education, Digital Media, Ag/Natural Resources, Computer	1.3 % of seniors completing capstone CTE course and 1.9 College and Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The number of students completing a capstone CTE course is lower than we would like. The college and career indicator on the California School Dashboard shows the district as low for socio-economically disadvantaged students and also white students. The sample size is not large enough to measure other sub groups, but we believe that all sub groups will rate low. Because of this, the District is working with local agencies to increase opportunities for students to complete CTE pathways in a larger variety of areas than the District can provide alone. Scope: Schoolwide	Science/Information Communication Technologies, Culinary, Wood and Metal Technologies. These new pathways address a variety of student career interests. The concept that students can complete pathways in a potential career field will lead to an increase in capstone completers and will raise our score on the college and career indicator.	
2.1	Action: Administrator Need: Due to the bad budget years from 2007 to 2013, the District combined Modoc Middle School and Alturas Elementary School under one administrator. While this did save money, MMS was neglected and became disorganized, which lead to a lack of effectiveness. A middle school administrator was brought in 2014. This stabilized the school and got them on the road to recovery where student learning could now be a focus. This shows the significance of the position which needs to be maintained. Modoc Middle School has seen a spike in suspension rates for Hispanic, socio-economically disadvantaged and white students. Having an	Having a school without a principal lead to chaos on the student side and the staff side. There was no one to coordinate school spirit efforts and student discipline. There was no one to lead the staff so there was no focus on student performance, student learning, and the mission of the school was lost. The rehiring of a principal allowed the school to redefine its purpose and allow someone to navigate the site towards its goals, the main one being increasing student achievement.	2.2 Standards-aligned Instructional Materials for every student, 2.3 CA State standards are implemented, including access for ELs, 2.4 School Facilities in "Good Repair" per CDE's Facility Inspection Tool (FIT), 2.5 Students will have access to and are enrolled in a broad course of study (Social Science, Health, PE, VAPA, World Language) including pupil and students with exceptional needs, 2.6 Attendance rates, 2.7 Chronic absenteeism (CA)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	administrator affords the time to spend with students and parents of affected students and work collaboratively to ensure students are in school more frequently. Scope: Schoolwide		rates, 2.10 Suspension rates, 2.11 Expulsion rates, 2.12 Parent Input in Decision Making, 2.13 Middle School Dropout Rate, 2.14 Search Institute Survey, 2.16 Promote parent participation for all students including unduplicated pupils and those with exceptional needs
2.3	Action: Extracurricular and club activities Need: District suspension rates are high for a variety of groups, specifically foster youth, Hispanic students, homeless students, students of two or more races, socio-economically disadvantaged students, students with disabilities, and white students. Hispanic students at MHS have a high rate of suspension, Hispanic students, white students, and socio-economically disadvantaged students at MMS have a high rate of suspension, as do white students at AES. When students are suspended, they are not allowed to participate in any extra-curricular or club activities. The District believes that providing extra-curricular and club activities leads to students feeling more connected to their school and their community. Students feeling more connected with the school site will attend school more often and because of that, student learning will increase.	Students who participate in extra-curricular and club activities have higher grade point averages and attend school more often than students who are not involved. There more opportunities we create for our students outside of school hours, the greater chance we have of involving our students in something bigger than themselves. Our student body has a diverse set of interests, so the more variety of extra-curricular and club activities we can provide, the greater chance we have of involving of all students.	2.4 School Facilities in "Good Repair" per CDE's Facility Inspection Tool (FIT), 2.6 Attendance rates, 2.7 Chronic absenteeism (CA) rates, 2.10 Suspension rates, 2.11 Expulsion rates, 2.13 Middle School Dropout Rate, 2.14 Search Institute Survey, 2.15 High School Dropout Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.5	Action: Provide teachers for intervention/small class sizes/students with special needs/unduplicated pupils Need: The District is experiencing an unfortunate phenomenon; we have an increase of challenging student behaviors combined with a decrease in academic preparedness. Some classrooms are experiencing children more than five grade levels apart in their reading skills and/or math skills. Placing students in settings that are so large, their individual and academic needs cannot be met, can lead to outbursts and student suspension. District suspension rates are high for a variety of groups, specifically foster youth, Hispanic students, homeless students, students of two or more races, socio-economically disadvantaged students, students with disabilities, and white students. Hispanic students at MHS have a high rate of suspension, Hispanic students, white students, and socio-economically disadvantaged students at MMS have a high rate of suspension, as do white students at AES. It is our hope that providing services on a more individual basis will result in increased student learning, an increase in student attendance, and a decrease in student suspension rates.	With such academic diversity combined with challenging student behavior there is more success working with small groups so behaviors can be address immediately and student learning can be addressed at the appropriate level. Students working at the appropriate grade level will see more success and less frustration which will lead to them attending school more often as well.	2.6 Attendance rates, 2.7 Chronic absenteeism (CA) rates, 2.10 Suspension rates, 2.13 Middle School Dropout Rate, 2.15 High School Dropout Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Action: Provide Community Day School Need: We have a small number of students for whom the traditional school setting does not work. The Governing Board has core priorities, one of which is all students the right to learn in an environment free of disruptions. To honor this priority, we offer a community day school program to not only better serve the students who are struggling in the traditional school environment, but also allow the students in the traditional setting to learn without interruption. Scope: Schoolwide		
2.11		The community day school is a small learning environment. Because of its size and the amount of supports via teacher and paraprofessionals, we are better able to address student behavior and needs one-on-one. Our ability to provide intensive instruction and focus on behaviors will prepare the student to eventually transition back to the regular program when they are ready.	2.6 Attendance rates, 2.7 Chronic absenteeism (CA) rates, 2.13 Middle School Dropout Rate
2.12	Action: Provide Continuation High School Need: We have a small number of students for whom the traditional school setting does not work. The Governing Board has core priorities, one of which is all students the right to learn in an environment free of disruptions. To honor this priority, we offer a continuation high school program to not only better serve the students who are struggling in the traditional school	The continuation high school is a small learning environment. Because of its size and the amount of supports via teacher and paraprofessionals, we are better able to address student behavior and needs one-on-one. Our ability to provide intensive instruction and focus on behaviors will prepare the student to eventually transition back to the regular program when they are ready.	2.6 Attendance rates, 2.7 Chronic absenteeism (CA) rates, 2.15 High School Dropout Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	environment, but also allow the students in the traditional setting to learn without interruption. Scope: Schoolwide		
2.13	Action: Provide paraprofessionals Need: The District is experiencing a student body with diverse academic, behavioral, and emotional needs. The best way to address these issues is to provide adult support by way of paraprofessional. District suspension rates are high for a variety of groups, specifically foster youth, Hispanic students, homeless students, students of two or more races, socio-economically disadvantaged students, students with disabilities, and white students. Hispanic students at MHS have a high rate of suspension, Hispanic students, white students, and socio-economically disadvantaged students at MMS have a high rate of suspension, as do white students at AES. It is our hope that providing services on a more individual basis will result in increased student learning, an increase in student attendance, and a decrease in student suspension rates. Scope: LEA-wide	Our student body comes from a wide array of backgrounds. This leads to students who have a wide variety of needs in a wide variety of areas. These diverse needs can only be met by a large group of caring adults who also have diverse backgrounds. By providing paraprofessionals we increase the opportunity for every student to make a connection to an adult. When that connection is made, student learning will increase as will the desire of students to attend school regularly and learn.	2.6 Attendance rates, 2.7 Chronic absenteeism (CA) rates, 2.9 High school graduation rates, 2.10 Suspension rates, 2.11 Expulsion rates, 2.13 Middle School Dropout Rate, 2.14 Search Institute Survey, 2.15 High School Dropout Rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.16	Action: Transportation encroachments to provide services to low income students Need: Due to the high numbers of socio-economically disadvantaged families in our District, plus the large geographic area the District serves, transportation is necessary to ensure our students with transportation challenges can attend school on a regular basis. We are seeing success with this action currently as our socio-economically disadvantaged students score yellow in chronic absenteeism on the CA School Dashboard, which is the highest rating the District has in this area. Scope: LEA-wide	By providing transportation, we remove the obstacles these students have in attending school.	2.6 Attendance rates, 2.7 Chronic absenteeism (CA) rates
2.18	Action: Behavior support services Need: The District currently has a small amount of high needs students who require services that the District is not able to offer. We contact with local agencies to provide services, which enables students to perform in an academic setting. District suspension rates are high for a variety of groups, specifically foster youth, Hispanic students, homeless students, students of two or more races, socio-economically disadvantaged students, students with disabilities, and white students.	There are students in our District who have emotional or physical needs that exceed the District's ability to provide services. The District collaborates with local agencies to provide services to these high needs students. Having experts work with children leads to improved performance in the classroom setting.	2.10 Suspension rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Hispanic students at MHS have a high rate of suspension, Hispanic students, white students, and socio-economically disadvantaged students at MMS have a high rate of suspension, as do white students at AES. It is our hope that providing services on a more individual basis will result in increased student learning, an increase in student attendance, and a decrease in student suspension rates. Scope: Schoolwide		

Limited Actions

95 For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.14	Action: Provide bilingual paraprofessionals Need: The District is experiencing a student body with diverse academic, behavioral, and emotional needs. The suspension rate for the Hispanic subgroup District-wide, at MHS, and MMS is in the red according to the State Dashboard. Additionally, the state dashboard shows our socioeconomically disadvantaged students score in the orange category. The best way to address these issues is to provide	Our student body comes from a wide array of backgrounds. This leads to students who have a wide variety of needs in a wide variety of areas. These diverse needs can only be met by a large group of caring adults who also have diverse backgrounds. By providing paraprofessionals we increase the opportunity for every student to make a connection to an adult. When that connection is made, student learning will increase as will the desire of students to attend school regularly and learn.	2.6 Attendance rates, 2.7 Chronic absenteeism (CA) rates, 2.8% of ELs who progress in English Proficiency (ELPAC), 2.9 High school graduation rates, 2.10 Suspension rates, 2.11 Expulsion rates, 2.13 Middle School Dropout Rate, 2.14 Search Institute Survey, 2.15 High School Dropout Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	adult support by way of paraprofessional. Additional support is provided for students in their native language. Scope: Limited to Unduplicated Student Group(s)		
2.15	Action: English Learners Need: We have a small group of English Learners who, in order to maximize their learning, need specifically designed academically instruction in English. English language learners are not advancing in English proficiency at the rate we would expect. Scope: Limited to Unduplicated Student Group(s)	By spending time learning the English Language from a qualified instructor, English Learners will obtain a stronger grasp on all subject matter curriculum. Language mastery will lead to an increase in student learning.	2.8% of ELs who progress in English Proficiency (ELPAC)

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not Applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The District will continue to provide services that are principally directed toward meeting the District's goals 1 and 2 for its unduplicated pupils by providing the following actions: 1.1 AVID, 1.3 counselor, 1.4 CTE courses, 2.1 administrator, 2.3 extra-curricular and club activities, 2.5

teachers for intervention/small class sizes/students with special needs/unduplicated pupils, 2.11 community day school, 2.12 continuation high school, 2.13 paraprofessionals, 2.14 bilingual paraprofessionals, 2.15 English Learners, 2.16 transportation, and 2.18 behavior support services. As all school sites in the District has unduplicated pupils in excess of 55 percent of the District's total enrollment, these funds will be expended on a LEA-wide basis.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	24.56-to-735
Staff-to-student ratio of certificated staff providing direct services to students	0	49-to-735

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	9,487,436	1,836,806	19.360%	0.000%	19.360%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$3,245,617.00	\$744,817.00	\$277,112.00	\$457,045.00	\$4,724,591.00	\$3,842,508.00	\$882,083.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	AVID	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$5,828.00	\$0.00	\$5,828.00				\$5,828.00	0.29%
1	1.2	MAP - LREBG	All	No			All Schools	Ongoing	\$0.00	\$13,000.00		\$13,000.00			\$13,000.00	
1	1.3	Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	Ongoing	\$98,970.00	\$0.00	\$98,970.00				\$98,970.00	6.72%
98	1.4	Career Technical Education (CTE)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Modoc High School	Ongoing	\$328,764.00	\$39,512.00	\$332,364.00	\$23,504.00		\$12,408.00	\$368,276.00	16.40%
2	2.1	Administrator	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Modoc Middle School	Ongoing	\$150,567.00	\$0.00	\$150,567.00				\$150,567.00	7.43%
2	2.2	Technology	All	No			All Schools	Ongoing	\$0.00	\$50,000.00	\$50,000.00				\$50,000.00	
2	2.3	Extracurricular and club activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$162,225.00	\$118,000.00	\$184,225.00	\$96,000.00			\$280,225.00	9.09%
2	2.4	Social Worker	All	No			All Schools	Ongoing	\$126,992.00	\$0.00				\$126,992.00		
2	2.5	Provide teachers for intervention/small class sizes/students with special needs/unduplicated pupils	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$448,677.00	\$0.00	\$448,677.00				\$448,677.00	22.15%
2	2.6	Intervention - LREBG	All	No			All Schools	Ongoing	\$21,021.00	\$76,081.00		\$97,102.00			\$97,102.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	STEM program	All	No			Specific Schools: Alluras Elementary School	Ongoing	\$57,978.00	\$0.00				\$57,978.00	\$57,978.00	
2	2.8	Professional development	All	No			All Schools	Ongoing	\$0.00	\$75,000.00		\$2,000.00	\$20,000.00	\$53,000.00	\$75,000.00	
2	2.9	Summer School Enrichment	All	No			All Schools	Ongoing	\$228,702.00	\$35,000.00		\$263,702.00			\$263,702.00	
2	2.10	Physical & Mental Health services - LREBG	All	No			All Schools	Ongoing	\$146,115.00	\$0.00		\$146,115.00			\$146,115.00	
2	2.11	Provide Community Day School	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Desert Community Day School	Ongoing	\$98,007.00	\$2,500.00	\$100,507.00				\$100,507.00	4.96%
2	2.12	Provide Continuation High School	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Warner Continuation High School	Ongoing	\$123,540.00	\$5,000.00	\$128,540.00				\$128,540.00	6.34%
2	2.13	Provide paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$413,954.00	\$0.00	\$225,831.00			\$188,123.00	\$413,954.00	11.15%
2	2.14	Provide bilingual paraprofessionals	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Alluras Elementary School and Modoc Middle School	Ongoing	\$99,183.00	\$0.00	\$80,639.00			\$18,544.00	\$99,183.00	3.98%
2	2.15	English Learners		Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Alluras Elementary School	Ongoing	\$53,358.00	\$0.00	\$53,358.00				\$53,358.00	2.63%
2	2.16	Transportation encroachment to provide services to low income students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	\$0.00	\$149,378.00	\$149,378.00				\$149,378.00	7.37%
2	2.17	Provide qualified staff for students with exceptional needs	Students with Disabilities	No			All Schools	Ongoing	\$1,197,391.00	\$266,454.00	\$1,206,733.00		\$257,112.00		\$1,463,845.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.18	Behavior support services	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	1.48%
3	3.1	Provide paraprofessionals, supplemental materials and services	All	No			Specific Schools: High Desert Community Day School and Warner Continuation High School	Ongoing	\$81,236.00	\$22,158.00		\$103,394.00			\$103,394.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
9,487,436	1,836,806	19.360%	0.000%	19.360%	\$1,988,884.00	99.990%	120.953 %	Total:	\$1,988,884.00
								LEA-wide Total:	\$1,112,909.00
								Limited Total:	\$133,997.00
								Schoolwide Total:	\$741,978.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,828.00	0.29%
1	1.3	Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	9-12	\$98,970.00	6.72%
1	1.4	Career Technical Education (CTE)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Modoc High School	\$332,364.00	16.40%
2	2.1	Administrator	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Modoc Middle School	\$150,567.00	7.43%
2	2.3	Extracurricular and club activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$184,225.00	9.09%
2	2.5	Provide teachers for intervention/small class sizes/students with special needs/unduplicated pupils	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$448,677.00	22.15%

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.11	Provide Community Day School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: High Desert Community Day School	\$100,507.00	4.96%
2	2.12	Provide Continuation High School	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Warner Continuation High School	\$128,540.00	6.34%
2	2.13	Provide paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$225,831.00	11.15%
2	2.14	Provide bilingual paraprofessionals	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Alturas Elementary School and Modoc Middle School	\$80,639.00	3.98%
2	2.15	English Learners	Yes	Limited to Unduplicated Student Group(s)		Specific Schools: Alturas Elementary School	\$53,358.00	2.63%
2	2.16	Transportation encroachments to provide services to low income students	Yes	LEA-wide	English Learners Foster Youth Low Income		\$149,378.00	7.37%
2	2.18	Behavior support services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	1.48%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,255,124.00	\$4,825,948.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	AVID	Yes	\$91,031.00	\$144,154
1	1.2	MAP - LREBG	No	\$12,000.00	\$12,338
1	1.3	Counselor	Yes	\$98,970.00	\$120,628
1	1.4	Career Technical Education (CTE)	Yes	\$851,910.00	\$635,653
2	2.1	Administrator	Yes	\$145,578.00	\$149,078
2	2.2	Technology	No	\$50,000.00	\$48,728
2	2.3	Extracurricular and club activities	Yes	\$263,237.00	\$318,407
2	2.4	Social Worker	No	\$125,268.00	\$130,629
2	2.5	Provide teachers for intervention/small class sizes/students with special needs/unduplicated pupils	Yes	\$529,813.00	\$396,970
2	2.6	Intervention - LREBG	No	\$252,762.00	\$164,915
2	2.7	STEM program	Yes	\$58,127.00	\$58,165

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated/Actual Expenditures (Input Total Funds)
2	2.8	Professional development	No	\$72,500.00	\$121,362
2	2.9	Summer School	No	\$224,135.00	\$195,833
2	2.10	Physical & Mental Health services - LREBG	No	\$136,340.00	\$138,606
2	2.11	Provide Community Day School	Yes	\$81,318.00	\$85,736
2	2.12	Provide Continuation High School	Yes	\$83,579.00	\$90,651
2	2.13	Provide paraprofessionals	Yes	\$310,353.00	\$305,365
2	2.14	Provide bilingual paraprofessionals	Yes	\$69,524.00	\$71,364
2	2.15	English Learners	Yes	\$60,358.00	\$63,892
2	2.16	Transportation encroachments to provide services to low income students	Yes	\$138,007.00	\$113,564
2	2.17	Provide qualified staff for students with exceptional needs	No	\$1,466,920.00	\$1,396,310
2	2.18	Behavior support services	Yes	\$30,000.00	\$0
3	3.1	Provide paraprofessionals, supplemental materials and services	No	\$103,394.00	\$63,600

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)		4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,891,276		\$1,945,376.00	\$1,954,132.00	(\$8,756.00)	100.000%	100.000%	0.000%
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	AVID	Yes	\$56,960.00	\$104,924	2.93%	5.37%
1	1.3	Counselor	Yes	\$98,970.00	\$120,628	5.09%	6.17%
1	1.4	Career Technical Education (CTE)	Yes	\$375,270.00	\$418,724	19.29%	21.43%
2	2.1	Administrator	Yes	\$145,578.00	\$149,078	7.48%	7.63%
2	2.3	Extracurricular and club activities	Yes	\$169,237.00	\$225,532	8.70%	11.54%
2	2.5	Provide teachers for intervention/small class sizes/students with special needs/unduplicated pupils	Yes	\$529,813.00	\$396,970	27.24%	20.31%
2	2.7	STEM program	Yes				
2	2.11	Provide Community Day School	Yes	\$81,318.00	\$85,736	4.18%	4.39%
2	2.12	Provide Continuation High School	Yes	\$83,579.00	\$90,651	4.30%	4.64%
2	2.13	Provide paraprofessionals	Yes	\$124,492.00	\$131,140	6.40%	6.71%
2	2.14	Provide bilingual paraprofessionals	Yes	\$51,794.00	\$53,293	2.66%	2.73%
2	2.15	English Learners	Yes	\$60,358.00	\$63,892	3.10%	3.27%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.16	Transportation encroachments to provide services to low income students	Yes	\$138,007.00	\$113,564	7.09%	5.81%
2	2.18	Behavior support services	Yes	\$30,000.00	0	1.54%	0

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
9,405,884	1,891,276	0.000%	20.107%	\$1,954,132.00	100.000%	120.776%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
 - **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
 - **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
- **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 and Committee on Budget and Fiscal Review, Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

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Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in EC Section 32526(c)(2); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by EC Section 32526(d).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
- If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: EC Section 52060(g) and EC Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: EC Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

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A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see Education Code Section 52062;
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see Education Code Section 52068; and
- For charter schools, see Education Code Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of EC Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

- Include a discussion of relevant challenges and successes experienced with the implementation process.
- This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.

- In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
- When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.
- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

12 For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of EC Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in EC Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in EC Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with EC Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (EC Section 42238.07[a][1], EC

Section 52064[b][8][B]: 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for any action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants
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- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

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- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

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Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word "input" has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

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- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. *This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.*

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

- This percentage is the total of the Planned Percentage of Improved Services column.

- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

School Year

2026-27

Date of Board Approval

6/17/26

LEA Name

Modoc Joint Unified School District

CDS Code:

25-73585-0000000

Link to the LCAP:

(optional)

www.modoc.k12.ca.us

**For which ESSA programs apply to your
LEA?**

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan
requirements; not all ESSA programs.)*

Title I, Part A
Title II, Part A
Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template**.

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development**. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Modoc Joint Unified School Districts (MJUSD) strategy for using federal funds is to increase low income and English learner student performance to proficiency level. Data reveals that the gap between low income students and their counterparts begins at the elementary level. Because our data shows that socio-emotional challenges contribute to a lack of academic and general school success, we are enhancing support at our schools by implementing Multi-Tiered Systems of Support (MTSS), Positive Behavioral Interventions and Supports (PBIS), Advancement Via Individual Determination (AVID), Capturing Kids Hearts (CKH), new math, science, social studies, and English Language Arts (ELA) curriculum, and small group interventions.

MJUSD uses federal funds to supplement and enhance the actions and services funded with state funds that are designed to close the achievement gap and support all students in meeting challenging state academic standards, as reflected in our LCAP.

Title I funds are allocated based on Free and Reduced Price Meal (FRPM) counts to school sites. These funds are used for parent involvement, professional development, instructional aides, and supplemental supplies to support instructional and intervention activities to improve performance of low-income students and other students not meeting state standards.

Title II funds supplement district funds used for professional development for teachers.

Title I and Title IV funds are being used to fund a social worker position. This person assists families in getting their children to school every day, on time, and ready to learn. Some of these funds will also be used for technology in classrooms that will enhance instruction.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Our LCAP is a single plan that guides the use of all funds available to the district; Local Control Funding Formula (LCFF), federal grants, state grants, and other local sources. Examples of alignment include using Supplemental and Concentration funds (part of LCFF) enhanced by the addition of Title I, Title II, and other funding sources to provide professional development, intervention services, instructional aides, AVID, college guidance counselor, social worker, student and family engagement specialist, small class sizes, additional funding to enhance libraries, CTE opportunities, and services for English learners.

MJUSD will evaluate the alignment of activities funded by local, state, and federal funds through the hiring of external auditors to review pertinent records and related data in order to validate our financial status and maintain credibility and assurance of compliance.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services

how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The poverty criteria used to allocate Title I funds to school sites is based on the number of children eligible for Free and Reduced Price Meals (FRPM) under the National School Lunch Act.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
 - a. Number of low-income students
 - b. Number of minority students
2. Does the LEA have an educator equity gap –
 - a. If yes, must create a plan which must include root cause analysis of the disparity
 - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here:

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district reviews students performance on local and state assessments to determine gaps in student learning. This data is reviewed at weekly staff collaboration meetings. In this case we are fortunate to be a small school district which allows us to match students and teachers based off what the parents, the administration and teaching staff believe to be the best fit from a relationship standpoint between teacher and student. To emphasize, when students are placed in classes, the primary factor that is considered is whether or not the placement is the best possible learning environment for the student.

Roughly 64.67% of MJUSD students are classed as low-income, therefore it is not mathematically possible to match all low-income student with ineffective, inexperienced or out-of-field teachers. MJUSD does not have a large amount of ethnic diversity with roughly 38% of district students being a race other than white. As stated above, student income status and ethnicity are never considered when placing students with teachers.

MJUSD has difficulty recruiting teachers to the area due to its geographic isolation. Because of this we usually have between two to five intern teachers per year. These teachers are highly supported by the district and the county office of education to ensure students are receiving the best possible education we can give them.

Using the California school dashboard, the district has no equity gaps. We will be offering more CTE pathways to attract students who are not college bound. Advisory periods will be modified in order to give staff the opportunity to build relationships with students. We will be providing field trips out of the area to look at career opportunities for kids in order to hopefully give the students a sense of purpose.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

We currently do not have any school under Comprehensive Support and Improvement (CSI).

The district provides several communication services for parents in order to enhance and improve their involvement. The district Parent Involvement Policy is distributed annually to all parents and guardians as part of our Parent Information Packet at the beginning of each new school year. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MJUSD Administrative Regulation 6020 provides multiple opportunities to involve parents, students and community members in our schools. The individual school sites review the family engagement policy with school site councils from which they gain input and make adjustments as necessary. School sites have active school site councils which help

determine use of Title I funds. The site councils are also used as a platform for communication between the school site and the parents selected by their peers to serve. Site councils cover a wide range of topics at each meeting.

In addition to site councils, sites have well established parent committees to address the variety of needs and concerns that arise during a school year. These parent committees are open to anyone at any time. In addition to parent committees, the middle and high school operate student leadership programs in which students are empowered to discuss issues the sites may be having and also help site administration with problem solving.

When the school sites or the district feel it is necessary to address an issue that needs a specific attention, public meetings are scheduled to ensure all community members have a platform to voice their concerns and help solve the issue. This is also a venue we use to discuss the importance of state initiatives such as the implementation of the challenging state academic standards and the importance of state and local academic assessments. These meetings provide an opportunity to educate parents on what their children are required to learn and how to monitor their child's progress. It also affords an opportunity for parents to work with educators to improve the achievement of their children.

Some of the largest district events are back to school night, AVID nights, parent teacher conferences, and open house. During these events the district invites several agencies to participate such as Modoc County Public Health, Head Start, local post secondary institutions, first responders, and local medical professionals. The idea behind these events is to open the door to the variety of services that are available to our students and their families.

The district has hired a social worker to further build a bridge between students, parents and the schools. The district employs two bilingual paraprofessionals to work with our Spanish speaking families, Spanish being our only significant subgroup of non-English speakers. Information is provided to families in their native language when it is known by staff it is necessary or as requested. The District will hold meetings with families and the community in a variety of locations in order to accommodate the needs of families. Site administration and staff will meet in homes of families quite often in order to ensure all families have access to the educational system. We are fortunate that we are small enough of a district to understand the individual needs of each family.

A topic of particular interest over the past few years has been working with students and families that dealing with trauma on a regular basis. Through these trainings district staff has been taught how to better communicate and work with these families that exist in difficult situations.

The district provides an app that students and parents can download in order to track student performance. In order to meet the needs of parents that do not have access to technologies, sites will have technology for parents available at their leisure and utilize. Instruction on how to use the technology will also be provided by district employees.

The district provides opportunities for the participation of parents and family members with disabilities by providing accommodations when needed. Special accommodations, such as sign language, are made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult. Opportunities are provided for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time. Our caring staff makes every effort once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption.

MJUSD has formed a very tight community with the people it served, and community members know that the doors are always open whenever they have needs or concerns they would like to discuss.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

SWP: Title I funds at our three school wide program sites are used for paraprofessionals to provide intervention services and instructional support, staff professional development, supplemental instructional supplies, outside of the classroom learning opportunities, and a social worker.

TAS: Two Title I funded school sites are targeted support programs: Warner High School and High Desert Community Day School. The sites are very small in enrollment, typically under ten students. Because of the small student population, students needs are met by certificated and support professionals on an individual basis. Student needs are evaluated based upon student performance on several local assessments, such as the Measure Academic Progress (MAP), SIPPS, and Accelerated Reader. The CAASPP is also used to assess student abilities. Using these and other data points allow staff to target the specific needs of each student.

Neglected or delinquent: "N/A"

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Two Title I funded school sites are targeted support programs: Warner High School and High Desert Community Day School. The sites are very small in enrollment, typically under ten students. Because of the small student population, students needs are met by certificated and support professionals on an individual basis. Student needs are evaluated based upon student performance on several local assessments, such as the Measure Academic Progress (MAP), SIPPS, and Accelerated Reader. The CAASPP is also used to assess student abilities. Using these and other data points allow staff to target the specific needs of each student.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Modoc Joint Unified School District Board Policy 6173 covers direct/indirect services on education for homeless children. Transportation services are currently provided for all students to ensure that homeless children will have equal access to the same free, appropriate public education and other services that are provided to all students. The district does not receive any McKinney-Vento funds.

The Title I reservation for homeless education is held for the school year in the event services are requested. If it goes unused, the funds are reallocated the next year to school sites.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

MJUSD uses AVID strategies at all levels. Because of this, transitions between elementary and middle school, middle and high school, and high school to college/career are somewhat smooth. Students are involved in orientation at all district schools so they can get a lay of the land before school begins. Students are prepared for the transitions through a variety of organizational techniques that are embedded in curriculum at all grade levels. Students travel out of the district frequently to visit colleges. Students not on a college track will visit a variety of employers to inform them of the wide range of employment options they have. The district continues to invest in and expand its career technical education programs.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The funding listing on the ConApp Title I, Part A Allocation & Reservation form for other authorized activities is used to provide an iPhone and Android parent application which allows parents to access grades, stay informed of school activities and provide enhanced access to school employees.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

All new certificated employees in the district are enrolled in state induction programs, be it teachers or administrators. The district fully supports staff involved in induction programs and covers the cost of said programs. Being a very small, rural school district, we have to create experts from our employees who then share their expertise at regularly scheduled professional development opportunities. The collaborative effort of teachers and administrators is unparalleled and the two groups move the district forward as coworkers with a common goal of ensuring all students are successful.

Professional growth programs are evaluated using student performance data, the assumption being if the professional growth is effective, student outcomes will improve. We use local assessment such as the Measure of Academic Progress, student attendance and student discipline events. We also use state CAASPP scores.

MJUSD is a district where all employees are encouraged to take the reigns and be leaders.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district is fortunate to receive professional development funds from a variety of sources. Because of this, the district has chosen to focus Title II funds to support induction programs. It is the goal of the district that all of our students are taught by the most highly trained professional educators we can provide. Thus Title II funds are spent district wide.

Funds not spent on induction are transferred through the Federal Transferability from Title II, Part A to Title IV, Part A for other allowable programs.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
 - a. Teachers
 - b. Principals and other school leaders
 - c. Paraprofessionals (including organizations representing such individuals)
 - d. Specialized instructional support personnel
 - e. Charter school leaders (in a local educational agency that has charter schools)
 - f. Parents
 - g. Community partners
 - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

MJUSD uses data to define needs, set goals, plan interventions, and evaluate progress. MJUSD uses technology to support the use of data in decision making and engages the school community (teachers, parents, students, administrators) in using data to analyze strengths, weaknesses, and opportunities for school improvement. During teacher collaboration days, as well as staff meetings, data is analyzed or discussed to help in determining what a student should be able to understand, do, or know at every grade level and in every content area. Teachers work together to determine the outcome or success levels for their students through analysis of several types of data such as standardized tests and MAP testing. Data is dispersed and shared throughout the school year. After reviewing the data, a discussion and action follows to address the findings and specific needs of students and programs.

MJUSD held the following meetings to consult with stakeholders to update and improve Title II, Part A-funded activities:

Parents: 9/29/25, 10/27/25, 12/15/25, 1/26/26, 3/30/26, and 5/18/26.

Students: 1/8/25 and 2/13/25. The District's engagement strategy with students for the 2025-26 school year happened through surveys in order to engage more participants.

Modoc Teachers Association (MTA): 10/29/25, 12/9/25, 12/11/25, 1/20/26, 4/15/26, 4/23/26, 4/28/26, 5/7/26, 5/20/26, and 5/27/26.

Teachers: 5/19/26, 5/22/26, and 5/29/26. A survey was sent out on 10/10/25 and 5/22/26.

Community Advisory Committee (Special Education): 8/26/25, 9/23/25, 10/28/25, 11/18/25, 1/27/26, 2/24/26, 3/24/26, and 5/26/26.

Foster Youth: Met on a regular basis with Social Services and the FYSCP Coordinator at Modoc County Office of Education.

Administration and unrepresented: 8/21/25, 9/25/25, 10/27/25, 1/5/26, 1/20/26, 2/23/26, 3/30/26, and 4/30/26.

Teamsters Local #137: 3/13/26, 4/24/26, 5/18/26, 5/21/26, and 5/29/26.

Community Members: A survey was issued to the community on 11/3/25 and 5/4/26. Results will be shared with educational partners.

The Board is consulted monthly. The LCAP was presented on 6/10/26 and approved on 6/17/26.

Notes are taken during all consultations. Notes are then aggregated to determine consistencies and/or themes. From there, conversations are had with the necessary parties to determine if the consistencies or themes can be addressed while staying within the fiscal limitations of the district.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

- 1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
- 2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
- 3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
 - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

From all of these collaborative efforts it was decided to hire a social worker using nearly all available Title IV funds. The amount of disruption and behavior issues in the district indicates this is a very wise and strategic move that will improve the District learning environment. The social worker will work hand in hand with wellness specialists from the county office of education and Modoc County Behavioral health. Having the ability to reset multiple students and prepare them to return to the classroom to learn will have a significant impact on our student performance. In addition to enhancing the mental health of our students, the social worker will help create a safe learning environment where all students can learn.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three years (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

To assess the needs for improving well-rounded education, the district will use student achievement data in subjects outside of math and ELA, such as science, social studies, and the arts. Additional measures include evaluating access to advanced coursework, such as AP and dual enrollment classes, and analyzing survey data that captures student engagement and interest.

What activities will be included within the support for a well-rounded education?

The district will include several activities to support a well-rounded education, such as offering STEM-focused programs. Access to arts education will be expanded by increasing offers in music and visual arts. Professional development will be provided to teachers to help them implement interdisciplinary approaches in their classrooms, and cultural literacy and civics education will be incorporated into the curriculum to ensure students receive a diverse and inclusive education.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The effectiveness of these activities will be evaluated by monitoring participation rates and performance in advanced coursework and enrichment programs. Academic outcomes in these subject areas will also be tracked to determine the success of these initiatives.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The district will assess its needs by analyzing behavioral incident reports, including data on suspensions, expulsions, and office referrals. It will also examine rates of chronic absenteeism, review school climate survey results, and track the number of students accessing mental health or counseling services to understand areas requiring improvement.

What activities will be included within the support for safety and health of students?

To promote the safety and health of students, the district will continue to employ a full-time social worker who will provide services and connect families to local community resources. Other activities include implementing school-wide social-emotional learning (SEL) initiatives, establishing anti-bullying programs, and training staff in trauma-informed practices and de-escalation techniques. The district will also enhance its physical education and nutrition programs to address students' overall wellness.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

These activities will be evaluated by tracking reductions in behavioral incidents and chronic absenteeism rates. Surveys from students and families will be analyzed to assess perceptions of safety and access to support services. Participation data for wellness programs and SEL initiatives will also be reviewed to measure the impact of these activities.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

The district will assess its needs for effective technology use by analyzing access to and utilization rates of technology tools among students and staff. Student performance data will be correlated with the use of digital learning tools, and teacher confidence and competence in using technology will also be evaluated.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Activities to support effective technology use include offering professional development for teachers to integrate technology effectively into instruction and offering students access to adaptive learning software to address academic skill gaps. The district will upgrade technology infrastructure, adhering to the requirement to allocate no more than 15 percent of funds for this purpose.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

The effectiveness of these activities will be evaluated by analyzing surveys from teachers and students about the impact of technology on learning. Academic performance data in classrooms utilizing the new technology will be reviewed, and the usage rates of digital tools and resources will be monitored to ensure their effectiveness in supporting student learning.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

6/8/2026

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Modoc Joint Unified School District	Rebecca Lewis Superintendent	blewis@modoc.k12.ca.us 530.233.7201 Ext. 100

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024	46.3	63.4	11.1	12.3	6.5	6.6	0.00	0.00

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA		2			
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards				4	
History-Social Science				4	

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards				4	
History-Social Science				4	

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA			3		
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards			3		
History-Social Science			3		

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education					5	
Health Education Content Standards			3			
Physical Education Model Content Standards		2				
Visual and Performing Arts			3			
World Language			3			

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole			3		
Identifying the professional learning needs of individual teachers			3		
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: ¹

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
 - 1 – Exploration and Research
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4

Practices	Rating Scale Number
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The District consistently goes the extra mile to support students and families. Administrators, administrative assistants, the school social worker, school nurse, and teaching staff constantly reach out in an effort to involve families in the child's education. Many families shut the district out and do not want the level of involvement we provide. How we meet the needs of these families is a constant topic of conversation.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Building relational capacity

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The District will continue to search for effective community liaisons who have the ability to relate to parents who the District is struggling in building relationships.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4

Practices	Rating Scale Number
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The District consistently goes the extra mile to support students and families. Administrators, administrative assistants, the school social worker, school nurse, and teaching staff constantly reach out in an effort to involve families in the child's education. Many families shut the district out and do not want the level of involvement we provide. How we meet the needs of these families is a constant topic of conversation.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Relationship building with families.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The District will continue to search for effective community liaisons who have the ability to relate to parents who the District is struggling in building relationships.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4

Practices	Rating Scale Number
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

There are multiple opportunities for all families to engage in decision making, but many families choose not to be involved. School sites and the district will continue to use a variety of Family and Community engagement platforms for advertising opportunities for families.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Involving families in site level decision making by advertising opportunities more often and through various platforms.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The District will continue to search for effective community liaisons who have the ability to relate to parents who the District is struggling in building relationships.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The Alturas Elementary School report outlines the developmental assets as perceived by the students, covering both internal strengths and external supports needed for their overall development.

Top Two Concerns:

1. Positive Identity and Student Self-Confidence

The greatest area of concern is Positive Identity, which received the lowest average score (18.8). Only 12% of students scored in the Thriving range, while 65% fell into the Challenged or Vulnerable categories. This indicates that many students may struggle with self-confidence, a sense of personal purpose, or believing they have control over their future and ability to succeed. Strengthening student voice, goal-setting, and opportunities for success may help improve this area.

2. Constructive Use of Time

The second major concern is Constructive Use of Time, which scored 19.6, the lowest of the external asset categories. Sixty percent of students were in the Challenged or Vulnerable ranges, indicating that many students may lack consistent opportunities outside of school to engage in enriching activities, clubs, hobbies, or structured interactions with peers and adults. This finding highlights an opportunity to expand extracurricular, after-school, and community-based activities that foster belonging and skill development.

Top Two Positives:

1. Strong Student Support Systems

Students reported high levels of feeling cared for and supported by the adults and people around them. The Support asset category earned the highest average score (24.2) and more than half of students (52%) were in the Thriving range. This suggests that relationships with families, staff, and other caring adults are a significant strength that can be leveraged to support future improvement efforts.

2. Clear Boundaries and Positive Expectations

Students perceive that the adults in their lives provide consistent rules, expectations, and encouragement. The Boundaries & Expectations category scored 24.0, with 55% of students in the Thriving range, making it one of the strongest indicators in the survey. This reflects a positive school climate where students understand behavioral expectations and believe adults encourage them to succeed.

The report from Modoc Middle School, based on the Search Institute survey, provides a comprehensive analysis of the developmental assets experienced by the students. These assets are categorized into external and internal types, with external assets including support from family, school, and community, and internal assets encompassing personal values, commitments, and social competencies.

Top Two Concerns:

1. Low Sense of Connection, Belonging, and Student Voice

The survey reveals that many students do not feel strongly connected to caring adults or believe that their community values them. This is reflected across several related indicators:

Community values youth: 32%

Youth as resources: 38%

Caring neighborhood: 39%

Caring school climate: 40%

Adult role models: 40%

Positive family communication: 43%

Collectively, these findings suggest a need to strengthen relationships, increase opportunities for meaningful student leadership, and build a stronger sense of belonging both in school and in the community.

2. Student Confidence, Planning Skills, and Positive Identity

The most significant internal asset deficits are related to students' confidence in themselves and their ability to navigate challenges and plan for the future.

Homework completion: 18%

Reading for pleasure: 20%

Planning and decision-making: 31%

Personal power (feeling in control of life): 37%

Interpersonal competence: 39%

Self-esteem: 43%

These findings point to an opportunity to intentionally build executive functioning skills, self-efficacy, resilience, and social-emotional competencies through advisory programs, leadership opportunities, and targeted student supports.

Top Two Positives:

1. Strong Positive Values and Peer Influence

Students report high levels of personal responsibility, honesty, integrity, and positive peer relationships, suggesting that many students have a solid moral foundation and are surrounded by peers who generally make positive choices. These findings indicate that students largely value doing the right thing and are connected to peers and families that reinforce healthy behaviors.

Positive peer influence: 85%

School engagement: 80%

Family support: 79%

Honesty: 78%

Responsibility: 77%

Integrity: 74%

2. Strong School Engagement and Commitment to Learning

Despite challenges in other areas, students report being actively engaged in learning and motivated to succeed academically.

School engagement: 80%

Achievement motivation: 69%

Positive view of personal future: 69%

High expectations from parents and teachers: 65%

Bonding to school: 58%

These results suggest that the school environment is fostering a positive academic culture and that many students believe in their ability to achieve future success.

The Modoc High School report provides a detailed overview of the developmental assets among students, focusing on both external and internal assets. These assets range from family and community support to personal values and social competencies.

Top Two Concerns:

1. The "Adult Silence" Gap (Caring School Climate, Community Value, & Role Models)

There is a stark, systemic disconnect between how much our students are doing for the community and how much they feel valued by the adults around them.

The Data: Only 25% of students feel that their school provides a caring, encouraging environment (Caring School Climate). Even more concerning, a mere 19% perceive that adults in the community actually value youth, and only 27% report having positive adult role models to look up to.

2. Mental Health and Substance Vulnerabilities (Depression & Vaping)

Our data highlights urgent, overlapping vulnerabilities regarding student emotional well-being and substance use, specifically among our female and 11th-grade populations.

The Data: 34% of youth fall into a high-risk behavior pattern for depression or suicide (frequently depressed and/or have attempted suicide). This vulnerability is mirrored by a 15% past 30-day vaping rate, which spikes drastically to 27% among our 11th-grade students. Furthermore, only 39% of students possess the asset of Restraint (believing it is important to avoid alcohol, drugs, or early sexual activity).

Top Two Positives:

1. Peer and Community Accountability (Positive Peer Influence)

Our students report an incredibly strong framework of positive behavior and service within their immediate peer groups.

The Data: 72% of youth state that their best friends model responsible behavior (Positive Peer Influence).

Furthermore, 56% of youth actively serve their community for one or more hours per week (Service to Others), and 82% report that they regularly help friends or neighbors (Helps Others thriving indicator).

2. High Internal Responsibility and Personal Integrity

Despite external environmental pressures, Modoc High School students possess a remarkably resilient "inner guidance system" when it comes to character and personal values.

The Data: 74% of youth report accepting and taking personal responsibility for their actions. Additionally, 71% place a high value on honesty (telling the truth even when it is difficult), and 70% possess high integrity (standing up for their beliefs).

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Overall, the AES Survey results paint a positive picture of a school where students feel supported by caring adults and experience clear expectations for success. At the same time, the data suggest a need to intentionally strengthen students' sense of self-worth, confidence, and personal agency, while also increasing access to meaningful enrichment opportunities beyond the classroom. Building upon the school's existing relational strengths provides a strong foundation for addressing these identified areas of growth.

Overall, the MMS survey paints a hopeful picture of a student body with strong values, positive peer relationships, and a commitment to learning. At the same time, the data suggest that Modoc Middle School's greatest opportunity for growth lies in strengthening students' sense of connection and belonging while intentionally developing their confidence, decision-making skills, and belief that they have a meaningful role in shaping their future. These findings align well with district priorities around relationship-building, student voice, and social-emotional development.

Overall, the MHS Survey is a testament to the foundational moral character being instilled by families in our community. Our students know right from wrong, care about honesty, and take ownership of their actions. This internal strength provides a rock-solid foundation upon which we can build better external support systems. We recognize that adolescence is a period defined by peer orientation. The fact that nearly three-quarters of our student body look to friends who model positive choices is an invaluable protective asset. Our youth are not isolated; they are actively investing in and looking out for one another. The Mental Health and Substance Vulnerabilities are deeply troubling. Coping mechanisms like vaping are frequently tied to underlying emotional distress and depression. With student perception of peer disapproval of alcohol at 67% and marijuana at 73%, the social boundaries exist, but our youth lack the necessary "Resistance Skills" (only 36% possess this asset) to navigate internal stress and external temptations. We also need to recognize and create an action plan because the data shows that 56% of our kids are volunteering but only 19% feel valued by adults, which reflects a severe recognition and relationship deficit. Our youth are experiencing "adult silence," so we must fundamentally restructure how we engage, mentor, and praise our teenagers both within the school walls and across the Alturas community.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

The LEA will be focusing on increasing rigor which will give schoolwork value. We will be adding staff to help students become more accustomed to working with adults.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Modoc Joint Unified School District (MJUSD) tracks the progress in meeting Priority 7 standards by looking at course offerings, master schedules, enrollment data, class schedules, during the school day interventions, before and after school programs, extracurricular activities, and CTE pathways amongst other things. Course enrollment reports run through AERIES, our student data system, were also utilized to look at grade spans, unduplicated counts, and students with exceptional needs

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

For the 2025-26 school year 100% of MJUSD students had access to a broad course of studies as defined by California Education Code 51210 and 51220 (a) – (i). Our elementary school offers access and enrollment in the seven areas identified as a broad course of study for the grades served. Students can also access some courses, such as visual and performing arts, both within and outside the regular school day in clubs and our comprehensive after school program offered. Additional offerings include a comprehensive STEM lab, music, and library.

Our middle student groups have access to Elective and AVID courses that are offered during the school day. After school tutoring is also offered for all student groups. Designated ELD is built into the day for English Learners and students with exceptional needs receive access both through a Specialized Academic Instruction model.

At the high school students have access to A-G classes, CTE classes, intervention during the day, and summer school classes. Students also have the opportunity for both music and art. CTE programs include welding, woodshop, and 3-D design. In addition, all students have the opportunity to learn leadership through our high performing comprehensive FFA and ASB Leadership program.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Barriers for our students include our comprehensive small school setting at the high school. We have some classes that are only offered once during the day due to small numbers of students. A barrier for access to before and after school programs is transportation.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Funding for many of these programs is imbedded in our Local Control Accountability Plan (LCAP). Regular analysis of enrollment in these courses helps inform the district as it makes decisions on offerings and using LCAP Supplemental and Concentration funds to support Priority 7 for our unduplicated students.

School Site Support Specialist Classified Management

Definition: Under the direction of the site principal, the School Site Support Specialist assists in the overall management and supervision of school site operations with an emphasis on non-instructional systems, student support coordination, campus supervision, attendance intervention, school safety, and operational efficiency. This position serves as a key support role to the site principal by coordinating operational functions that allow the principal to maintain a primary focus on instructional leadership. The School Site Support Specialist provides supervision of designated classified staff, supports student behavior and attendance systems, coordinates school processes and meetings, and serves as a liaison between the school, families, and community.

Essential Duties and Responsibilities

School Operations & Administrative Support

1. Assist the principal with the day-to-day operational management of the school site.
2. Support site administration in maintaining efficient school operations and systems.
3. Coordinate and support school-wide operational procedures, schedules, and logistics.
4. Assist with monitoring and tracking site budgets, including District and Associated Student Body (ASB) accounts as assigned.
5. Work collaboratively with district office personnel and other school sites to ensure continuity of services and compliance with district procedures.
6. Assist with the coordination and implementation of graduation, awards ceremonies, assemblies, and other major school events.
7. Support timely communication with families regarding meetings, procedures, school expectations, and student support services.
8. Coordinate scheduling for parent conferences, Student Study Teams (SSTs), re-entry meetings, SARB-related meetings, and other student support meetings.
9. Attend SSTs, parent meetings, re-entry meetings, and other family conferences as assigned.
10. Maintain accurate records, logs, and documentation related to attendance, discipline, communication, and operational compliance requirements.

Student Support & Campus Climate

11. Support positive student relations by recognizing student achievement and assisting students with behavioral, attendance, or school-related concerns.
12. Assist in maintaining a positive, safe, and orderly learning environment by supporting enforcement of school rules, policies, and discipline procedures under the direction of site administration.
13. Monitor student attendance and support attendance improvement strategies, including truancy prevention efforts and School Attendance Review Board (SARB) processes.
14. Assist with supervision during passing periods, lunch, break, dismissal, assemblies, and other assigned activities.
15. Utilize de-escalation strategies, conflict resolution, and customer service skills when working with students, families, and staff.

Safety & Compliance

16. Coordinate site safety procedures including safety inspection checklists, emergency drill schedules, documentation, and follow-up work orders.
17. Assist in maintaining compliance with district, state, and federal requirements related to attendance, student records, and school operations.
18. Maintain confidentiality regarding student, personnel, disciplinary, and district matters in accordance with applicable laws and policies.

Supervision & Leadership

19. Supervise and evaluate designated classified staff as assigned by the site principal.
 20. Assist with training, oversight, and coordination of classified support staff and operational procedures.
 21. Participate as part of the site management team in the implementation of district policies, procedures, and school improvement efforts.
 22. Promote positive school-community relations with students, staff, families, businesses, and community organizations.
 23. Respond to parent and community concerns using effective communication and problem-solving strategies.
 24. Perform other related duties as assigned.
-

Required Qualifications

Experience

- Experience working in a school office, educational, or administrative setting.
- Experience working directly with students and families.
- Experience utilizing student information systems and office technology platforms.

Education

- High School Diploma or equivalent required.
 - Associate's degree, Bachelor's degree, or higher education preferred.
-

Knowledge of

1. Office practices, procedures, and organizational systems.
 2. Basic budgeting and financial tracking practices.
 3. Student information systems, data management, and educational technology platforms.
 4. California attendance requirements, student records procedures, and school compliance processes.
 5. School safety procedures and emergency preparedness practices.
 6. District operations and the relationship between schools, families, and the community.
 7. Applicable laws, policies, procedures, and confidentiality requirements related to students and personnel.
-

Ability to

1. Communicate effectively both orally and in writing.
 2. Establish and maintain effective working relationships with students, staff, parents, and community members.
 3. Manage multiple priorities, organize work independently, and meet deadlines.
 4. Maintain calm, professional, and effective communication during high-stress situations.
 5. Exercise sound judgment and maintain confidentiality regarding sensitive matters.
 6. Supervise, direct, and evaluate assigned personnel.
 7. Interpret and apply district policies and procedures appropriately.
 8. Support compliance documentation and reporting requirements.
 9. Learn and utilize platforms such as Aeries, CALPADS, NWEA, and Google Workspace.
 10. Work independently with minimal supervision.
 11. Occasionally work evenings or weekends for school events or meetings.
-

Physical Requirements

- Ability to hear and speak clearly in normal conversation.
 - Ability to stand, walk, sit, bend, and lift up to 25 pounds.
 - Ability to operate standard office equipment and technology.
 - Ability to drive a vehicle to conduct work-related responsibilities.
-

Licenses, Certifications & Clearances

- Valid California Driver's License.
 - First Aid/CPR/AED certification required or ability to obtain within designated timeframe.
 - Successful completion of TB screening, fingerprint clearance, and background check.
 - CPI Certification required or ability to obtain within designated timeframe.
-

Supervisory Responsibilities

Supervises classified staff as designated by the site principal.

Reports To

Site Principal

Terms of Employment

- 11-Month Work Year
 - Salary and benefits established by the Governing Board for Classified Management.
-

Evaluation

Performance of this position will be evaluated in accordance with Governing Board policy and administrative regulations regarding management/confidential personnel evaluations. Evaluation shall be conducted by the site principal.

**School Site Support Specialist
Classified Management
(Original)**

Definition: Under the supervision of the site principal, is responsible for the overall management and supervision of the school site, the majority of the non-instructional operations at the school site, supervision and evaluation of classified staff as defined by the principal, maintains a positive safe campus by enforcing school rules and policies, and acts as a liaison to parents, community and staff.

Duties and Responsibilities:

1. Provides assistance to principals so that he/she can be the instructional leader at the school site.
2. Assists and supports teaching staff as directed by site principals.
3. Coordinates all site and district social media and ensures MJUSD and its schools have a positive social media presence.
4. Supports Modoc Joint Unified School District's base program by recognizing student achievements, working on student success with behavior problems, and being available for student questions and/or concerns.
5. Responds to parents and/or community concerns and complaints by using problem-solving techniques.
6. Supervision of classified staff as designated by site principals.
7. Responsible for site safety programs.
8. Monitors student attendance and implements tardy improvement strategies.
9. In coordination with the principal, maintains a positive, safe learning environment for students, by enforcing the school discipline plan.
10. Promotes the District and school site through positive relations with the community, businesses, parents, and students.
11. Other related duties as assigned.

Required Qualifications:

Experience:

In conjunction with other management and administrative staff, assists in the formulation and implementation of district policies and procedures.

Education:

High School Diploma required. B.A. or B.S. or higher education required.

Knowledge of:

1. Office procedures and accounting and/or bookkeeping skills.
2. Secretarial skills and computer skills.
3. Comprehensive understanding of the operation of the district and the interrelationship with the schools and community.
4. Independent decision making and interpretation of policies and laws.

Ability to:

1. Communicate effectively both written and orally.
2. Handle confidential, complex and controversial matters.
3. Supervise and evaluate others.
4. Operate multiple school social media accounts on different platforms.

Physical Abilities:

Must be able to speak clearly, hear normal voice conversation, stand, walk, sit, lift 50 pounds, use a computer, use a telephone, work without guidance from a supervisor, and drive a vehicle.

Supervises: Classified staff

Reports to: Site Principals

Terms of Employment: 11 month year

Evaluation: Performance of this job will be evaluated in accordance with Board of Trustees policy on Evaluation of Professional Personnel. The evaluation will be completed by the site principals.



MEMORANDUM OF UNDERSTANDING

This Agreement is made and entered into as of the execution of the Agreement by both parties by and between Modoc Joint Unified School District ("District") located in Alturas, California, and Concordia University Irvine ("University") a non-profit religious corporation located in Irvine, California.

WITNESSETH

WHEREAS, the governing board of a school district may enter into agreements with a college or university approved by the Commission on Teacher Credentialing (CTC) as a teacher education institution (Ed. Code Section 44227), to provide educational field experiences as may be called for in the requirements of the various authorized credentials for public school service; and

WHEREAS, any such agreement may provide for the payment in money or in services for the services rendered by the school district of an amount not to exceed the actual cost to the school district of the services rendered; and

WHEREAS, the University operates fully accredited educational programs for its students; and

WHEREAS, it is to the mutual benefit of the University and the District to make a program of educational fieldwork experiences available to the University's students at the District's facilities.

NOW, THEREFORE, it is mutually agreed upon between the parties as follows:

GENERAL TERMS AND CONDITIONS

- 1. Term.** The term of this agreement shall commence on _____ and terminate on _____. (Five-year agreement – May be renewed with the consent of both parties)
- 2. Termination.** Notwithstanding anything herein contained to the contrary, either party may terminate this agreement with thirty (30) days written notice to the undersigned. In the event of termination of this agreement, students who have not yet completed their K-12 Educational field experience assignment in the District may complete their assignment at the discretion of the University. Nothing in this agreement shall limit the right of the University, acting in its sole discretion, to remove a student from the K-12 setting at any time.

3. Insurance.

a. University shall maintain professional liability insurance coverage at a minimum of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in aggregate throughout the course of this Agreement. Further, University agrees to maintain comprehensive general liability insurance at a minimum of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in aggregate throughout the course of this Agreement. University shall ensure that such policies provide for notification to District at least thirty (30) days in advance of any material modification or cancellation of such coverage. University also agrees to maintain statutory Workers' Compensation coverage on any individuals characterized as employees of University working at District pursuant to this Agreement at all times during the course of this Agreement. University shall provide certificates evidencing all coverage referred to in this section upon request of District.

b. District shall maintain professional liability insurance coverage at a minimum of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in aggregate throughout the course of this Agreement. Further, District agrees to maintain comprehensive general liability insurance at a minimum of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in aggregate throughout the course of this Agreement. District shall ensure that such policies provide for notification to University at least thirty (30) days in advance of any material modification or cancellation of such coverage. District also agrees to maintain statutory Workers' Compensation coverage on any individuals characterized as employees of District working at District at all times during the course of this Agreement. District shall provide certificates evidencing all coverage referred to in this section upon request of University.

4. Employment Status of Students. Except in the specific situations described below, University students shall not be considered to be employees of the District.

a. Students Participating in Unpaid K-12 Educational Field Experience not at Student's Place of Employment: If the students are participating in an unpaid K-12 educational field experience not at the student's place of employment, it is understood that the University's students are fulfilling specific requirements for field experiences as part of a degree or credential program requirement, and therefore, the University's students do not thereby become employees of the District by virtue of their field experience.

b. Students Participating in Unpaid K-12 Educational Field Experience at Student's Place of Employment: If the students are participating in an unpaid internship or field experience at the student's place of employment, it is understood by the University and the District that the field experience and work duties of the students shall be kept strictly separate.

c. Students Participating in Paid K-12 Educational Field Experience: If the students are

provided with a nominal payment from the District intended to reimburse them for estimated expenses related to their field experience, the students do not thereby become employees of the District. If, however, the students are paid wages by the District for their service, then they become employees of the District, and the District is responsible for all employee obligations.

5. Confidentiality.

a. All verbal and written information exchanges, as well as proprietary information relating to business practices, procedures or methods of the District shall remain strictly confidential and shall not be disclosed without consent of the District. The University agrees to notify students that they are responsible for respecting and maintaining the confidentiality of all information with respect to all students of the District.

b. The University and the District agree to comply with the Family Educational Rights and Privacy Act (FERPA) of 1974, and all requirements imposed by or pursuant to regulation of the Department of Education to the end that the rights and privacy of the students enrolled in the District and of their parents are not violated or invaded. This assurance is given to obtain access to individual student data for the purpose of using said data to fulfill assignments or contractual obligations with the District. The provisions of the Family Educational Rights and Privacy Act of 1974 include, but are not limited to ensuring that (a) no identification of students or their parent(s)/guardian(s) by persons other than representatives of the University and required persons performing activities mandated by the California Department of Education, California Commission on Teacher Credentialing (i.e. auditors) is permitted; (b) the individual student data will be destroyed when no longer needed for the purpose(s) for which they were obtained; (c) no access to individual student data shall be granted by the University to any other persons, agency, or organization without the written consent of the pupil's parent/guardian, except for sharing with other persons within the District or representatives of the University, so long as those persons have a legitimate interest in the information; (d) the District will not disclose the student records of the University's students except to University and District officials who have a legitimate need for the information consistent with their official responsibilities.

6. Non-Discrimination. Neither party shall unlawfully discriminate against any student on the basis of disability, age, race, color, gender, gender identity, sexual orientation, national and ethnic origin, or any other protected class in administration of the programs subject to this agreement.

7. Transportation of Students. Neither the University nor the District will provide transportation for students between the University and the District school. Each student shall be responsible for his or her transportation.

8. Scope of Authority. The District shall exercise exclusive control over the administration, operation, maintenance and management of the District and its schools, and the University's students while they are in residence at the District. Subject thereto, the University shall exercise control and supervision over the operation, curriculum, faculty and students of the University within the prescribed framework.

9. Indemnification. Except as otherwise may be provided in this Agreement, each party shall indemnify, hold harmless and defend the other party from any and all loss, liability, claim, lawsuit, injury, expense or damage whatsoever including but not limited to attorneys' fees and court costs, arising out of, incident to or in any manner occasioned by the performance or nonperformance by such indemnifying party, its agents, employees, servants, students, or subcontractors, of any covenant or condition of this Agreement or by the negligence, improper conduct or intentional acts or omissions of such indemnifying parties, its agents, employees, servants, students, or subcontractors.

10. Scope of Work. The following scopes of work detail the training and education for University candidates in respective programs along with requirements for the University and Placement Site specific to each placement type. This MOU includes the following scopes of work for programs within the School of Education:

Appendix A. Teacher Education Student Teaching - Multiple Subject, Single Subject, Mild to Moderate Support Needs

Appendix B. School Counseling & School Psychology Practicum

Appendix C. School Counseling & School Psychology Fieldwork

Appendix D. School Counseling & School Psychology Intern

11. General Provisions.

a. Entire Agreement; Amendment. This Agreement including the attachments and exhibits hereto contains the complete and full agreement between the parties with respect to the subject matter hereof and shall supersede all other agreements relative to the subject matter hereof by and between the parties. This Agreement may be amended but only by an instrument in writing signed by both parties to the Agreement.

b. Assignment. University shall not subcontract, assign its rights or delegate its duties under this Agreement without the prior written consent of District. This Agreement shall be binding on and inure to the benefit of successors and permitted assigns of each party.

c. Governing Law. This Agreement shall be governed by and interpreted in accordance with the laws of the State of California. Any action arising out of this Agreement shall be instituted and prosecuted only in a court of proper jurisdiction in Orange County, California.

d. Severability. The provisions of this Agreement shall be deemed severable and if any portion shall be held invalid, illegal or unenforceable for any reason, the remainder of this Agreement shall be effective and binding upon the parties.

e. Waiver. Any waiver of any terms, covenants and/or conditions hereof must be in writing and signed by the parties hereto. A waiver of any of the terms, covenants and/or conditions hereof shall not be construed as a waiver of any other terms, covenants and/or conditions hereof nor shall any waiver constitute a continuing waiver.

f. Execution. This Agreement may be executed in one or more counterparts, all of which shall constitute one and the same document. Counterparts may be exchanged by facsimile or email. Each counterpart, whether an original signature or a facsimile copy, shall be deemed an original as against any party who signed it.

The following signatures hereby indicate approval of this agreement:

Concordia University Irvine	District
By:	By:
Name: Rev. Dr. Scott Ashmon	Name:
Title: Senior Vice President and Provost	Title:
Date:	Date:
Address: Concordia University Irvine 1530 Concordia West Irvine, CA 92612	Address:

Copy to:

MOU Coordinator: Dr. Charlie Rodrigues (charlie.rodrigues@cui.edu)

12. Appendices. Programmatic Scopes of Work

Appendix A: Teacher Education Student Teaching - Multiple Subject, Single Subject, Mild to Moderate Support Needs

“Student 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 District employees holding valid credentials issued by the State of California, Commission on Teacher Credentialing, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools or classes in which the student teaching is provided.

The District shall provide teaching experience through student teaching in schools and classes of the District in terms of a defined unit of time for students of the University possessing valid preliminary certificates and assigned by the University to student teaching in schools or classes of the District, and under the direct supervision and instruction of such employees of the District, as the District and the University through their duly authorized representatives may agree upon.

The placement sites (schools) shall demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and California Teacher Performance Assessment (TPA) completion and the Literacy Performance Assessment (LPA). We ask our districts to have a recording policy in place to accommodate TPA video assessment.

If either the District or the University concludes that a particular assignment is not beneficial to the elementary or secondary school class(es) involved, and/or the cooperating teacher, and/or the student teacher, that assignment may be terminated. If the District and the University mutually agree, another assignment within the District may be pursued.

Site administrators and cooperating teachers agree to (a) participate in training to develop and maintain the skills needed to work effectively with student teachers, including the provisions of SB2042; (b) stay current with changing program requirements, including program alignment to the Literacy Standards and TPEs; (c) provide a model for the student teacher by demonstrating effective teaching strategies, including literacy strategies for meaning making, language development, and effective expression, on a regular basis; (d) develop a plan that progresses from observation to increased responsibility for teaching as the student teacher demonstrates enhanced skills in delivering the curriculum, including literacy skills and emphasizes strong literature, language, and comprehension components with a balance of oral and written language; (e) provide a model and opportunities to practice, as available, screening and diagnostic techniques

that inform teaching and assessment and early intervention techniques; (f) to the extent practicable, provide opportunities for student teachers to observe and practice the concepts and strategies included in the California Dyslexia Guidelines; (g) keep the site principal and university supervisor informed of the student teacher's progress; (h) meet with the University supervisor periodically to discuss the student teacher's progress; and (i) complete and submit documentation and evaluations as required by the University. Site principals, in consultation with the District, will assign cooperating teachers. Student teachers will be matched with cooperating teachers by site principals and University Director of Student Teaching.

"Full-time student teaching" is an assignment for the regular school day (at least seven hours) for 16 weeks and includes all duties normally performed by a teacher.

For the Multiple Subject Program, a full-time assignment is a full school day (at least seven hours) for eight weeks in a lower elementary (TK-3) classroom and eight weeks in an upper elementary (4-6) classroom or one assignment for 16 weeks. The University will pay the Cooperating Teacher an honorary stipend for all services required at a rate of two hundred dollars (\$200) per eight-week term for each full-time student teacher placed within the District.

For the Single Subject Program, a full-time assignment is a full school day (at least seven hours) with a minimum of three periods of student teaching, one period of planned observation, and one preparation period for 16 weeks. The University will pay the Cooperating Teacher an honorary stipend for all services required at the rate of four hundred dollars (\$400) per sixteen-week term for each full-time student teacher placed within the District.

For the Education Specialist Programs, a full-time assignment is a full school day (at least seven hours) in an appropriate Mild to Moderate Support Needs (MMSN) setting for 16 weeks. The University will pay the Cooperating Teacher an honorary stipend for all services required at the rate of four hundred dollars (\$400) per sixteen-week term for each full-time student teacher placed within the District.

The University will pay cooperating teachers a stipend at the completion of each semester or quarter. The University will make such payment to the district unless otherwise authorized by the district. In the event the University terminates the assignment of a student teacher for any reason, the cooperating teacher shall receive payment on account of such student teacher for time spent working with the student teacher. If a student teacher is reassigned to another cooperating teacher, this shall be considered for payment purposes as an entirely new and separate assignment.

The University will assign a supervisor to work with the cooperating teachers and student teachers at District schools. The University supervisor will (a) work in concert with the cooperating teacher and the site principal in the supervision of the student teacher; (b)

communicate regularly with the cooperating teacher to discuss the student teacher's progress; (c) monitor the quality of the match between the cooperating teacher and the student teacher and notify the principal and University Director of Student Teaching if there is a mismatch; (d) provide regular written and oral feedback to the student teacher about his or her progress and inform the cooperating teacher about the nature of this feedback; and (e) compile a written evaluation of the student teacher at the end of the semester or quarter.

Student teachers holding 30-day substitute permits may substitute for their cooperating teacher (if District policy permits) when (a) he/she is out ill; (b) when it is determined by the principal that this is in the best interest of the students in the classroom as well as the student teacher; (c) only after the first four (4) weeks of the first assignment; and (d) the student teacher is paid. Substitute teaching days are to be counted toward student teaching days.

Notwithstanding any other provisions of this Agreement, details such as maximum number of students, the defined unit of time, or the distribution of assignments of said students to training levels, shall be arranged for by and between the University and the District; it being understood that the District shall not be obligated to accept assignments of training students beyond the ability of the District, within their established training programs, to effectively provide services pursuant to this agreement; and, further, that the University shall not be obligated to pay the District for services in any amount in excess of that provided for under the terms of this agreement.

The University shall establish a procedure acceptable to the District to ensure that student teachers assigned to the District are informed regarding an educator's responsibilities to report child abuse or neglect to a child protective agency as defined in California Penal Code Section 11166.

The University will verify that student teachers have a negative Tuberculin test and Certificate of Clearance from the State of California on file prior to beginning student teaching.

Appendix B: School Counseling and School Psychology Practicum

“Practicum” as used herein refers to the hours that a student, enrolled in practicum-embedded course(s) in the University program, develops skills learned in previous and current courses under the supervision of a site supervisor working in a K-12 setting.

For School Counseling, students should complete observational direct, as well as, indirect counseling experience in clinical settings working with other clients.

For School Psychology students, the practicum provides students with practical experience, allowing them to apply knowledge and skills in a school setting. Students will provide direct and indirect support, engaging in a range of activities based on the NASP Practice Model, and working with diverse student populations.

The University will ensure students who participate in practicum have met the requirements of a valid CTC document, which includes a fingerprint and background check and TB Risk Assessment. Students will be informed that a District has the authorization to require additional documentation before beginning their practicum assignment.

The District recognizes the importance of facilitating Practicum placements that will enhance the students’ confidence as a professional counselor/psychologist. Settings for School Counselors/Psychologists should build basic counseling skills which include body language, listening, and development of trust with clients.

The University agrees to appoint a faculty member as a University Supervisor to administer the University’s responsibilities related to the Program and oversee the students’ Practicum experience at the District. The University Supervisor shall be responsible for ongoing communication with the District.

The District agrees to assume ultimate responsibility for the counseling services provided to students. Additionally, the psycho-educational assessments administered to students, as well as, the delivery of results through reports and IEP meetings with school psychologists.

Appendix C: School Counseling and School Psychology Fieldwork

“Fieldwork” as used herein refers to the hours that a student, enrolled in fieldwork course(s) in the University program, develops and practices skills learned in previous and current courses under the supervision of a university supervisor and a site supervisor working in a K-12 setting.

The District agrees to appoint a District employee as a District Representative to administer the District’s responsibilities related to the Program and collaborate with the Fieldwork and Internship Coordinator for School Counseling or School Psychology and implement the student’s fieldwork at the District.

The District Representative shall be responsible for on-going communication with the University, as well as the designation of District employees to serve as site supervisors responsible for direct supervision of assigned students. District employees designated as site supervisors shall meet the CTC criteria for supervising students. School Counseling site supervisors must have a current PPS credential with an authorization in school counseling and a minimum of two years of full-time experience as a school counselor. School Psychology site supervisors must have a current PPS credential with an authorization in school psychology and a minimum of three years full-time experience as a school psychologist.

The District Representative and site supervisors shall be granted with sufficient time to supervise, plan and implement the fieldwork including, when feasible, time to attend relevant meetings and conferences.

The District shall (a) support continuing education and professional growth and development of those staff members of the District responsible for supervision of assigned students; (b) provide the physical facilities and equipment necessary to conduct the fieldwork; (c) provide assigned students, whenever possible, with the use of library facilities, reasonable study and storage space; (d) make efforts to assist student in meeting course objectives; (e) advise the University of any changes in its personnel, operations or policies which may affect the fieldwork; (f) permit inspection by the University of the facilities, services available for learning experiences, student records, and other items pertaining to the fieldwork; (g) determine the number of students which the District can accommodate during a given period of time and accept only the number of students which the District can accommodate; and (h) provide access to the University and its students the applicable District rules and regulations with which they are expected to comply.

The University will provide a valid and reliable assessment that the District will use to assess the student's competence, a minimum of twice, at the mid-point and at the conclusion of fieldwork. The completed assessment will be forwarded to the University after each administration of the assessment and upon the conclusion of each student’s fieldwork. Notice will be provided to the University, as soon as practical and at least by mid-term of a student’s fieldwork, of any serious deficiency noted in the ability of the student to progress toward achievement of the stated

objectives of the field experience. The District shall otherwise have the right to terminate any student whose health or performance is a detriment to any student's well-being or to achievement of the stated objectives of the student's field experience. Prior to such termination, the District shall notify the University's Fieldwork and Internship Coordinator.

The University agrees to appoint a faculty member as Fieldwork and Internship Supervisor and Coordinator to administer the University's responsibilities related to the Program and oversee the students' fieldwork at the District. The Fieldwork and Internship Coordinator shall be responsible for ongoing communication with the District.

The University agrees to assume responsibility for assuring compliance with applicable educational standards established by the California Commission on Teacher Credentialing (CTC), Council for the Accreditation of Educator Preparation (CAEP), and National Association of School Psychologists (NASP).

The University agrees to notify the District, at a time mutually agreed upon, of its planned schedule of student assignments, including each student's name, level of academic preparation, and length and date of the fieldwork. The University shall refer to the District only those students who have satisfactorily completed the prerequisite didactic portion of the curriculum.

The University agrees to advise assigned students regarding appropriate health and professional liability insurance. All students will be covered by the University's group professional liability insurance as required by the terms of this agreement. The University agrees to require assigned students to comply with existing pertinent rules and regulations of the District and all reasonable directions given by qualified District personnel during periods of fieldwork assignment and while on District premises.

The University and the District agree to establish the educational objectives for the Program, devise methods for their implementation, and continually evaluate the Program to determine its effectiveness.

The University will ensure students who participate in fieldwork have met the requirements of a valid CTC document, which includes a fingerprint and background check and TB Risk Assessment. Students will be informed that a District has the authorization to require additional documentation before beginning their fieldwork assignment.

Appendix D: School Counseling and School Psychology Intern

The Intern School Counselor or Psychologist is approved to assume the functions authorized by the Pupil Personnel Services School Counseling Intern Credential, provided that the Intern's services meet the needs of the participating district, the Intern does not displace other certificated employees in the participating district, and this agreement meets the District's contractual specifications with certificated employees.

The University shall ensure students in the Intern Program hold a Baccalaureate degree or higher from a regionally accredited institution of higher education and have satisfied the additional requirement of meeting the California Basic Skills requirement, most commonly met by the passage of the CBEST assessment and are enrolled in internship courses in the University program.

The University shall provide a University supervisor to work cooperatively with the Intern School Counselor or Psychologist and site supervisor.

The University will provide a valid and reliable assessment that the District will use to assess the Intern's competence, a minimum of twice, at the mid-point and at the conclusion of the Internship. The completed assessment will be forwarded to the University after each administration of the assessment and upon completion of the Internship. Notice will be provided by the District to the University, as soon as practical and at least by mid-term of a student's Internship, of any serious deficiency noted in the ability of the Intern to progress toward achievement of the stated objectives of the Internship.

For school counseling interns, the District shall authorize a District employee who currently holds a Pupil Personnel Services (PPS) Credential with an authorization in school counseling and has a minimum of two years full time experience as a School Counselor to supervise the Intern student. For school psychology interns, the District shall authorize a District employee who currently holds a Pupil Personnel Services (PPS) Credential with an authorization in school psychology and has a minimum of three years full time experience as a School Psychologist to supervise the Intern student. The site supervisor shall be granted with sufficient time to supervise, plan, and implement the Internship, including, when feasible, time to attend relevant meetings and conferences.

The District shall (a) support continuing education and professional growth and development of staff members of the District responsible for supervision of assigned Interns; (b) provide the physical facilities and equipment necessary to conduct the Internship; (c) advise the University of any changes in its personnel, operations, or policies which may affect the Internship; (d) permit inspection by the University of the facilities, services available for learning experiences, student records, and other items pertaining to the Internship; and (e) provide access to the University and its students the applicable District rules and regulations with which they are

expected to comply.

The District shall ensure no Intern School Counselor or Intern School Psychologist will have his/her salary reduced by more than one-eighth of the total contracted pay to cover costs of site supervision. The salary of the Intern School Counselor or Intern School Psychologist shall not be less than the minimum base salary paid regularly certificated personnel in similar positions.

The District agrees that the Intern School Counselor or Intern School Psychologist will remain an employee of the District for the term of the issued Intern Credential or completion of the program, whichever occurs first.

The District shall ensure that the Intern School Counselor or Intern School Psychologist does not displace other certificated Pupil Personnel Services employees in the District.

The University will ensure students who participate in fieldwork have met the requirements of a valid CTC document, which includes a fingerprint and background check and TB Risk Assessment. Students will be informed that a District has the authorization to require additional documentation before beginning their fieldwork assignment.

**MODOC JOINT UNIFIED SCHOOL DISTRICT
TECHNOLOGY DEPARTMENT**

To: Beckie Lewis, Superintendent

From: Keegan Richardson, Technology

Date: June 9, 2026

Subject: New Cafeteria/Gym Facility Installation of Fiber Cabling for Network

Attached are three quotes for the purchase and installation of fiber cabling for the new facility. Shasta Union High School District received the following quotes:

- \$22,033.91 Comer Communications
- \$17,621.84 Gaynor Telesystems
- \$18,863.18 World Telecom & Surveillance Inc.

Based on the quotes received, I recommend that the District approve the selection of Gaynor Telesystems, as it submitted the lowest responsive quote.

If you have any questions or would like additional information, please feel free to contact me.



Date	Quote #
5/29/2026	7106

**1849 Keystone Ct
Redding CA 96003**

Modoc Middle School

Qty	Description	Price per	Total
	New Gym Low Voltage Cabling Includes: -Rack with locking door -25 Cat6 Drops -12 Strand Single Mode Fiber to MDF -Includes customer Specifications *Price doesn't include lift if required. **Price doesn't include trenching. ***Raceway wasn't specified in quote it is assumed cables will have pathways.		
1.00	Mid Atlantic DWR-10-22PD 22"D x 24 1/2"H w/Plexi Door	916.90	916.90T
2.00	Panduit Netkey Cat6 Flat 24-Port Patch Panel	247.175	494.35T
6,000.00	Prysmian GenSPEED Cat6 Cable - Blue	0.19916	1,194.96T
25.00	Panduit NetKey Cat6 Jack - Blue	7.7624	194.06T
25.00	Panduit Netkey 2-Port Faceplate, White	2.20	55.00T
1,200.00	OS2 Corning Indoor/Outdoor Riser 12 Strand Single Mode Tight Buffered Fiber	1.027	1,232.40T
2.00	Corning CCH-01U Housing - 2 Position	360.475	720.95T
2.00	Corning CCH Panel, OS2, LC adapters, Duplex, UPC, 12 strand, SM	114.99	229.98T
24.00	LYNX2 SM LC-LC Fiber Ends	13.44	322.56T
2.00	OS2 Duplex LC-LC Fiber Optic Patch Cord - 2M	9.595	19.19T
25.00	CAT6 1' Slim Ethernet Patch Cord - Blue	4.032	100.80T
1.00	Miscellaneous Hardware and Hangers	350.00	350.00T
1.00	Shipping	150.00	150.00
			5,981.15
90.00	PW - Modoc County	115.00	10,350.00
24.00	Travel Time 4 guys	80.00	1,920.00
12.00	Perdium PW requires \$130 per worker per day.	130.00	1,560.00
12.00	Project management - Prevailing Wage includes 1 trip onsite	150.00	1,800.00

Subtotal \$21,611.15

Sales Tax (7.25%) \$422.76

Total \$22,033.91

Signature _____

CORPORATE HEADQUARTERS
9650 Tanqueray Court
Redding, CA 96003
O 530.223.2979
F 530.224.9260
GaynorTelesys.com



Authorized Dealer of these
products and more



May 21, 2026

Modoc JUSD
Attn DEVEN SUHSDIT

MODOC MIDDLE SCHOOL CABLE PROJECT

SCOPE OF WORK: Provide 23 CAT6 Data drops and 1 new Fiber Back Bone per map provided. All materials, labor and labeling.

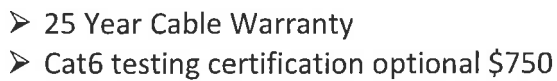
MATERIALS LIST

QTY	DESCRIPTION
5000	CAT6
5	PRIMUS EZ CAT 6 8 PIN
23	CAT 6 PATCH CORDS 3'
1	CHATSWORTH 12U RACK
1	48 PORT PATCH PANEL
46	CAT 6 JACKS
23	1 PORT FACEPLATES
800	12 STRAND FIBER
2	PANDUIT OPTICOM 24 PORT PANEL
25	LC UNICAM SH
2	12 STRAND OSP BREAK OUT
2	PANDUIT COUPLER PANEL LOADED
4	PANDUIT OPTICOM BLANK
	MISC HARDWARE

PROJECT PRICE

MATERIALS	\$ 6,954.70
SALES TAX	\$ 437.15
PREVAILING WAGE LABOR	\$ 10,229.99
PROJECT TOTAL	\$ 17,621.84

MAP





Date: May 7, 2026

To: Shasta Union High School District

From: World Telecom & Surveillance, Inc. (WT&S)

WT&S is bidding on the following project:

Project Name: Modoc Middle School Gym Addition

Date: 05/08/26

Dear Devin

As requested, this is to provide you with a cost quotation for the installation of Communication Cabling as specified at **Modoc Middle School for the New Gymnasium Project**.

This cost quotation is based on the project scope of work, detailed by Devin Graff and shown on electrical drawings provided on 5/6 as a basis of design. This cost quotation is based on World Telecom & Surveillance Inc. providing all labor and material required to perform the Communication Cabling installation as specified.

Scope of Work: (Gymnasium Building)

World Telecom & Surveillance Inc. will provide and install (1) 12 U Network Cabinet at the location specified in the plans. We have included installation of 4X4 painted Backboard to support the cabinet. Along with the Cabinet installation we have included a General Cable/Panduit Cat6 Cable Solution for this Campus.

From the new designated IDF/Patch Panel location One 4-pair, 24 awg. Category 6, CM/CMR data will be installed for a total of (25) new cables. The data cables will be installed continuously, without splices between the patch panel location and each designated data outlet location. The data cables will be installed in existing conduit/raceway locations between the termination IDF and each data outlet location.

At each outlet, the Category 6 data cables will be terminated with a Panduit 8-wire/RJ45, Category 6 modular jack and inserted into a Panduit 2/4-port wall surface mount faceplates. The data jacks will be wired to T568B wiring standards.

At the IDF Patch Panel locations the cables will be routed and neatly trained to the designated termination location to the new MDF/IDF locations. At this location, the cables will be terminated on new Panduit 48 port, 8-wire/RJ45, Category 6 Patch Panel, wired T568B mounted to the wall mount cabinets. Each installed data cable will be terminated on separate ports of the patch panel.

Each cable, outlet faceplate, and data patch panel port will be labeled with the circuit identification number. Labels will be machine made and permanently affixed to the cable, outlet faceplate, and data patch panel ports.

Each Data cable will be tested to verify proper termination and cable performance. Each circuit will be tested, utilizing a Category 6 cable scanner, to verify Category 6 performance. Test results will be printed out and forwarded to Shasta Unified School District upon completion of the testing.

Scope of Work: Single Mode Fiber Optical Back Bone (Between New MP Building and MDF) From the existing MDF to new IDF World Telecom & Surveillance Inc. will install (1) General (12) Strand, Single Mode

2925 Innsbruck Dr. Redding, CA 96003 530-223-9753 Fax 223-9186

www.wtands.com Ca License # 793485

tight buffer fiber optical cable. The fiber optical cables will be installed continuously, without splices between the MDF/IDF location and IDF designated location.

At the MDF and IDF location the fiber optical feeder cables will be routed and neatly trained to the designated termination location on the termination backboard. At this location the fiber optic cables will be terminated with Single mode LC connectors fusion splice pig tails that are mounted to new Panduit rack mount LIU's on the termination backboard, racks and/or cabinets. Each installed fiber optic cable will be terminated on separate ports of the Panduit LIU.

LIU's will be labeled with the circuit identification number. Labels will be machine made and permanently affixed to the cable.

Each Fiber Optical cable will be tested to verify proper termination and cable performance. Each circuit will be tested, utilizing a Fiber Optical cable scanner, to verify Fiber Optical performance. Test results will be printed out and forwarded to Shasta Unified School District upon completion of the testing.

World Telecom & Surveillance Inc. will install the Communication Cabling, and IDF Cabinet, **for the cost of Eighteen Thousand Eight Hundred Sixty-Three and 18/100 Dollars (\$18,863.18)**

Pricing Break Out for Reference only:

Material: \$ 7,703.08

Labor: \$ 11,160.10

These costs include the labor required but does not include anything not mentioned or included in this cost quotation.

Devin, I want to thank you for this opportunity to work with you and show you the professionalism of our staff and the quality of our work. If you have any questions, or need additional information, please feel free to call.

Sincerely,

World Telecom & Surveillance Inc.

Ryan M. Belcastro, RCDD

CABLE WARRANTY

World Telecom & Surveillance Inc. warrants that it shall repair defects resulting from faulty materials or workmanship, for Twenty-five years Modoc Middle School Location occupies the space. After completion of the proposed project, provided that it is notified in writing of all defects in material and workmanship in a timely manner. World Telecom & Surveillance Inc.'s liability shall be limited to the cost of the repairs or replacement of defective materials or correction of faulty workmanship. In no event shall World Telecom & Surveillance Inc. be liable for lost profits, general or special damages arising out of defects in material or workmanship. The above warranties are in lieu of all other warranties and are the only warranties made by World Telecom & Surveillance Inc. All other warranties, expressed or implied, including warranties of merchantability or fitness for a particular purpose are hereby excluded.

CONTRACTOR'S INFORMATION

World Telecom & Surveillance Inc. is a licensed California Contractor. Contractor Classification: C7
Contractor License Number: 793485

Contractors are required by law to be licensed and regulated by the Contractor's State License Board. Any questions concerning a contractor may be referred to the Registrar, Contractor's State License Board, and 9835 Goethe Road, Sacramento, CA 95827. Mailing Address: P.O. Box 26000, Sacramento CA 95826
REGULATED BY THE CONTRACTORS STATE LICENCE BOARD. ANY QUESTIONS CONCERNING THE RESPONSIBILITIES OF A CONTRACTOR MAY BE REFERRED TO THE REGISTRAR OF THE BOARD WHOSE ADDRESS IS: "CONTRACTORS STATE LICENSE BOARD"

PROJECT CONTACTS

World Telecom & Surveillance Inc.
Ryan Belcastro, RCDD
2925 Innsbruck Dr.
Redding, CA 96002
530-223-9753/ Fax 530-223-9186

PROJECT LOCATION

Modoc Middle School
906 W. 4th St.
Alturas, CA 96101

TERMS

Phase Billing

World Telecom& Surveillance Inc. certifies that all statements in this proposal are true and acknowledges that if the proposal contains any false statements, Shasta Unified School District may declare any contract made as a result of the proposal to be void.

ACCEPTANCE OF PROPOSAL

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above. This quote is only valid for 30 days from the date of the proposal.

Date of acceptance: _____ **Signature** _____



Alturas Elementary School

MODOC JOINT UNIFIED SCHOOL DISTRICT

809 West 8th Street, Alturas, California 96101

Amy Welch, Principal

MEMORANDUM

To: Superintendent and Board of Trustees
From: Amy Welch, Principal
Date: June 10, 2026
Subject: Recommendation for Approval of Revised Student Handbook

AES would like to propose the following change to our 26/27 AES Handbook

Page 3:

ClassDojo is a communication platform between teachers and families. All teachers share updates, classroom news, and important information through ClassDojo. Families can see their child's progress, celebrate achievements, and stay connected with classroom activities. ClassDojo helps ensure that parents are informed and involved in their child's learning experience.

Delete Page 5:

Introduction to PBIS

Positive Behavior Interventions and Supports (PBIS) is a framework for supporting a positive school climate and culture to support student learning. PBIS practices are research based and data driven. Here is a list of the things you will see as part of our PBIS program at Alturas Elementary School.

1. Clear Expectations

We set clear expectations that are consistent in all areas of the school. When students know and understand what is expected of them, they are more likely to meet expectations.

2. Explicit Teaching of expectations

We teach all students what respect, responsibility, and safety look like in all areas of the building and school campus. We teach through lessons, modeling, practice and reinforcement. Students need to be taught appropriate behavior to know how to show it.

3. Acknowledging when students meet expectations

When students meet expectations, we celebrate! We place our attention and energy on what students are doing right, rather than their mistakes. We use a variety of ways to positively reinforce student behavior.

4. Support for students who do not meet expectations



Alturas Elementary School

MODOC JOINT UNIFIED SCHOOL DISTRICT

809 West 8th Street, Alturas, California 96101

Amy Welch, Principal

We view mistakes as learning opportunities. We use research based, proactive, and restorative solutions in working with student misbehavior.

5. Teaching of Prosocial skills

We believe in teaching the social skills necessary to succeed in school and life. When students' needs are met socially and emotionally, they are better equipped to learn at high levels.

Delete Page 7:

Dear Parents/Guardians,

Student behavior is a growing concern in Modoc County Schools. As a school, we want to be proactive in teaching our students positive behaviors. Alturas Elementary School is participating in a very important program, "Positive Behavioral Intervention and Supports" or "PBIS". We are using this program to help our students have a safe, positive learning environment and to provide consistency in all areas of our school.

What does PBIS look like at Alturas Elementary School (AES)?

We will be using three consistent school expectations:

Be **Safe**

Be **Respectful**

Be **Responsible**

You will see these expectations posted throughout the buildings. Teachers will be using lesson plans called "Teach-To's" to explicitly teach these three rules to our students for all areas of the school (cafeteria, playground, classroom, etc.). To reinforce these rules, your child/children will be receiving individual tickets as well as whole class rewards. These positive behavior tickets will be "cashed in" for rewards throughout the school year.

How can you be a partner in this effort?

We want you to be a partner in helping us make our school a more positive place for our children to learn. We are including the behavioral expectation matrix attached to this letter. To ensure that you as parents and your child/children as students are aware of the school expectations; we ask that you review the matrix in its entirety with your child/children. Once reviewed, please sign and return the bottom portion of the letter to your child's teacher. Additional ways to be involved are: using the expectations in your home, making sure your child/children are dressed appropriately, reminding your child/children each day before they leave of the expectations, making sure that your child/children come to school on time every day, as well as asking them if they followed the rules that day and if they received any rewards.

Amy Welch, Principal
(530)233-1201 ext. 201



Alturas Elementary School

MODOC JOINT UNIFIED SCHOOL DISTRICT

809 West 8th Street, Alturas, California 96101

Amy Welch, Principal

Thank you,

Alturas Elementary School

My child and I have reviewed the expectation matrix together.

(Parent Signature)

(Student Signature)

(Date)

Add to Page 9 Attendance:

Medical, dental, optometric, or chiropractic appointment (See Medical Appointment Verification Form)

➤ Absence and attending Extra-Curricular Events

It is recommended that students who are ill Ill students should not attend evening activities at the high school, middle school, or elementary school. If they are too ill to be in school, we recommend they be at home resting, so they can attend school the following day. Students will not be eligible for field trips and activities if they have unexcused absence the day prior.

Add to page 10:

Students are allowed 10 absences due to illness. If that is exceeded, a doctor's note is required. If your child has three unexcused absences and/or tardies, s/he will be considered truant. After four or more unexcused absences or tardies, cases will be considered for a referral to the SARB.

ARRIVAL AT SCHOOL

The school day for elementary students begins at 8:20 AM. The first bell rings at 8:18 AM for students to gather belongings and head to class. The second bell at 8:20 signals students are tardy. The cafeteria will be open for breakfast at 7:50 AM. Only students planning to eat breakfast should arrive at 7:50 AM. All other students should not arrive until 8:00 AM, as there is no supervision outside until 8:00 AM. For safety reasons, it is the parents' responsibility to see that children do not arrive earlier than 8:00 AM. Bus students are supervised from the time they arrive at 8:00 AM.

Page 11:

Upon arrival, students in transitional and regular kindergarten should report to the classroom, and 1st through 5th graders should report to the playground or cafeteria. We realize that sometimes both parents/guardians go to work early. If this is the case, please make arrangements for your child(ren) to go to a relative, daycare, neighbor, or friend's house and come to school later. Please don't just drop them off at the school.

**Kindergarten will be on a shortened day and dismissed at Noon through 9/5/25*

Add to Page 12:

RECESS/ Physical Education

Amy Welch, Principal

(530)233-4991 ext. 201



Alturas Elementary School

MODOC JOINT UNIFIED SCHOOL DISTRICT

809 West 8th Street, Alturas, California 96101

Amy Welch, Principal

Children will be expected to go outside for recess. Please dress your child appropriately for daily weather conditions.

Participation in physical education and recess is an important part of each student's school day. If a student cannot participate due to an injury or medical condition, parents or guardians must complete the **Physical Education/Athletic Restriction Form**. Students who are excused from participation will be provided with an alternative assignment to ensure they remain engaged and learning. Additionally, students who consistently exhibit unsafe or disruptive behavior during recess may be assigned an alternative activity to ensure the safety of all students. In some cases, parents or guardians may be asked to monitor their child's behavior during recess to support a safe environment.

Add to Page 13:



CHANGE OF FAMILY STATUS

Please inform the school immediately of changes in your family status, such as changes in address, phone numbers, parent/guardian workplace, or parent/guardian marital status. Current information is essential for us to contact parents effectively. This information can be changed through the Aeries Parent Portal or calling the office.

Add to Page 14 under dress and appearance:

- Hygiene must be practiced such that it does not interfere with the learning of the student or others.
- Clothing and accessories must not pose a safety hazard to the student or others
- Shorts and skirts must be worn that are mid thigh length to ensure all body parts are covered (genitals, buttocks, breast, thighs and nipples are sufficiently covered at all times with opaque fabric.

Add to Page 15 under Field trips, Assemblies, Celebrations and MJUSD events:

Eligibility for Participation

To attend a field trip or activity, students must meet the following requirements:

- **Attendance:** Maintain 90% or better attendance for the trimester. Students must also be present the day prior to the field trip.
- **Behavior:** No major referrals, and no more than 3 minor behavior incidents 5 days prior to the field trip.
- **Academics:** No more than 3 missing assignments within the month prior to the field trip. No more than 1 failing grade.

Students who do not meet these requirements will remain on campus and will be given an alternative assignment.

*Some field trips and activities have specific eligibility requirements that will be published by the school or teachers. Teachers have the final decision to determine student eligibility.

Amy Welch, Principal

(530)233-7301 ext. 201



Alturas Elementary School

MODOC JOINT UNIFIED SCHOOL DISTRICT

809 West 8th Street, Alturas, California 96101

Amy Welch, Principal

Behavior Expectations During Trips

- All school rules apply on buses, at field trip locations, and during assemblies or celebrations.
- Students must follow staff directions at all times to ensure safety and respect for others.

Add to page 16 under Food and drink

Snack Recess

Snack time during recess is a privilege for our students. To keep this privilege, students should bring appropriate, healthy snacks. If inappropriate snacks are brought or rules are not followed, the privilege may be temporarily removed. We appreciate your support in helping students make healthy choices so everyone can enjoy a safe and fun snack break.

Add to Page 21 VAPE to the title of SMOKE, and DRUG/ TOBACCO FREE ENVIRONMENT

Add to Page 22 under Problem Resolution

Please note that all communications with school staff should be respectful. The school will respond to concerns that are communicated in a courteous and professional manner. Disrespectful or abusive communications may delay or limit a response.

Add to Page 23

The school cannot accept responsibility for any personal items brought to school. Students should not bring items of value, such as cameras, radios, cell phones, smart watches, CD Players, video games, iPods, jewelry, toys, and cash, since these items cannot be properly secured at school or on the bus. Items such as baseball gloves, tennis shoes, toys, etc. should be permanently marked for identification.

Add to Page 23:

STUDENT PROGRESS REPORTS AND CONFERENCES

At the end of each trimester, progress reports are issued to each student. Parent-Teacher conferences are scheduled once during the school year at the end of the 1st Trimester and occur in late October or early November. Mid-term reports will be mailed home for students in 4th-5th grades each trimester.

Parents/Guardians may request a conference at any other time with their child's teacher. Parents/Guardians also have access to their child's academic progress on the ABI program and on the MJUSD app. Please see the office if you would like login information to the ABI program.

TELEPHONE USE BY STUDENTS

The school telephone may be used by students for important school business or emergencies. The principal's office and classroom teacher reserve the right to determine what constitutes an emergency or important school business. Children are not to use the telephone for social calls, to ask to stay overnight at a friend's house, etc.



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Amy Welch, Principal

These arrangements are to be made in advance at the parent's/guardian's home and with their knowledge. Forgetting homework, lunch, instruments, etc. is not an emergency. Students may not use cellular phones, smart watches or air pods during school hours; devices must be turned off and stored in backpacks anytime on school campus. If students ignore this rule, their phone will be taken from them and their parent/guardian must come to the office to claim it. The school is not responsible for personal electronic devices being lost or stolen.

Add approved Medical Appointment Verification and P.E. Athletic Restriction Form to page 29 and 30

Modoc Middle School
MODOC JOINT UNIFIED SCHOOL DISTRICT
906 West 4th Street, Alturas, California 96101
Beckie Lewis, Superintendent

MEMORANDUM

To: Beckie Lewis, Superintendent
Modoc Joint Unified School District

From: Matt McCandless, Principal 
Modoc Middle School

Date: June 10, 2026

SUBJECT: PROPOSED CHANGES FOR 26-27 MMS HANDBOOK

After an annual review of our MMS handbook, we would like to propose some changes for the 24-25 school year. Changes are summarized as follows:

Page 1 - Item A

Moved athletic eligibility to be listed under a unified "extracurricular eligibility section" on page 7-8.

Page 3 - Item B

Changed thresholds for SARB letters for consistency with other sites.

Page 3 - Item C

Added wording to reference medical excuse forms recommended by the MJUSD School Nurse. Forms are found on pages 19-20.

Page 4 - Item D

Added bus behavior guidelines to support MJUSD transportation department staff.

Page 5 - Item E

Changed wording on chaperones to provide for more flexibility in staffing dances.

Page 6 - Item F

Provided for restorative consequences (cleaning lunch tables, dusting lockers, etc.) as an alternative form of consequences for misbehavior. Added wording to inform families that in-school suspensions may be served at the alternative education classroom.

Page 6 - Item G

Changed MMS dress code to match MHS dress code - for consistency.

Page 7 - Item H

Clarified eligibility criteria for 8th Grade Trip and Promotion Ceremony.

Page 8 - Item I

Added wording to include "effort" in academics and behavior as a requirement for eligibility.

Page 8 - Item J

Changed eligibility system so that eligibility is checked using monthly grade reports mailed home. Ineligible students will remain ineligible until the next grade report rather than the entire quarter as in the past. This allows students to see results of their work more quickly and provides more timely feedback to families.

Page 9 - Item K

Added stronger wording regarding energy drinks. In the past they were "discouraged" now, we are stating that they are not allowed on campus. This change was made to encourage healthy habits and to reduce off task behavior.

Page 10 - Item L

Changed wording regarding tape, stickers, etc. in lockers.

Page 11 - Item M

Streamlined math placement process to make it easier to challenge students who are capable.

Page 17 - Item N

Changed wording to provide some flexibility in how we handle tobacco/vaping situations.

Page 19-20 - Item O

Added medical excuse forms recommended by the MJUSD School Nurse.

Copies of the affected handbook pages have been attached. Please consider submitting these changes to the MJUSD board for approval.

MISSION STATEMENT

"At Modoc Middle School we strive to create a culture that encourages and supports all students' social and academic growth to become contributing members of society by persevering through productive struggle."

MJUSD PRIORITIES

1. Empower staff to ensure all students are mastering the building blocks of learning in the core areas of Mathematics, Reading, and Writing.
2. All students have the right to learn in an environment free of disruptions
3. A healthy lifestyle leads to a happy life.

ASSEMBLIES

Attending school assemblies is a privilege. The rules which apply in the classroom also apply at all assemblies. Listed below are some reminders for good assembly conduct.

1. Pass respectfully to the assembly area and remain respectful throughout the assembly
2. Take seats quickly
3. Do not bring food or drink to the assemblies
4. Pay courteous attention to the speaker or program
5. Show appreciation for the speaker or program by applauding at the proper time. (It is inappropriate to boo at any time.)

Some assemblies may require PBIS points for attendance. See section on extra-curricular activities for eligibility requirements.=-

ATHLETICS

PROCEDURES/PROBATIONARY CONTRACT PHILOSOPHY:

Middle School Athletics provide students the opportunity to build individual skills while experiencing team play at a competitive level. Coaches will make every effort to play those athletes who 1) have attended all practices, 2) have demonstrated a strong work ethic, and 3) have demonstrated a positive team attitude. **Students wishing to participate in a sport must have received a physical and be cleared in Home Campus to participate in practice and events.** Modoc Joint Unified School District does not provide accident insurance for students. Myers Stevens Company offers student accident insurance. Information and enrollment forms are available at all MJUSD school sites.

^A ~~Athletic eligibility will be determined by checking grades weekly during the athletic season. IF a student is found to be ineligible (less than a 2.0 G.P.A. OR 2 or more F's) the student will be informed and given a form to sign to be put on academic probation. The student will be ineligible to play in any contests during the week of being placed on academic probation and until their G.P.A. rises above 2.0 OR they have less than two F's. They will be allowed to participate in practices provided they are attending lunch time and after school tutoring. Academic probation can be used once per year and for one sport only.~~

RULES FOR ATHLETIC PARTICIPATION:

Athletics at Modoc Middle School is considered a privilege. Unless noted below, school rules and dress code apply at all times. The following is a list of rules and regulations that each athlete must adhere to:

1. Participation in daily practice and contests is subject to the California Education Code and board policy. For example, if a student has been suspended from school, s/he may not participate in athletics until s/he returns to school.
2. Any student representing Modoc Middle School must exemplify the highest standards of moral integrity and good sportsmanship, both in and out of school. Any negative conduct may result in disciplinary action.
3. All athletes must be in attendance at school for at least three periods on the day of a game or practice unless extenuating legal or permitted circumstances prevent this.
4. School equipment/uniforms checked out by the athlete are his/her responsibility. Athletes are expected to keep the equipment clean and in its best possible condition. Any loss or damage, other than normal

use, will be his/her financial obligation. Until these obligations are met, the athlete will not be issued a uniform for another sport.

5. Athletes are expected to take district-provided transportation to and from athletic contests. In order to get the contest without using district-provided transportation, or if the athlete is traveling home with anyone other than the parent/guardian or emergency contact, the student must submit a Student Excursion & Transportation Agreement by Non-District Sponsored Driver Waiver for each event. These forms must be approved by the site administrator and be submitted at least 24 hours in advance. If an athlete is going home with a parent or a person listed as an emergency contact on the student's emergency card, the parent or emergency contact person must sign the athlete out with the coach. The C.I.F. rule for students on long-term independent study is that the student must attend a minimum of one class period on site each day in order to participate in sports. ~~ATHLETICS~~

~~PROCEDURES/PROBATIONARY CONTRACT PHILOSOPHY:~~

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ATTENDANCE

The following absences are considered excused by the state of California:

1. Personal illness
2. Medical or dental appointments
3. Death in immediate family
4. Quarantine by an authorized health agency
5. Religious instruction approved by the parent and the governing board of the school district.

Students who are absent for any of the above reasons will have one school day for each school day absent to make up assigned work. Advanced Assignment for Activities (AAA) forms are available in the office for students to get work assignments prior to a scheduled absence. Any student who has not checked into school by 8:10 a.m. will be marked absent. The parent/guardian must either call the school or send the student with an excuse note when the child returns to school. The school may contact the parent or guardian by phone at home or at work to verify a student's absence; however, it is the parent's responsibility to notify the school of the date and reason for the absence. After 10 days of personal illness, medical notes will be required for each additional illness. Any absence that is not verified will be marked as unexcused. Three (3) unexcused absences will result in the SARB/TPT (Student Attendance Review Board/Truancy Prevention Team) process beginning.

SARB (Student Attendance Review Board) and Truancy

This Board is part of the county juvenile justice system as part of a program to counsel students and families and to address the problem of truancy. The Board is made up of various agencies within Modoc County. State law (EC 48260) defines truancy as being 30 minutes or more late to class without a valid excuse and/or being absent from school without a valid excuse on three (3) occasions during the school year. Students who are truant from school (being absent for reasons not listed in the previous section) will experience the following interventions:

- ② The first SARB letter will be mailed to families of students who have three (3) unexcused absences for the school year.
- The second SARB letter will be mailed to families of students who have four (4) unexcused absences for the school year. A mandatory in-person Truancy Prevention Team meeting will be scheduled to review attendance issues and to offer support.
- The third SARB letter will be mailed to families of students who have five (5) unexcused absences for the school year, and the student and the parents/guardians may be summoned to appear before the SARB.

- ③ To assure clear and effective communication about medical matters, we ask that parents use the district approved forms for confirming medical appointments and providing information from medical providers about PE and athletic restrictions. These forms can be found later in this handbook and on our website.

Short-term independent studies are available, (See section on SHORT/LONG-TERM INDEPENDENT STUDY & HOME/HOSPITAL OPTION). Prior notification required for Short-term Independent studies

BACKPACKS

Students may not carry backpacks or book bags from class to class. Our hallways have limited passing space and it poses a danger. Students who carry backpacks to and from school are to store their backpacks in their lockers.



BUS BEHAVIOR

MJUSD is happy to offer transportation by bus to and from school within designated routes. **For information about arranging for bus transportation, please contact the MJUSD transportation department at (530) 233-7201 x 108.** For everyone's safety, students are expected to follow the bus rules below at all times:

1. Observe classroom conduct on the bus.
2. Be courteous, use no profane language.
3. Do not eat or drink on the bus.
4. Keep the bus clean.
5. Cooperate with the driver.
6. No use of tobacco products.
7. Do not damage bus or equipment.
8. Stay in your seat. Seat belts must be worn at all times.
9. Keep head, hands and feet inside bus.
10. Do not fight, push or shove.
11. Do not tamper with bus equipment.
12. Do not bring pets on the bus.
13. Do not bring flammable material on the bus.
14. The bus driver is authorized to assign seats.
15. Have a safe trip.

Failure to comply with these rules can subject students to disciplinary action up to and including loss of transportation privileges. 5 CCR 14103, 5 CCR 1217 (i), 22504 VC.

CAFETERIA

Modoc Joint Unified School District provides two meals a day to students. Lunch applications will be sent home the first day of school and need to be returned to the school as soon as possible. The middle school is a closed campus. Students must remain on site during lunch unless they are checked out by a parent/guardian. Students may bring their own lunch; however, there is no refrigeration available. Student misconduct in the cafeteria may result in removal from the cafeteria, detention, or cafeteria clean up.

CHEATING

Individual academic excellence is important. A student may receive a zero on an assignment, "U" in citizenship, and after school detentions if he/she is caught cheating. Cheating entails:

1. Using unapproved cheat notes (writing notes on hand, arm, leg, paper, desk, etc).
2. Acquiring **answers** for an assignment or test.
3. Copying from another student, or knowingly allowing a student to copy.
4. Obtaining **information** about tests or assignments unfairly (i.e. asking a friend what questions are on a test/quiz, using any form of technology, etc.).

CHROMEBOOKS/TECHNOLOGY

As needed, students will be provided a Chromebook or laptop computer to be used for educational purposes. **Students and parents must agree to and abide by the MJUSD acceptable use policy at all times.** Students must:

- Take care to follow classroom procedures for accessing and returning Chromebooks or computers, and report any damage immediately.
- Take only the Chromebook/computer assigned to them
- Log into their Chromebooks using their school-issued Google account and not share their username and password with anyone. As student use will be monitored via teacher observation and/or Go Guardian software, Chromebooks must be logged into the "mjusd" domain, and students are not permitted to circumvent monitoring software in any way.
- Not change any settings on Chromebooks/computers without teacher permission
- Keep their Chromebook/computer muted and use headphones only when permitted by the classroom teacher

- Not interfere with other students' use of Chromebooks/computers including not closing other students' devices, changing settings, or hiding them.
- Refrain from damaging Chromebooks in any way. Examples include but are not limited to: picking keys off, drawing or scratching on them, slamming screens closed, etc.
- Remain "on task" and use devices only for educationally related purposes. Games and "free time" activities are allowed only with teacher permission. Likewise email and chat features should only be used for academic purposes.

Students and parents/guardians will be responsible for damages caused by their student to devices - up to and including the full replacement cost. Please refer to the MJUSD acceptable use policy for further information.

CLASS SUSPENSIONS

If warranted, a teacher may suspend a student from class for up to two days. When suspending a student, the teacher will immediately report the incident and this action to the parent and office, then send the student to the office. The student will be supervised during the class periods from which s/he has been suspended. The teacher of any class from which a student is suspended may require the suspended student to complete any assignments and tests missed during the suspension. When a teacher requires a parent/guardian to attend school in accordance with board policy, the principal will send the parent/guardian a written notice that the parent/guardian's attendance is required pursuant to law.

CLOSED CAMPUS

Once a student has arrived at school, s/he is not to leave unless arrangements have been made by the parent. Parents are to pick up students in the office and sign them out. If a student leaves campus without permission, the school may assume that s/he may be in danger and contact the parent and/or law enforcement. Students will not be released to persons other than those named as emergency contacts in Aeries. If there is a question regarding a release request, the parent or guardian will be contacted. If the parent or guardian is not available, the release will be denied.

COMMUNITY RESOURCES AND REFERRAL SERVICES

The school maintains close working relationships with many public and private agencies within the community. Referrals may be made to agencies deemed proper to the well being and safety of our students. Our referrals may be made upon parent or student request in addition to staff determination. Agencies contacted may include counseling, social services, probation, child protective services, mental health, county schools, juvenile court, city police, sheriff's department, health department and animal control.

CURRICULUM

The middle school curriculum is in alignment with Common Core State Standards and reflects a departmentalized program to prepare students for high school.

(E)

DANCES

Dances are sponsored by school organizations and sometimes by outside agencies. For each dance that is school sponsored, there will be at least two certificated persons on site in addition to any volunteer chaperones and five other adults/parents. Dances are held from 6:00 p.m. to 8:00 p.m. Once students enter, they will not be allowed to leave before 8:00 p.m. or until their parent/guardian signs them out. Admission to the dance will close at 6:30 p.m. Students who leave without permission will be banned from the next dance. If a student leaves without permission, parents/guardians and/or law enforcement will be contacted immediately. If a student is to walk home after the dance, s/he must leave the school grounds immediately after the dance. Parents must arrange to have their students picked up by 8:15 p.m. Eligibility requirements to attend dances are outlined in the "Eligibility for Extra-Curricular/Co-Curricular Activities" section of this handbook. Only Modoc Middle School students are allowed to attend dances. All school rules and dress code apply to dances. No outside food or drink will be allowed at dances. Parents will be contacted for student removal from the event if misbehavior occurs.

F

DETENTION

Students may earn restorative tasks, ~~lunch detention~~, after school detention, or Saturday school for poor behaviors. Students missing their assigned detention will be asked to make it up at the next available opportunity and will be assigned an additional detention. Students who earn five after-school detentions at a time, may be put on 1 day in-school suspension or assigned Saturday school in place of the after-school detentions. Students missing Saturday school will be assigned an in-school suspension. In-school suspensions may be held at the school or at the alternative education classroom.

DISTURBANCE OF PEACE AT SCHOOL

Class time is very valuable and should occur without disruption. Students who are continuously disruptive and/or defiant will earn consequences in alignment with the MJUSD School Conduct Guidelines. For students with a repeated pattern of disturbing the peace, a first Student Study Team (SST1) meeting will be held where interventions will be put in place. A second SST (SST 2) may be held at least 6 weeks following the first to evaluate those interventions with parents/guardians. At the SST, the student and parents/guardians will be informed of the following process: continued instances of disruption/defiance may result in a citation by the Alturas Police Department and referral to the Modoc County Probation Department. A subsequent violation of this nature will result in a second citation and referral to Probation. The Probation Department may then refer the matter to the Modoc County District Attorney (Penal Code 415.5).

G

DRESS CODE

This code has been established with the intent to meet our mission of "preparing students to become respectful and responsible citizens" and understand the social norms presented to students in various situations.

1. Shoes or sandals must be worn at all times. Footwear must provide proper protection in shops, labs, and P.E. classes.
2. Clothing and jewelry must be free of writing, pictures, or any other insignia which are crude, vulgar, profane, sexually suggestive or which advocate racial, ethnic or religious prejudice or the use of drugs, alcohol or tobacco.
3. Pajama pants and slippers are appropriate at home, NOT at school, unless it is on an approved dress-up day.
4. Gang affiliated attire is not allowed.
5. Sunglasses are not to be worn in classrooms. Hats may be worn at each teacher's discretion.
6. Pants may not sag.
7. Clothes must be worn in a way that genitals, buttocks, breasts, belly and nipples are sufficiently covered at all times with an opaque fabric and undergarments are not exposed.
8. Tops must cover areas from one armpit to the other, and be long enough to cover the midriff.
9. Hygiene must be practiced such that it does not interfere with learning. Hygiene bags are available if needed.
10. Clothing and accessories must not pose a safety hazard to the student or others.

11. Attire and accessories shall not disrupt the learning process.

Violations of the dress code shall require the student to change or cover up the offending clothing/accessory. Parents will be notified and required to bring replacement clothing if at all possible. Continued violations will result in appropriate disciplinary action. Administration reserves the right to apply discretion in the application of this dress code.

DRUGS AND ALCOHOL

The use and/or possession of any controlled substance will not be tolerated. Any student found to be under the influence or in possession of any controlled substance or paraphernalia will be referred to Drug and/or Alcohol Diversion program and subject to consequences in accordance with California Education Code. Local law enforcement may also be contacted.

EIGHTH GRADE TRIP/PROMOTION CEREMONY/PROMOTION PARTY

8th grade student behavior and grades determine whether a student can participate in the end-of-year activities. Grade eligibility will be determined based on eligibility for promotion. Dates for eligibility for the trip and promotion will be established and communicated to families in early May. The 8th Grade Promotion Party is sponsored by the MMS PTO and is held outside of the school, therefore rules for eligibility will be established by the MMS PTO.

~~EIGHTH GRADE TRIP/PROMOTION CEREMONY/PROMOTION PARTY~~

~~8th grade student behavior and grades determine whether a student can participate in the end-of-year activities. Grade eligibility will be determined based on the May progress report with the 3rd quarter grades for the 8th grade trip and the last progress report before the end of 4th quarter for the Promotion Ceremony. The 8th Grade Promotion Party is sponsored by the MMS PTO and is held outside of the school, therefore rules for eligibility will be established by the MMS PTO.~~

ENGLISH LANGUAGE DEVELOPMENT

To support students for whom English is not their native language, MMS offers 15 minutes of daily structured language practice in ELA classes and whole school support for that instruction with common instructional practices. ELA class instruction will use the "Language Workshop" Teacher's Guide for the structured instruction in ELA and language functions (i.e. describing, explaining, arguing, comparing, cause/effect) are incorporated into other subject areas using writing & speaking strategies and anchor charts for discussion.

EXTRA-CURRICULAR/CO-CURRICULAR ACTIVITIES

School-sponsored activities (athletic events, dances, assemblies, field trips, etc.) regardless of location or time, are under the jurisdiction of the school. All students attending such functions will be expected to follow all school regulations governing proper school conduct. Violations of regulations will result in disciplinary action.

ELIGIBILITY: Students participating in extra-curricular or co-curricular activities are expected to demonstrate proper behavior at all times. Extra-curricular activities are those that occur in addition to the regular program, i.e. sports, dances, assemblies, special field trips, etc. California Interscholastic Federation requires that any student, grades 6 through 12, participating in sports maintain a C average grade, or a minimum of a 2.0 grade point average. District policy has extended this requirement to any other activity that requires students to participate after school hours, in addition to the regular course offerings. In order to be eligible to participate in extra-curricular and co-curricular activities, a student shall:

1. Have and maintain a GPA of at least a 2.0
2. Have no more than 2 F's per grading period

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3. Have no more than 1 "U" citizenship mark per grading period
4. Demonstrate appropriate effort in both academics and behavior.

Any student absent from school for any reason, the day of an activity, or the school day prior to an activity scheduled on a non-school day, will not be allowed to attend or participate in any school activity unless he/she has attended three or more periods or prior approval has been granted by an administrator.

To be eligible for a field trip, the student's Aeries account must be updated and all required district forms and materials must be signed and on file.

MMS sends home monthly grade reports. Performance in the prior grade reporting period determines eligibility for the following grading period. (see below): G

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Monthly grades and citizenship marks determine eligibility for athletics, dances, and any other extra-curricular activity taking place during the next month and will be re-evaluated at the next grade reporting period. At the end of 2nd Semester: grades and citizenship marks determine eligibility for participation in athletics, dances, and any other extra-curricular activity taking place during the first month of the following year.

ATHLETIC ELIGIBILITY: Students and parents must be aware that athletic participation is an extracurricular activity and a privilege. Participation is determined by the CIF guidelines that will be in effect throughout middle school and high school. An athlete who has earned detentions or demonstrates inappropriate behavior may jeopardize his/her privilege to remain an active member of any team. Coaches may bench or deny students the opportunity to participate in practices and games as a consequence for demonstrating behavior that warrants disciplinary action/detention.

ACADEMIC PROBATION FOR ATHLETICS: Athletic eligibility will be determined by checking grades weekly during the athletic season. IF a student is found to be ineligible (less than a 2.0 G.P.A. OR 2 or more F's) the student will be informed and given a form to sign to be put on academic probation. The student will be ineligible to play in any contests during the week of being placed on academic probation and until their G.P.A. rises above 2.0 OR they have less than two F's. They will be allowed to participate in practices provided they are attending lunch time and after school tutoring. Academic probation can be used once per year and for one sport

only.~~EXTRA CURRICULAR/CO CURRICULAR ACTIVITIES ¶~~

~~School sponsored activities (athletic events, dances, assemblies, field trips, etc.) regardless of location or time, are under the jurisdiction of the school. All students attending such functions will be expected to follow all school regulations governing proper school conduct. Violations of regulations will result in disciplinary action. ¶~~

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~~Any student absent from school for any reason, the day of an activity, or the school day prior to an activity scheduled on a non-school day, will not be allowed to attend or participate in any school activity unless he/she has attended three or more periods or prior approval has been granted by an administrator. ¶~~

~~To be eligible for a field trip, the student's Aeries account must be updated and all required district forms and materials must be signed and on file. ¶~~

~~MMS sends home monthly grade reports. Performance in the prior grade reporting period determines eligibility for the following grading period. (see below): G¶~~

~~At the end of 1st Quarter, grades and citizenship marks determine eligibility for athletics, dances, and any other extra-curricular activity taking place during the next month and will be re-evaluated at the next grade reporting period. 2nd quarter of the current year. At the end of 1st Semester, grades and citizenship marks determine eligibility for athletics, dances, and any other extra-curricular activity taking place during the 3rd quarter of the current school year. At the end of 3rd Quarter, grades and citizenship marks determine eligibility for 8th grade End of Year activities (see specific section above), dances and any other extra-curricular activity taking place during the 4th quarter of the current school year. ¶~~

~~At the end of 2nd Semester, grades and citizenship marks determine eligibility for participation in athletics, dances, and any other extra-curricular activity taking place during the first quarter of the following year. ¶~~

~~Students and parents must be aware that athletic participation is determined by the CIF guidelines that will be in effect throughout middle school and high school. An athlete who has earned detentions may jeopardize his/her privilege to remain an active member of any team. Coaches may bench or deny students the opportunity to participate in practices and games as a consequence for demonstrating behavior that warrants detention.~~

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FOOD/BEVERAGE

Only plastic bottles (with lids) containing water will be allowed in class. In support of the MJUSD board priority encouraging a healthy lifestyle, caffeinated beverages and "energy drinks" are not allowed on campus. Students arriving at school with such beverages will be asked to finish them before entering the building. Other than water bottles, food and drink should be consumed in the cafeteria during break or lunch.

FUNDRAISING

Fundraising will be handled through the MMS Community Support Club (CSC). Parents/guardians are ultimately responsible for item(s) and money collected if their child commits to sell an item in order to raise money for a school activity.

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GRADES and CITIZENSHIP

A = Superior Work
B = Above Average Work
C = Average Work
D = Below Average Work
F = Failing Work
I = Incomplete Work

P = Passing
O = Outstanding
S = Satisfactory
N = Needs Improvement
U = Unsatisfactory

HALLWAY BEHAVIOR AND HALL PASSES

Hallway noise and rough-housing disturbs others, creates bad public relations, and can be dangerous. Failure to comply with requests from staff members to lower the volume or refrain from pushing, shoving, or harassing others will result in detention referrals. Hall passes are required for any student leaving a class during class time.

HOMWORK

The middle school concept is one that stresses the transition between elementary school and high school. This transition is supported by holding students responsible for academic progress both in and out of school. Homework is one step in helping students develop better academic skills and to practice responsibility away from school. It also allows parents to participate in their child's education. Each student is given a student planner at the beginning of the school year. It is recommended and can be part of the classroom grade to keep the planner up to date with all homework assignments and important academic events. This is another way for parents to actively participate with their student's academia and have communication to and from the classroom. Although homework loads are increased proportionately with each grade level, it is safe to expect that some type of homework can be assigned by teachers.

Teachers try to avoid assigning outside work on Fridays, unless the student has make-up work to complete. Assigned homework is expected to be turned in on time. Any late or missing assignments should be considered homework.

HONOR ROLL

In recognition of academic excellence, students who earn a grade point average (GPA) above 3.5 and have no D's, F's, or U's will be eligible for the Honor Roll. Any student who is caught cheating will be ineligible for the honor roll for that semester, and will receive a zero for the assignment, an unsatisfactory citizenship grade, and a lunch detention.

IEP MEETING

IDENTIFICATION OF INDIVIDUALS WITH EXCEPTIONAL NEEDS

Special Education: Any parent suspecting a child has exceptional needs may request an assessment for eligibility for special education services through the school principal or counselor. Upon the identification of a student's exceptional need(s), an Individualized Educational Program (IEP) team shall be appointed to consider the student's needs, determine the content of his/her IEP, and make placement decisions.

INTERVENTION PROGRAM PHILOSOPHY & CRITERIA TO ENTER AND EXIT

Students are evaluated on academic success in Math and ELA based on school, district, and state assessments, as well as staff classroom evaluations. Students may be placed in a math and/or ELA intervention class if their performance on assessments shows that the student is performing 2 or more years below their current grade level. Students will be enrolled in an intervention class in lieu of one or two of their electives. Students can earn out of an intervention class if they show enough academic growth to meet their current grade level.

LIBRARY

The school library is an essential part of a successful education. Students are expected to demonstrate appropriate behavior and care for library materials. The library is open during school hours on a limited basis. Library materials are for student use and are the responsibility of the student who checks them out. If the materials are lost or damaged, the student who checked them out is responsible for replacing the damaged/lost material.



LOCKERS

Lockers are the property of Modoc Middle School. Students may not change lockers or trade/share with other students. We ask that students not use/refrain from using tape, stickers, etc. that can not be easily removed at the end of the year, magnets are recommended. Items may not be placed in locker doors to allow a student access without using the combination, do not "jam" lockers. Students who post pictures of a questionable nature in their lockers will be asked to remove the pictures and may face disciplinary action. Obscenity, nudity, violent depictions, and anything gang-related or insulting will be considered of a questionable nature. Beverages or materials that may leak are not allowed in lockers. Students and parents/guardians will be responsible for damages caused by their student to lockers.



MATH PLACEMENT

There are four courses offered at Modoc Middle School:

Math 6, Math 7, Math 8, and Algebra. Students may be placed in classes above their equivalent grade level based on the following criteria:

1. Successful completion of the previous course
2. Teacher recommendation
3. Test scores (NWEA MAP) that place them above average for their grade
4. Parent approval

Students who elect to take the courses above their equivalent grade level are responsible for their own transportation to MHS for the math class.

MEDICATION

If it is necessary for a student to take any medications (including over-the-counter medicines or inhalers) during the school day, without the presence of the parent/guardian, the parent/guardian must complete a "Permission for Prescribed Medication" or "Asthma action form". These forms allow for the administration of medicine/inhaler during school or school activities. Form(s) must be completed by a physician. The form(s) and medication must be returned to the office before a student is allowed to access medication on campus.

MJUSD SCHOOL CONDUCT GUIDELINES

A document that outlines disciplinary offenses and consequences is available in the office. The original document cannot be reproduced readably within this handbook format, so a synopsis of the guidelines is provided below. Student discipline matters will be addressed by the Principal or designee in compliance with California Education Code.

Level #1—*Offenses* include class disruption, minor insubordination, bus misbehavior, dress code violations, detention no-shows, tardies, loitering, profanity, cheating/forgery/plagiarism, inappropriate objects brought to school, and other simple violations of school rules. *Minimum consequences* include a verbal warning, parent contact, classroom/program modifications, and the school will begin a record of interventions.

Level #2—*Offenses* include profanity directed at students/staff, unsafe/inappropriate acts, possession of tobacco or smoking, minor gang activity, hazing/harassment, gambling, unauthorized occupancy of the school facility, minor fighting, failure to identify oneself to school personnel, and truancy. *Minimum consequences* include a verbal warning and documentation, mandatory parent contact, possible parent escort, possible restitution/correction, detention, conflict management intervention, and a suspension of one to five days.

Level #3—*Offenses* include graffiti/vandalism, major fighting, damage to school or private property thefts, habitual profanity or vulgarity, obscene acts, receiving stolen property, continuous disruption of school activities, and defiance/insubordination. *Minimum consequences* include a mandatory parent conference, possible parent escort, possible restitution/correction, and a suspension of one to five days, possible referral to SARB, possible expulsion referral, possible referral to Community Support Services, and a possible SST referral. Once an SST is held, continued inappropriate student behavior may result in a citation by the Alturas Police Department and a referral to the Modoc County Probation Department.

Level #4—*Offenses* include minor explosives, sexual harassment, look-alike drugs, possession of tagging gear, bullying, cyber bullying, and alcohol. *Minimum consequences* include a parent conference, possible alternative education placement, referral to Community Support Services, possible restitution/correction, a suspension of five days, mandatory referral to SARB, possible expulsion referral, mandatory SST meeting, possible referral to the MJUSD drug diversion program, possible citation by the Alturas Police Department, and possible referral to the Modoc County Probation Department.

Level #5—*Offenses* include drug paraphernalia, major assault/battery, bomb threats, gang-related fights,

weapons/dangerous objects/explosive devices, drugs/controlled substances/marijuana/stimulants, robbery/extortion, graffiti vandalism for major or second offenses, grand theft, and huffing. *Minimum consequences* include a parent conference, suspension of five days, optional extension of the suspension until board review, mandatory SARB referral, and a mandatory expulsion referral.

Making a false bomb threat is a federal offense punishable under United States Code 18-844e, with a penalty of up to ten years in prison, a \$250,000 fine, or both. This penalty also applies to juvenile offenders. Making a hoax bomb is also a violation of the California Penal Code 148.1.

MONITORING STUDENT PROGRESS & TEACHER CONFERENCES

Parents are encouraged to stay in close communication with the school and to provide up to date phone numbers and email addresses. Aeries is a tool parents can use to monitor their child's progress. Parents can see how students are doing in each class based upon the teacher's electronic grade book. If you are interested in parent access to the Aeries program, please contact the office for login information.

Please do not wait for report cards to arrive to contact the school if you have concerns. Teachers can be contacted by phone, email, or are available to meet by appointment with parents. Although it is preferred that you meet first with the teacher and try to resolve any questions at that level, you have the right to request the presence of the Principal. Please contact the teacher at least 24 hours in advance.

PERSONAL PROPERTY & ELECTRONIC DEVICES

The school is not responsible for personal property. We discourage students from bringing money in any appreciable amounts and expensive jewelry. **Cell phones are to be turned off and stored in lockers for the duration of the school day.** The staff recognizes that e-readers and other tablet devices allow students to access books digitally and even complete homework using offline office applications. Students are able to use such devices in the manner described above, but under no circumstances are they to access online content of any type or to use any camera or recording capabilities of the device without the authorization and direct supervision of a teacher or other staff member. Stand-alone music listening devices (iPods, mp3 players) and cameras are to be stored in lockers and are not for use during the school day without the authorization of a teacher or staff member. **The first time a student uses an electronic device (including any device with messaging capability) in violation of these rules; the device will be confiscated and returned to the student at the end of the day.** On the second offense, the item will be confiscated and the parent will be required to come to school to get the item. Further violations will result in disciplinary action based upon the district's school conduct guidelines, board policy, and California education code.

Personal hygiene: Use of deodorants and other hygiene products by students is encouraged. Aerosol products, body sprays, perfume, and cologne are not allowed in school.

Personal gifts: Flowers and gifts sent to the school will be given to the student during the last period of the day or a note from the office will be sent asking the student to retrieve the items from the office after school.

Personal transportation: MMS staff members encourage students to exercise by walking or riding to school. Smaller conveyance devices like skateboards and scooters are not to be stored in lockers but must be brought to the office for appropriate storage during the school day.

POSITIVE BEHAVIOR INTERVENTION SYSTEM (PBIS)

PBIS is a multi-tiered support system to help schools improve the academic, social, and emotional needs of students. One aspect of PBIS involves positive behavior incentives for students to guide them to improve themselves and school climate. The second aspect of PBIS is a discipline matrix ~~(see image above)~~ used by school employees which ranks behaviors based on classroom handled problems up to office level problems. This will allow schools to evaluate the effectiveness of programs and identify areas for improvement.

PROMOTION

The following regulation has been formulated to ensure that graduation or promotion from the 6th, 7th and 8th grade be equated with a specified minimum standard of academic achievement. During a student's 6th, 7th and 8th grade years, **a unit of credit will be given for each semester class in which the student received a passing grade.**

Modoc Middle School students will receive two semester report cards and multiple progress reports during the year. One report card will be provided each semester. Grading periods will be approximately nine weeks apart. **To be eligible to pass the 6th and 7th grades and receive a promotion certificate from the 8th grade, a student must obtain at least 40 credits of the 42 possible throughout their 6th, 7th, and 8th grade years.** Transfer students will receive prorated credit from their prior school and the resulting combination credit will be used to calculate promotion eligibility. 8th grade students must also pass the U.S. Constitution test to be eligible to receive a diploma.

8th grade students who earn fewer than 40 credits by the end of 8th grade and/or have not passed the U.S. Constitution test will not be allowed to participate in 8th grade promotion ceremonies/activities.

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CREDIT RECOVERY

Students who fail more than one class in a semester are considered "at-risk" for 8th grade promotion. Parents/guardians will be notified and the student will be enrolled in a credit recovery program. This may include the loss of an elective class to be placed in a credit recovery class to make up the deficient credits. When students recover all deficient credits, they will be returned to their regular elective as soon as it is possible.

PROMOTION TO HIGH SCHOOL

For students not Promoting from 8th grade:

1. If a student has failed to meet promotion requirements, a student study team (SST) meeting will be held to consider and discuss all available options open to the student. The SST will consist of the student, his or her parents/guardians and appropriate administrators from Modoc Middle School and Modoc High School.
2. Social promotion may be permitted if the student meets conditions set forth by the middle school principal and/or a Student Study team.

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2. Social promotion may be permitted if the student meets conditions set forth by the middle school principal and/or a Student Study team.

RESOURCES FOR INDIAN STUDENT EDUCATION, INC. (RISE)

Resources for Indian Student Education, Inc. is a non-profit corporation formed in 1995 to increase the academic achievement, self-image, and career awareness of American Indian youth through culturally appropriate strategies. RISE is one of the thirty Indian Education Centers in California funded through legislation to honor historic treaty laws with intertribal activities that respect the traditions of all Nations and Tribes. Enrollment does not require formal documentation. Students in grade K-12 of Indian heritage are eligible for RISE services under the following criteria:

- a student identifies him/herself by tribal affiliation
- a student's records claim Indian heritage upon enrollment in MJUSD
- a student expresses a desire to advance educational and cultural learning

SCHOOL PROPERTY

Students are responsible for school property checked out to them. For the most part, this consists of textbooks, workbooks, science and math equipment, musical instruments, library and media materials, sports uniforms, equipment, and lockers. Parents will be billed for replacement and/or repair costs of all items lost, damaged or vandalized. Many times school property is damaged when students fail to put their items in assigned lockers. This is especially true of musical instruments and textbooks. Textbooks must be covered; failure to do so will result in a warning or detention.

SEARCHES

Lockers are the property of the school. A search of a student's locker may take place at any time. A search of a student will be done with an adult witness and may involve the emptying of pockets, book bags, purses and easily concealable areas of clothing. Searches will be in compliance with Education Code 49050. Investigations by police, where students are questioned, may take place. An effort will be made to contact the parent or guardian of the involved student.

SHORT/LONG-TERM INDEPENDENT STUDY & HOME/HOSPITAL OPTION

Students have the right to home or hospital instruction should they have a temporary disability that prevents them from attending school. Doctor verification is required.

Short-term independent study is available for students who will be absent from school for a period of at least one school day. Board policy states that independent study terms are to be limited to one week in order to ensure that students do not fall behind their peers or increase their risk of dropping out of school; however, the Principal may allow for a longer period of time based upon individual circumstances. To allow time to gather assignments from teachers, short term independent study must be requested at least 5 days in advance. Exceptions to this 5 day requirement (for emergencies and the like) may be allowed at the Principal's discretion. At no time will short-term independent study exceed 154 days in length. Long-term independent study is an option available to students who are unable to attend school for an extended period of time. Space in this program is limited. Only students who are approved through the application process will be allowed to participate in the program.

SITE COUNCIL

To ensure effective communication and community participation in planning for improvement of school programs, each school participating in categorically-funded school improvement planning or in a school based coordinated program establishes a School Site Council. The MMS Site Council meets approximately one time per quarter. If you have questions regarding Site Council please call (530) 233-7201 Ext. 301.

SPECIAL EDUCATION—COMPLAINT PROCEDURE

State regulations require the district to establish procedures to deal with complaints regarding special education and/or 504. If you believe that the district is in violation of a state or federal law governing the identification or placement of special education and/or 504 students, or similar issues, you may file a written complaint with the district.

STUDENT RECORDS

Student records are kept in the office. Parents and guardians holding educational rights have the right to review their student's records at any time during the school year.

STUDENT STUDY TEAMS

Student Study Teams (SST) are composed of the principal or his/her designee, parent, student, student's teachers, and local agencies (as needed). The resource teacher assigned to our school and, at times, the school psychologist may also attend. These meetings are called if a teacher or parent feels that a student needs a more in-depth review of current academic matters or behavior problems. A parent and/or school official may ask for non-school personnel to attend the SST. Parents and students must be aware that this is a team process that needs input from the school and home to address concerns that have become evident. This should not be viewed as a negative procedure, but one in which the student's needs are of the utmost importance and where we are seeking solutions, not judgments. If a teacher is unable to attend, s/he will have appropriate written commentary at the meeting.

SUSPENSION/EXPULSION/DUE PROCESS (INDIVIDUALS WITH EXCEPTIONAL NEEDS)

Students with exceptional needs who have engaged in misconduct shall be subject to the provisions of the Individuals with Disabilities Education Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1973.

TARDY POLICY AND PROCEDURES

Tardies are tracked by quarter and period. Students receiving unexcused tardies will have the following consequences:

At the beginning of each quarter, students start out with 0 (zero) tardies in each period.

First tardy	Warning
Second tardy	Warning
Third tardy	Teacher-assigned after school detention. Teacher contacts parent.
Fourth tardy	Office referral and after school detention assigned. Office contacts parent/guardian
Fifth tardy	Office referral and after school detention assigned. Office contacts parent/guardian. First SARB letter mailed.
Sixth tardy	Office referral and after school detention assigned. Office contacts parent/guardian and mails second SARB letter
Seventh tardy	Office referral and after school detention assigned. Office contacts parent/guardian and mails third SARB letter

TEACHER QUALIFICATIONS

Your child is attending a school receiving Title 1 federal funds through the Elementary and Secondary Education Act (ESEA). AT the beginning of each school year, local educational agencies receiving Title 1 funds are required to notify parents whose student(s) attend a Title 1 school that they may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum: 1) Whether the student's teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived; and is teaching in the field or discipline of the certification of the teacher. 2) Whether the child is provided services by paraprofessionals and, if so, their qualifications. If you would like this information, please contact the MMS Principal at (530) 233-7201 x 301.

TELEPHONE USE BY STUDENTS

Student use of the telephone is monitored. Messages will be taken, and with the secretary's permission, a student may return calls only during class breaks. Cellular phones can be utilized to call home, only if a student requests permission and is supervised by a campus staff member.

TOBACCO/VAPING

(N) Possession of tobacco/vaping products on school grounds by students is prohibited by state law. The first time a student is found to be in possession of any form of tobacco/vape, s/he will be assigned a Saturday School and referred to ~~the~~ Diversion Program and will be ineligible for activities and athletics until that program is complete. If that student is found to be in possession again, additional stronger actions will take place, including additional referrals to diversion programs, continued ineligibility and possible disciplinary action.~~suspension.~~

TUTORING

To help accommodate students who need a quiet place to do homework or for students who need extra help, the middle school has tutoring open during lunch and after school from 3:00 to 3:30 p.m. every school day. On minimum days after school tutoring will be open from 1:30-2:00 pm.

VISITORS

All persons entering school buildings or school grounds must check in at the office. It is encouraged that all visitors call and make appointments for the visitation. Visitors must remain in the office, unless other arrangements have been made. Student visitors are not allowed during the school day.

WITHHOLDING GRADES, DIPLOMA OR TRANSCRIPTS

When school property has been damaged or not returned and/or fees have not been paid, the principal or designee shall inform the parent/guardian in writing of the responsible student's alleged misconduct and the restitution that may be due. This notice shall include a statement that the district may withhold grades, diploma or transcripts from the student and parent/guardian until restitution is made. If restitution is not made, the district shall afford the student his/her due process rights in conformance with Education Code expulsion procedures and may withhold the student's grades, diploma or transcripts. If the student and parent/guardian are unable to pay for the damages or return the property, the principal or designee shall provide a program of voluntary work for the student to do. When this voluntary work is completed, the student's grades, diploma or transcripts shall be released (Education Code 48904). When a student from whom the district is withholding grades, diploma or transcripts transfers to another district, this information shall be sent to the new district with the student's records and a request that these items continue to be withheld until the new district receives notification that the debt has been cleared. The superintendent or designee shall notify the parent/guardian in writing that this district's decision to withhold grades, diploma or transcript will be enforced by the new district (Education Code 48904.3). The district shall withhold grades, diploma or transcripts from any student transferring into the district whose misconduct caused a previous district to withhold them. When informed by the previous district that its decision has been rescinded, the district shall release these documents (Education Code 48904.3).

The Warrior Way	Warrior Academic Excellence	Warrior Behavior Excellence	Warrior Character Excellence
Classroom	*Apply knowledge/directions to overcome obstacles and succeed *Be prompt/prepared/ ready to learn *Do your own work *Be an active learner: participate/ complete work/contribute *Search for answers by inquiring	*Take risks and learn new things *Use appropriate language *Clean-up work areas *Care for technology/ equipment/ supplies *Work collaboratively, respect all viewpoints and differences	*Tell the truth and accept the results *Include all students in groups/activities
Office	*Search for answers by inquiring *Know the school rules	* Seek assistance to resolve problems or requests *Respect other's purpose for being there *Wait patiently with a low voice volume *Have a purpose *Be respectful of guests and respect other's privacy	*Be accountable for actions *Be honest
Cafeteria/Hallway/ Bathrooms/ Grounds/Library	*Apply your knowledge to make good decisions	*Do the right thing and make good decisions *Respect the space and needs of others *Keep hands, feet, hurtful words to yourself *Keep your school clean *Keep an orderly line *Have a hall pass at all times *Communicate concerns to an adult *Honor the dress code and gum rules	*Treat others with kindness and respect *Be honest and respectful with peers/adults *Get to know and learn about others who are different than you
Athletics/ Assemblies/ Activities/Field Trips	*Show your best effort/abilities *Meet eligibility requirements to participate *Learn from others in athletics, activities, and assemblies	*Encourage, respect, and welcome athletes/ participants/speakers *Listen to new things *Be a positive participant/spectator *Follow the rules for the event *Remain seated and respectful for the entire event	*Respect yourself and others *Show good sportsmanship, accepting all ability levels *Play fair, cheer fair *Appreciate and recognize the efforts of all participants *Win with class/lose with dignity
Bus/Vehicle Areas/ Sidewalks	*Know what time your bus arrives *Know your bus stop and bus number	*Make safe decisions around buses/vehicles *Follow all bus rules/ driver's instructions when the bus is moving and when it isn't *Be on time to buses	*Be a positive role model for others *Be respectful to peers and driver *Be patient with other students and the driver
Home/Community	*Use resources to seek assistance *Check Aeries for grades and assignments *Apply your knowledge when in the community	*Communicate with your family/community members *Attend school and be on time *Make decisions that benefit you, your family, and your community *Share learning and progress with family	*Be a positive community member *Make your home/community a better place *Do the right thing that benefits you, your family, and your community *Recognize and strive to appreciate the efforts and struggles of your family/community members



Superintendent
Beckie Lewis

Jacee Knighton, FNP-C
School Nurse



906 West 4th Street, Alturas, CA 96101
Phone: (530) 233-7201 ext. 251 Fax: (530) 233-7607
Web: www.modock12.ca.us

Board Members
Fernand Larranaga
Ruth Ann Oriner
Monica Widby
Shaun Wood
Jodie Veverka

Medical appointment verification

This is confirmation that _____ (student name) was present for their medical appointment with _____ (doctor/office name) on _____ (date).

Appointment Details:

- Start Time: _____
- End Time: _____

_____ Student is able to return to school after appointment.

_____ Student should return to school on _____ (date)

If there are restrictions for physical education (PE) or sports/athletics please fill out the PE/athletic restriction form.

If classroom accommodations are needed please fill out details of accommodations below

Staff Name _____

Staff Signature _____

Staff contact number _____

(If school staff has questions, they may contact the provider's office)

Superintendent
Beckie Lewis

Jacee Knighton, FNP-C
School Nurse



Board Members
Fernand Larranaga
Ruth Ann Criner
Monica Widby
Shaun Wood
Jodie Veverka

906

West 4th

Street, Alturas, CA 96101
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Web: www.modoc.k12.ca.us

Physical Education (P.E.) / Athletic Restriction Form

Student Name: _____ **Date of Birth:** _____ **Grade** _____

Reason for P.E. Restriction

- ☐ Illness ☐ Injury ☐ Chronic Condition ☐ Post-Surgery
☐ Other (please specify): _____

Brief Description of Condition:

Activity Restrictions-Check all that apply:

- ☐ No physical activity of any kind
☐ No running or strenuous activity
☐ No contact sports
☐ No lifting or carrying heavy objects
☐ May participate in modified activities
☐ Other (please specify): _____

Duration of Restriction

Start Date: _____ **End Date:** _____

- ☐ Indefinite (requires updated physician note every 30 days)

Physician's Recommendation (To be completed by a licensed healthcare provider)

Physician Name: _____ **Physician Signature:** _____
Phone Number: _____ **Medical Facility:** _____

Parent/Guardian Authorization- I acknowledge the information provided above is accurate and I give permission for the school to follow the outlined restrictions. I understand that updated documentation may be required to extend or lift these restrictions.

Parent/Guardian Signature: _____ **Date:** _____

Modoc Joint USD

Board Policy

Bullying

BP 5131.2

Students

The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate cyber bully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyber bullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyber bullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.

Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents

confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedure specified in AR 5145.7 – Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee may investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student’s educational performance.

When the circumstances involve cyber bullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

Policy MODOC JOINT UNIFIED SCHOOL DISTRICT

Adopted: July 17, 2012 Alturas, California

Modoc Joint USD Board Policy

Sexual Harassment

BP 5145.7

Students

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

Complaint Process

Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions

Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Confidentiality and Record-Keeping

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools.

MODOC HIGH SCHOOL



900 N. MAIN ST.
ALTURAS, CA 96101

(530) 233-7201

(530) 233-7306 FAX

MEMORANDUM

TO: Beckie Lewis, Superintendent MJUSD

FROM: Kristen Budmark, MHS Principal

DATE: 6/11/26

SUBJECT: Request for Board Approval: Modoc High School Handbook

I would like the Board to consider the approval of the MHS Handbook for the 2026-2027 School Year. Highlighted areas notate changes and/or additions. Final formatting will be completed upon approval.

Please let me know if you have any questions or concerns. Thank you.

- See attached document

MODOC HIGH SCHOOL



Home of the Braves

900 N. MAIN ST.
ALTURAS, CA 96101

(530) 233-7201

(530) 233-7306 FAX

Principal's Secretary: Ext. 401

School Services Secretary: Ext. 405

Parent Student Handbook

*Updated and Board Approved
May 2025*

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A Note from Mrs. Budmark

Welcome Back Braves!

I am so excited to begin another school year together. There is something special about the start of a new year—the energy, the fresh goals, the familiar faces, and the opportunity to welcome new students and families into our school community.

At our school, we want every student to feel safe, supported, challenged, and connected. That happens when we work together—students, staff, families, and community—as a team. Our student handbook is one of the tools that helps us do that. It outlines the expectations, procedures, and supports that guide our school year and help create a positive learning environment for everyone.

Please use this handbook as a reference throughout the year. Whether you have a question about attendance, behavior expectations, activities, or general school procedures, this is a good place to start. Taking time to understand these guidelines helps us avoid confusion and stay focused on what matters most: helping students learn, grow, and succeed.

Thank you for sharing your kiddos with me. I do not take that responsibility lightly, and I am grateful for the opportunity to serve this school community. I am looking forward to a year filled with hard work, growth, school pride, and plenty of moments worth celebrating.

Let's make it a great year.

With appreciation,

Kristen Budmark, MHS Principal

Modoc High School Vision

MHS provides opportunities for students to become confident, empathetic, and responsible citizens who have the skills and perseverance to succeed.

We are BRAVES

Bold

Resilient

Academically Strong

Virtuous

Empathetic

Skilled

School-wide Learner Outcomes **(SLOs)**

Prior to graduating from Modoc High School, students will:

1. Excel academically
 - a. ~~Earn a minimum of 260 credits for the graduating Class of 2026;~~ Earn a minimum 250 credits for the graduating class of 2027; and 240 credits for the subsequent classes in all required academic disciplines
 - b. Show RIT growth annually
2. Think Critically
 - a. Apply problem solving strategies
 - b. Possess effective public speaking skills
 - c. Write skillfully
3. Create a detailed plan for the high school years and beyond that includes:
 - a. Long-term goals
 - b. Suitable high school course selections
 - c. Extra-curricular activities
4. Exhibit technological competence:
 - a. Use applications effectively on various platforms
 - b. Apply problem-solving strategies to technology use
5. Demonstrate behavior and a work ethic that reflects:
 - a. Dependability
 - b. Integrity

- c. Honesty
- d. Care for the community

MJUSD Core Board Priorities

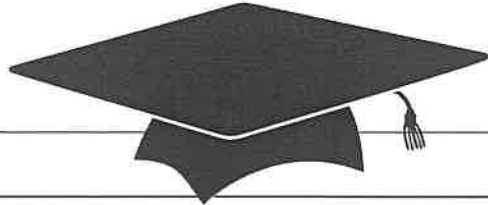
1. Empower staff to ensure all students are mastering the building blocks of learning in the core areas of Mathematics, Reading, and Writing.
2. All students have the right to learn in an environment free of disruptions
3. A healthy lifestyle leads to a happy life.

Yearly Enrollment Expectations

The Aeries annual student registration documents must be read and completed ELECTRONICALLY no later than **August 31** of each new school year. **Failure to do so places the student on the ineligibility list until this task is completed.** This means that athletic contests, events, extra-curriculars and field trips, etc. will be missed if the deadline is missed. Please call the Student Services Secretary, at 530-233-7201 Ext. 404, should you need assistance. This process must be completed at the beginning of **EVERY** school year.

Path to MHS

Valedictorian & Salutatorian



Valedictorian will be awarded to the student with the highest weighted grade point average from the first semester of the student's ninth grade year through the first semester of the student's twelfth grade year. Salutatorian will be awarded to the second highest student.

***An extra grade point will be awarded for a "C" or higher in Honors, AP and CSU/UC transferable college courses as described below.**

***An extra grade point will be awarded for a "C" or better in any CSU/UC transferable college courses from an accredited college, taken during and after the Fall Semester of their 9th grade year.**

Parent Signature

Date | Student Signature

Date

My signature above indicates I have read and understand the path to earn valedictorian or salutatorian.

RULES AND REGULATIONS

At Modoc High School, every student has the right to a safe, respectful, and welcoming learning environment—physically, socially, and emotionally. We believe that students learn best when they feel safe, secure, supported, and valued. To uphold this standard, we've put clear expectations in place that help ensure our campus remains a positive, inclusive space for all. These rules and guidelines aren't just about discipline—they're about creating the kind of school community where everyone can grow, connect, and thrive.

STUDENT BEHAVIOR & RESPONSIBILITIES

In order for maximum learning to occur, the student is expected to:

- Attend school every day; and attend each class, on time, prepared to work and with a growth mindset. (GROW)
- Participate respectfully in class, its activities, and its assignments;
- Respect others, their property, and their right to learn;
- Do his/her own work without cheating or plagiarizing;
- Refrain from excessive displays of emotion, such as slamming, swearing, yelling, or public displays of affection (PDA).

ATTENDANCE

The California State Compulsory Attendance Law (EC 48200) requires that each person between the ages of six (6) and eighteen (18) is subject to compulsory full time attendance.

EXCUSED STUDENT ABSENCES (According to Section 48205 of California Education Code)

If a student is absent or tardy for one of the following reasons, the absence/tardy will be excused. Any other reasons for an absence will be unexcused, and any other reason for a tardy will result in action taken based upon the tardy policy listed elsewhere in this student handbook. If a student is more than 30 minutes late for a class, the student is considered absent for attendance purposes.

- Illness
- Quarantine directed by county or city health officer
- Medical, dental, optometric, or chiropractic appointment
- Attendance at funeral services of a member of the student's immediate family, so long as the absence is not more than one day if the service is conducted in California, and not more than three days if the service is conducted outside California
- Jury duty
- Illness or medical appointment during school hours of a child of whom the pupil is the custodial parent

- Serving as a member of a precinct board for an election
- Senior Seminar Internship(s), as long as time sheets are accurate, verified by their Internship Provider, and turned into the Attendance Secretary **UPON THEIR RETURN TO SCHOOL**

Absences excused for justifiable personal reasons include the following items. It is the policy of Modoc High School that the student must request permission from the principal in writing prior to the absence.

- An appearance in court
- Attendance at a funeral service
- Observance of a holiday or ceremony of the student's religion
- Attendance at a religious retreat (not to exceed four hours per semester)
- Attendance at an employment conference

Note that vacations, car trouble, inclement weather, and train or traffic delays are not reasons for excused tardies or absences. Short-term independent study contracts are available for students for various reasons and who will be absent for a minimum of **one** day, with a maximum of fifteen days per school year. See the SSC secretary to set up a short-term independent study contract. **Administrative Approval is necessary.**

SARB (STUDENT ATTENDANCE REVIEW BOARD) AND TRUANCY

This Board is part of the county juvenile justice system as part of a program to counsel students and families and to address the problem of truancy. The Board is made up of various agencies within Modoc County. State law (EC 48260) defines truancy as being 30 minutes or more late to class without a valid excuse and/or being absent from school without a valid excuse on three (3) occasions during the school year. Students who are truant from school (being absent for reasons not listed in the previous section) will experience the following interventions:

- The first SARB letter will be mailed to families of students who have three (3) unexcused absences for the school year.
- The second SARB letter will be mailed to families of students who have four (4) unexcused absences for the school year, and the Assistant Principal will meet with the parents/guardians and the student. The AP will give the members of the SARB a list of students who have reached this step in the intervention process.
- The third SARB letter will be mailed to families of students who have five (5) unexcused absences for the school year, and the student and the parents/guardians may be summoned to appear before the SARB.

SEMESTER ATTENDANCE POLICY

This policy is intended to:

- Encourage students to be in school
- Encourage students to make up missed assignments
- Keep parents informed of potential problems

- Reduce the number of failing grades due to absences
- Make students accountable for their own attendance. Students who fall below the 90% attendance requirement may be excluded from extra-curricular activities, including field trips, athletic events and participation, dances, HOCO activities, etc.
- Provide a transitional experience for students before they enter the post-high school working/academic environment.

The policy: A student must have 90% attendance, or fewer than **8 (eight)** unexcused absences during Semester 1, and **11 (eleven)** unexcused absences during Semester 2 in order to receive credit for the semester. Absences due to attending school activities (such as athletic contests, drama or music performances, field trips, etc.), short-term independent study, medical illnesses as verified in MJUSD Board Policies AR 5113, or a home health plan due to extensive illness/injury are excluded from this policy.

Students who exceed the allowed number of absences will automatically enter the attendance review process. Toward the end of each semester, the teachers and administration will review the attendance of those students and make a determination whether or not to grant credits based upon extenuating circumstances noted by the attendance office in working with those students and their families. The number of absences was determined using 90% of the total school days per semester.

	Number of Absences	Credits Lost	Credits Earned
Fall Semester	0-8	0	5
	9 or more days	5	0
Spring Semester	0-10	0	5
	11 or more days	5	0

UNEXCUSED TARDIES

A student will receive an unexcused tardy to class if he/she is not inside of his/her assigned classroom and ready to work with appropriate materials **before** the tardy bell rings. ***Tardies reset at the beginning of each quarter.***

Consequences:

- 1st tardy in a particular class: Warning
- 2nd tardy in a particular class: Parent contact by teacher
and after-school detention
- 3rd tardy in a particular class: Parent contact by teacher
and after-school detention
- 4th tardy in a particular class: "U" in citizenship and parent contact by teacher and after-school detention
- 5th tardy in a particular class: Parent contact by Administration and a warning that the student must serve a

Saturday School for each tardy beginning
with the fifth tardy

GENERAL PROCEDURES

Parents/Guardians are expected to call in their student's absence the morning of the absence. If this is not possible, students must clear their absences on the day they return to school after an absence. Students are encouraged to bring a note regarding the reason for the absence from a parent or guardian. The note should include the student's name, date(s) of the absence, the reason(s) for the absence, and a parent/guardian signature.

Students arriving late to school **must** check in through the SSC. Students riding on a late bus are to obtain a late bus pass from the SSC. The SSC Secretary will determine if the tardy is allowable, non-allowable, or a truancy/cut.

Students will not be admitted to class without an admit slip from the office.

ILLNESS

If a student is absent due to illness, the parents/guardians must contact the SSC Secretary as soon as practical to clear the absence. MJUSD School Board Policy states that after **10 absences due to illness**, the school must require a doctor's note for subsequent absences due to illness, or the absences will be recorded as unexcused.

If a student becomes ill after arriving and cannot continue in class, the student should get a hall pass from his/her teacher to go to the SSC. Parents/guardians will be contacted to authorize the student to leave school and to provide transportation home or to the doctor.

MAKE-UP WORK FOR EXCUSED ABSENCES

It is the student's responsibility to make up all assignments and exams missed during the period of absence. Students should check Google Classroom for assignments while absent so as not to fall behind in their academics. Any assignments not available on Google Classroom should be requested from teachers upon student return. Students have one (1) day in which to complete make-up work for every day missed. For example: If a student is absent for two (2) school days, then completed assignments are due on the 3rd day back in school.

If a student will be absent from school for **1 to 15 days**, parents should contact the SSC secretary about setting up a short-term independent study contract. Please allow **FIVE School Day** for teachers to prepare materials needed to honor these requests. We understand that extenuating circumstances arise AND we will do our best to accommodate these requests. If a student receives an assignment he/she does not understand, it is the student's responsibility to contact the teacher to receive clarification so that the assignment may be completed. Again, students should always check Google Classroom for any assignments.

Parents of students who are, or will be, absent for longer than **15** days should contact the

SSC for additional help and information.

MAKE-UP WORK FOR NON-ALLOWABLE ABSENCES

Students who miss school work because of **non-allowable** absences shall be given the opportunity to make up missed work for full or reduced credit not to exceed one letter grade, or at the teacher discretion. (This includes students who have been suspended). It is the responsibility of the student to gather missed assignments from their teacher.

SCHOOL ACTIVITY ABSENCES

AAA forms are required to be completely filled out **BY THE STUDENT** prior to attending any school activity that involves missing instructional minutes. Students who miss school while on a school activity (band, drama, FFA, field trip, sports, etc.) are held accountable to this Modoc High School make-up policy, unless prior arrangements are made with the teacher. It is the student's responsibility to secure his/her assignments and complete them by the due date. Missed tests are to be made up on the day of return (unless prior arrangements have been made with the teacher). Students need to access Google Classroom, as well.

LATE RETURN FROM SCHOOL ACTIVITY ABSENCES

Grace will be given to students when returning from school activities at 12:00 AM and later. Return time will be verified with staff and if late return is anticipated, a AAA form is required. Students are to check in at the SCC upon arrival prior to going to class.

Return times Excused to

12:00am = 8:30am

12:30am = 9:00am

1:00am = 9:30am

2:00am = 10:00am

LEAVING CAMPUS

Students who need to leave school during the day **must** obtain permission **FROM THE OFFICE PRIOR TO LEAVING CAMPUS**. Permission to leave campus should only be requested for emergencies, illness, or medical appointments. Office permission will only be issued when accompanied by a written, telephone, or personal request by the parent or guardian.

Students who leave campus without permission from the office will be considered truant and will be issued a cut. As a result, a Saturday School will be assigned.

OPEN CAMPUS POLICY

Students may only leave campus at lunch, **not at break or between classes**. The campus boundaries are located within the black rod iron fence. Beyond the black rod iron fence is considered off campus. Violating this policy shall result in a Saturday School being issued.

Repeated offenses will result in the loss of off campus privileges. Please follow the laws and common sense when crossing the street. Be sure to look left, right, and left again and store your phone when crossing. Please use manners when interacting with our community. They care a lot about us.

GRADING

CITIZENSHIP GRADES

Good citizenship contributes to the learning process. The general atmosphere and welfare of the entire class has priority over any behavior which disrupts learning. A citizenship grade of (O) Outstanding, (S) Satisfactory, (N) Needs Improvement or (U) Unsatisfactory is given quarterly in each class in addition to the academic grade. Students and parents will be notified by mail if the student's citizenship is less than satisfactory. Citizenship grades affect eligibility for extracurricular activities. Students may serve a Saturday School to eliminate a potential "U" for **tardies**, as long as it is completed prior to the end of that grading period.

ACADEMIC RECOGNITION

Students will receive honor roll recognition for having a total weighted GPA of at least 3.5 per semester. Students with incomplete grades will not be considered for placement. Students earn an extra point for achieving a C or above in AP, Honors, or college classes. A=5 points; B=4 points; C=3 points. All other grades earn the same points as regular classes: A=4 points; B=3 points; C=2 points; D=1 point; F=0 points.

An extra grade point will be awarded for a "C" or better in any CSU/UC transferable college courses from an accredited college, taken during and after the Fall semester of their 9th grade year.

ACADEMIC DISHONESTY

Individual academic success is important. A student may receive a zero on an assignment, "U" in citizenship, and after school detentions if he/she is caught cheating. Classroom teachers may also have individual academic dishonesty policies and those will be followed within their classrooms.

ACADEMIC DISHONESTY INCLUDES, BUT IS NOT LIMITED TO:

1. Using unapproved "cheat" notes (writing notes on hand, arm, leg, paper, desk, etc).
2. Acquiring answers for an assignment or test.
3. Copying from another student, or knowingly allowing a student to copy.
4. Obtaining information about tests or assignments unfairly (i.e. asking a friend what questions are on a test/quiz, using any form of technology, etc.).

5. Using AI to complete assignments

INCOMPLETE GRADES

Incomplete grades must be made up within **two (2) weeks** after the end of the semester. An Incomplete shall be given only when a student's work is not finished due to illness or other *excused* absence. If not made up within two weeks, the student shall receive no credit for the incomplete work and will receive the grade earned, which includes the incomplete work. If the student has an excused medical absence, accompanied with a medical note, s/he will have extended time to complete the work. Length of time is to be determined by the administration. In order to participate in graduation exercises, failures in required classes must be made up before graduation.

PROGRESS REPORTS

Progress reports are notices of **student citizenship** and **academic performance**. Progress reports are mailed home three times during a semester. Parents or guardians are invited to make an appointment with teachers and/or the Counseling Department to discuss possible concerns and solutions.

REPORT CARDS

Report cards are mailed to parents/guardians the week following the end of each grading period, about every six weeks.

CLASS SCHEDULES AND SPECIAL COURSES

SCHEDULE CHANGES

First Semester

No first semester schedule change requests will NOT be accepted after the Friday before the beginning of school.

Second Semester

Changes finalized prior to Christmas Break - New course begins 1st day of spring semester.

Changes to be considered:

- An "F" grade from fall/spring semester indicates the student should enroll in credit recovery
- Student needs to enroll in a graduation or college requirement (Counselors will check for senior enrollment in graduation requirements upon finalization of first semester grades. Necessary adjustments will be made immediately)
- Student is academically over-programmed and needs to adjust the academic load
- There is a documented medical reason for a class period change
- Student enrolls in a college course, approved by administration – Student must have met graduation requirements to date
- Student enrolls in a more advanced or rigorous course, within the same

discipline, approved by administration

SPECIAL COURSES & OFFERINGS

Work Experience

Work Experience allows students who have jobs to receive high school credit for their work. If Work Experience credit is desired, make an application through the Counselor. Work Experience allows students to earn up to ten (10) units per semester, with a maximum of forty (40) allowable units during their high school career counting toward graduation. Students who receive Work Experience credit must meet the following requirements:

1. **Have a current job and a valid work permit**
2. Meet extra-curricular activity eligibility by maintaining a 2.0 GPA and not receive more than (2) "F's" or 2 "U's" (Eligibility is determined by quarter grades)
3. Be a Junior or Senior
4. Time cards must be submitted weekly. Failure to do so, will result in removal from the class.
5. If a student loses their employment, the work experience teacher must be notified within 5 school days. If no alternate work is found, the student will be removed from the class and assigned a different one.

If the Work Experience student is absent from school, he/she may not work that day.

Driver's Education

Modoc High School will provide a driver's education program for students their freshman year. This program does NOT include the student-driver portion.

English Language Development

At Modoc High School, we are committed to creating a learning environment where all students feel valued, supported, and empowered. Our ELD program integrates language development into every classroom by providing accessible instruction, encouraging peer collaboration, and promoting cultural inclusivity. Teachers use a variety of strategies to ensure content is understandable and engaging, while building the academic vocabulary and confidence of EL students.

Modoc High School supports English Learners by using inclusive practices and AVID strategies to build academic language, confidence, and engagement across all subjects. Teachers provide clear instruction, use collaborative learning, and foster a supportive environment where all students can thrive. Our ELD approach emphasizes equity, participation, and high expectations to help students succeed in school and beyond.

Student Aide Requirements

Students must have sophomore or higher student status and have staff approval to enroll as an aide. The student must maintain academic eligibility, same as athletics. Students enrolled in an aide position will receive a Pass/Fail mark. No student may take more than one (1) aide

class per day. A maximum of thirty (30) aide credits can be applied toward high school graduation.

Credit Recovery Classes

Credit recovery classes must be completed during the semester assigned and will be used to determine eligibility. Students must make adequate progress in their credit recovery classes, as stated on the progress sheets and receive a final passing grade in order to recover their missing credits.

Independent Study

Students who are enrolled in our long-term Independent Study are required to adhere to their signed contract. Students who fail to meet requirements will be exited from the program and returned to our in-person program. As eligibility will be determined by earned grades, class completion and credits earned, students who fall short on the targeted minimum pacing will earn an "F" in that class for eligibility purposes.

Senior Seminar has an **ON CAMPUS** Requirement. Administrative discretion shall apply.

Concurrent Education Concurrent Enrollment is when a High School student is also enrolled in community college courses; essentially in 2 schools at once. In CA, high school students can register to take college classes through a community college for FREE (books and fees still apply)! AND, many of these classes satisfy multiple requirements (HS graduation, A-G, and/or college General Education towards an Associate's or Bachelor's Degree).

At this time, MHS works closely with College of the Siskiyous and Shasta College to provide concurrent enrollment in a breadth of subjects to our students.

Eligibility Students are typically successful in college coursework if they: WANT to do it- college is work and classes move fast. Every semester course taken counts as a year-long high school course. In other words, a 3 unit semester college class = 10 credits at MHS. Motivation is vital.

AND, one or more of the following criteria apply:

1. Student has over a 3.0 GPA- this shows that they understand what it takes to successfully navigate our educational system (show up, do the work, ask for help, etc...).
2. Student has A/B grades in heavy reading courses like English and Social Studies. MOST college courses require high amounts of reading and writing. Most courses available to us will be online, which means even more reliance on reading and writing.
3. Student has A/B grades in math courses at MHS and are on track to complete A-G requirements.

Enrollment Seniors taking grad-requirements via college classes must complete the course Fall of their Senior year in order for it to remain off their class schedule. For example, Seniors may take Eng 1001 in lieu of English 12 in the Fall. However, those

who enroll in the Spring must remain in English 12 to ensure MHS graduation requirements are met.

Books MHS has a lending library for a series of endorsed English, Math, and General Education courses. These classes all meet multiple requirements (MHS graduation, A-G, Associate Degree general education, and/or University transferable courses). If a student wishes to enroll in a course not listed, purchasing of any books, supplies, and class fees will be the responsibility of the student.

Senior Seminar

Students must sign out with the Office when they leave for their Senior Internship. When they return, they will sign back in with the Office and provide an officially signed Log of hours to the Attendance Secretary, this will clear absences for the time that they were absent. The Log of hours is then turned into the Counseling Secretary that will collect all of the Log of Hour slips.

If slips are forged or are deemed out of compliance, you may be fired from your Internship. Once your hours are completed, you can no longer sign out with the reason of "Internship".

Calls to Internship providers may be randomly made to confirm the accuracy of the paperwork.

Public Finance

Successful completion of one semester of Public Finance is an MHS Graduation Requirement. This class **MUST** be taken ON CAMPUS. Administrative discretion applies.

Auditing a Course

A student may audit a class under the following criteria:

- The audit is requested by the teacher
- The student has sufficient credits to graduate
- Scheduling into another class is impractical
- The student plans to retake the course the following year
- A parent-student-teacher contract is signed
- All graded assignments will be returned to the teacher

The parent and student agree to, and understand, the following:

No semester credit is earned for an audited class

- An audited class is a semester in length
- An audited class can not be changed to a credited class
- An audited class contract must be submitted within one week of the beginning of the semester
- The student will attend class and complete all assigned work as if he/she were taking the course for credit
- The student will adhere to all school rules, class rules and teacher expectations
- If the student fails to meet the terms of the contract he/she may be removed

from the class and will forfeit any future possibilities of auditing another class.

Ninth Grade Math Placement Policy and Procedure

Incoming ninth grade students from within the district with a passing grade in Algebra I may enroll in Geometry. Ninth grade students from within the district who have not met this requirement will be placed into high school Algebra I. Students who enroll as a ninth grader from outside the district must have a passing grade in Algebra I to enroll in Geometry and will be assessed through MAP within the first three weeks of the school year. Students from outside the district who do not pass the Measured Academic Progress (MAP) test with at least a score of 232 may be placed in Algebra I for the remainder of their ninth grade year.

STUDENT DISCIPLINE

A student may receive discipline if a staff member feels that a student's single act of behavior, or continual acts of behavior, greatly disrupt the school's learning environment. Discipline action may include, but is not limited to: conferences, detention, community service on school grounds, Saturday School, suspensions, contracts, restriction of privileges, or other appropriate actions. Depending upon the severity of the infraction, and with administrative discretion, students may be restricted from participating in extra-curricular events and activities, field trips, athletic contests, etc. Failure to serve discipline will also lead to non-participation in our events. **MHS discipline policies are being continually reviewed. Students and families will be informed of changes and clarifications, as needed.**

SUSPENSION

Students who commit major violations of the sections of Ed. Code 48900 may be suspended from 1 to 5 days. Teachers are required to allow make-up work, HOWEVER, it is the responsibility of the student to gather and complete their assignments.

INCIDENT FOR SUSPENSION UNDER ED. CODE 48900

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal
- Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind

- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, alcoholic beverage, or intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance or materials as a substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property
- Stolen or attempted to steal school property or private property
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products
- Committed an obscene act, or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Disrupted school activities, or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties
- Knowingly received stolen school property or private property
- Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 288, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 or the Penal Code
- Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing as defined in Section 32050

ADDITIONAL GROUNDS FOR SUSPENSION OR EXPULSION

48900.2) Sexual harassment

In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in California Penal Code Section 212.5

48900.3) Hate violence

In addition to the reasons specified in Sections 48900 and 48900.2, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subsection (e) of California Penal Code Section 33032.5

48900.4) Harassment, threats, or intimidation

In addition to the reasons specified in Sections 48900 and 48900.2, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats or intimidation, directed against a pupil or groups of pupils sufficiently severe or pervasive to the actual and reasonable effort of particularly disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7) Made terrorist threats against school officials or school property, or both.

TEACHER-ASSIGNED CLASS SUSPENSION

A teacher may suspend a student from his/her class for up to two (2) days for inappropriate classroom behavior. Upon removal from class, the student shall report immediately to the Assistant Principal's office, and will report there during the period of suspension. Parents must be notified by the teacher. The student is responsible for collecting their assignments from the missed class period(s).

AFTER-SCHOOL DETENTION

As noted in the attendance section of this handbook, students who receive their second (2) tardy in the same class, will be assigned after-school detention until they have reached their fifth (5) tardy. The fifth (5) tardy will result in a Saturday School being assigned and Saturday Schools will continue to be assigned with each additional tardy, until attendance resets at the end of the quarter. Students who have earned after-school detention must report directly to the assigned location after school is dismissed and proceed to work on homework or read the school-appropriate material they have brought. Detention starts immediately after school and lasts 30 minutes. In addition to tardies, MHS faculty and staff may assign detention for other offenses the student may commit.

AFTER-SCHOOL/SATURDAY SCHOOL COMMUNITY SERVICE (ASCS)

According to Education Code 48900.6, the school "may require a pupil to perform community service on school grounds during non-school hours. 'Community service' may include, but is not limited to, work performed on school grounds in the areas of outdoor beautification, campus betterment, and teacher or peer assistance

programs."

The school may use ASCS as a response to a number of rule violations.

SATURDAY SCHOOL

Saturday School will be held a minimum of one time per month.

STUDENT SATURDAY SCHOOL REQUIREMENTS:

- Students agree to be at the assigned location at MHS by 8:00 AM, be dressed appropriately, and stay until 11 AM.
- Students agree to bring books/class work for study. Use of electronics is prohibited unless the supervising teacher allows it for educational purposes.
- Students who are assigned detentions and or Saturday school are responsible for remembering the scheduled days.
- If unable to attend, the parent of the student is required to notify the Assistant Principal or Attendance Secretary. Please coordinate changes in advance with the Assistant Principal or Attendance Secretary.
- If students become ill on the day of an assigned Saturday School, the parent is required to call the principal's office at ext. 405 by 10:00 AM the following Monday.

IMPORTANT REMINDERS:

- Failure to attend Saturday School will result in an additional Saturday School and placement on the MHS Ineligibility List until the discipline is served. A community service component may be added as an additional consequence.
- Any student arriving after 8:00 am on Saturday morning will be counted as a no-show and the above consequences shall apply.

SENIOR SECOND SEMESTER GRADUATION EXPECTATIONS

Seniors who wish to participate in the graduation ceremony SHALL complete the following requirements.

- ALL fines/bills/expenses paid in full
- ALL discipline served
- Satisfy the 90% Attendance Requirement in order to earn a passing grade and receive credit for each class. This includes Credit/Non-Credit classes such as Teacher's Assistant; Dual-Enrollment; Concurrent Education; Credit Recovery, etc. Success will be measured based on attendance, if the class does not receive a letter grade..
- Meet Academic & extra-curricular activity eligibility by maintaining a 2.0 GPA (Total Weighted) and not receive more than (1) "F" and/or (1) "U"

AUTOMOBILE REGULATIONS

There will be **no** student parking within the main confines of the campus during school hours, unless authorized by school administration. Unauthorized vehicles may be towed at the owner's expense. The speed limit in all school parking lots is **5 MPH**. Students are prohibited from transporting other students to school events during school hours. For example, in our cross-age tutoring class, students without their own transportation use the Sage Stage. Continual violation of these regulations is willful disobedience and will result in disciplinary action.

DRESS CODE

This code has been established with the intent to meet our mission of “preparing students to become respectful and responsible citizens” and understand the social norms presented to students in various situations.

1. Shoes or sandals must be worn at all times. Footwear must provide proper protection in shops, labs, and P.E. classes.
2. Clothing and jewelry must be free of writing, pictures, or any other insignia which are crude, vulgar, profane, sexually suggestive or which advocate racial, ethnic or religious prejudice or the use of drugs, alcohol or tobacco.
3. Pajama pants and slippers are appropriate at home, NOT at school, unless it is on an approved dress-up day.
4. Gang affiliated attire is not allowed.
5. Sunglasses are not to be worn in classrooms. Hats may be worn at each teacher's discretion.
6. Pants may not sag.
7. Clothes must be worn in a way that genitals, buttocks, breasts, bellies, thighs, and nipples are sufficiently covered at all times with an opaque fabric. **SHORTS & SKIRTS MAY BE NO SHORTER THAN MID-THIGH.**
8. Tops must cover areas from one armpit to the other, and be long enough to cover the midriff.
9. Hygiene must be practiced such that it does not interfere with learning. Hygiene bags are available if needed. Showers and laundry can be taken/done at the school.

10. Clothing and accessories must not pose a safety hazard to the student or others.
11. Attire and accessories shall not disrupt the learning process.

Violations of the dress code shall require the student to change and/or cover up the offending clothing/accessory. Parents will be notified and required to bring replacement clothing. If a parent is unavailable, the student will wear MHS Dress Code Attire and return it at the end of the school day. Failure to do so will result in a fine of \$10 per article of clothing.

The first violation results in a warning with change of clothes requirement. Each subsequent violation will result in a detention. Continued violations will result in an increase of disciplinary consequences. Administration reserves the right to apply discretion in the application of this dress code.

EXTRA-CURRICULAR ACTIVITIES

RANDOM DRUG TESTING

In order to participate in extracurricular activities, students must agree to participate in the district's random drug testing policy. Students must have a signed permission slip on Home Campus in order to participate.

EXTRA-CURRICULAR ACTIVITY ELIGIBILITY

Extracurricular activities are an extension of the regular school curriculum. They generally take place outside of classroom time and often involve performances before an audience or spectators. Extracurricular activities may include, but are not limited to, athletic teams, student government, drama, clubs, field trips, and other activities where participation is not required for a grade.

To be eligible to participate in extracurricular activities a student must have a 2.0 non-weighted grade point average and not have received either two (2) F's, or two (2) U's in the previous grading period. **Eligibility begins the first Friday after the grading period ends, unless it falls during a non-school day, whereby eligibility begins on the Friday upon return.** Students who are involved in extra-curricular activities or are mid-season in a sport when eligibility is determined will be removed from that activity if they do not meet eligibility requirements.

Students who have unpaid fines or who have not turned in their uniforms or equipment from the previous season of sport **will be ineligible** to participate in athletics until all issues and fines have been resolved. This includes practices, strength and conditioning workouts, and

competitions.

CONDUCT AT EXTRACURRICULAR ACTIVITIES

Extra-curricular activities are extensions of the school day. Students shall comply with MHS policies the entire time while participating in or attending extracurricular activities. Students violating school rules or who are removed from school functions shall be subject to further disciplinary action. Extra-Curricular activities/field trips sponsored by outside agencies, such as Upward Bound or Educational Talent Search, fall under MHS policies. Should misbehavior occur, students will be disciplined according to MHS rules and policies. **Students may not leave an activity and return without special permission from the faculty chaperone at the gate/door.**

ABSENCES AND SCHOOL ACTIVITIES

Any student absent from school for any reason, the day of an activity, or the school day prior to an activity scheduled on a non-school day, will not be allowed to attend or participate in any school activity unless he/she has attended **FOUR** or more periods or prior approval has been granted by an administrator.

DANCE REGULATIONS

- 1) School dances are considered to be school functions and all school rules and regulations apply, including the *dress code*.
- 2) Students must be academically eligible in order to attend dances. Students may **not** enter into an academic probation agreement for school dances.
- 3) Dances are open to all eligible Modoc High students. Parents who want to attend as a chaperone must complete the district volunteer paperwork, and their attendance must be approved by administration, prior to the dance.
- 4) Each eligible Modoc High Student may bring **one guest who is currently enrolled in another high school institution**, not a member of Modoc High School, subject to administrative approval. Well before the date of the dance, obtain a guest bid form from the Principal's Secretary and follow the instructions. The process takes time, so DO NOT wait until the last minute. Guest bids are due by the end of school on the Wednesday before the dance.
- 5) All students and guests attending dances sponsored by Modoc High School are subject to all of the regulations and directions of the faculty, chaperones, and any law enforcement officers who might be present at the dance.
- 6) Dance times may vary. Dance doors will remain open for one (1) hour after the dance begins. Most dances end by 10:00 p.m. unless otherwise indicated. Students will not be admitted once the doors are closed. Students who enter the dance by means other than the front door are subject to discipline. Once a student leaves a dance he/she may not return unless he/she receives special permission from the administrator in charge.
- 7) Anyone who comes to a dance under the influence of alcohol and/or drugs will not be admitted, and parents/guardians and the police will be summoned. Consequences will be issued.

MODOC HIGH SCHOOL SOCIAL MEDIA POLICY FOR STUDENTS

Purpose

To provide guidelines for responsible and respectful use of social media by students at Modoc High School. This policy aims to ensure a safe and positive online environment, protect students' privacy, and maintain the integrity of our students and our school.

Scope

This policy applies to **all** students at Modoc High School and covers all forms of social media, including but not limited to Facebook, Twitter, Instagram, Snapchat, TikTok, YouTube, and **ANY AND ALL** other online platforms.

Guidelines

1. Respectful Communication

- Students must communicate respectfully with others on social media.
- Bullying, harassment, hate speech, and derogatory comments are strictly prohibited.
- Students should avoid sharing false or misleading information.

2. Privacy and Confidentiality

- Students must respect the privacy of others and refrain from sharing personal information without consent.
- Posting photos or videos of others without their permission is prohibited.
- Confidential school information shall not be disclosed online.

3. Digital Citizenship

- Students are expected to demonstrate responsible digital behavior and adhere to the principles of digital citizenship.
- Use social media in a way that positively represents Modoc High School and its community.
- Avoid posting content that could harm your reputation or the school's.

4. Cyberbullying

- Cyberbullying will not be tolerated under any circumstances. Incidents of cyberbullying should be reported to school authorities immediately.
- Consequences for cyberbullying may include disciplinary action as per the school's code of conduct. Law enforcement shall be involved, when necessary.

5. Academic Integrity

- Students must not use social media to cheat on assignments or exams.
- Sharing or soliciting homework answers or test questions is prohibited.

6. Use of Social Media During School Hours

- Social media use during class is restricted unless it is part of an approved instructional activity.
- Personal devices should be turned off or set to silent mode during class time and will be collected by the classroom teacher at the beginning of the period and returned at the end.

7. Reporting Violations

- Students are encouraged to report any violations of this policy to a staff member
- Reports will be handled confidentially to the extent possible.

8. Consequences

- Violations of this policy may result in disciplinary action, which may include Warnings, Detention, Saturday School, Suspension, or other appropriate measures.
- Severe violations involving illegal activities will be reported to law enforcement.

This policy will be reviewed annually to ensure it remains relevant and effective. Students and parents/guardians will be informed about the policy and any updates.

SPORTS EVENTS REGULATIONS

The use of tobacco, alcohol, or other illegal substances is not allowed on school grounds. Being in possession of or under the influence of any of these substances will lead to disciplinary actions and enrollment in a substance abuse diversion program. Students will be placed on the ineligibility list until enrolled and must be making progress within the program to be deemed eligible again. Administrative discretion applies.

TRANSPORTATION

Students who ride to an activity on school-provided transportation must return by the same method unless they are released and signed out to their parents/guardians. If there is a special situation requiring students to make other arrangements, the parent/guardian must return the school transportation waiver to the school at least **24 hours in advance** and be approved by a school administrator.

GENERAL INFORMATION

ACCIDENT INSURANCE

Modoc Joint Unified School District is not required to carry insurance for medical and dental coverage for students injured on the school premises or injured while participating in school activities. Private insurance applications are available in the-SSC/Administrative Office.

ADDRESS CHANGES

If there is a change in a student's mailing address, home address, telephone number, or parent/guardian the student and/or parent is to report this change to the SSC **immediately**.

This information is needed in case of emergencies and for school records.

ASB CARD STICKERS

ASB Card stickers can be purchased from the Administrative Office for \$40 per year or \$25 for the second semester. ASB card stickers allow students to get into home athletic contests for free and provide various discounts on various items/events throughout the school year.

FINES

Student fines may be assessed for various reasons throughout the school year. These fines should be addressed immediately. If fines are not paid, grades, transcripts, and diplomas may be withheld, and students with outstanding fines may be excluded from the graduation ceremony.

FOOD SERVICE

Modoc Joint Unified School District offers two meals a day to students and staff members. (Break & Lunch) Students may bring their own lunch; however, there is no refrigeration available. Student misconduct in the cafeteria may result in removal from the cafeteria, detention, or cafeteria clean-up.

LOCKERS

Students may use only the lockers assigned to them. Locker damage or malfunction **must** be reported to the SSC **immediately**. Failure to report locker damage or malfunction may make the student responsible for the cost of repair to the locker.

Students may not share lockers; give locker combinations to others; write on or in lockers; or attach adhesive materials to lockers; place foreign materials (such as paper) in the lock mechanism for the purpose of bypassing the lock. Students are responsible for checking out of school with their lockers clean and in good repair. Each locker must be inspected at the time of check-out from school. Costs of any repairs will be billed to the student. The school administration reserves the right to enter any locker, at any time, for any reason. Inappropriate materials may be seized and discipline may be issued.

MEDICATIONS

Students should plan their medication schedules so they do not have to take medication while at school. Most medications can be taken at home (before school, after school, bedtime, etc.). If a medication must be taken while at school, your physician has a California State Department of Education form which must be completed and kept on file in the Principal's Office. Have the form completed at the doctor's office when the medicine is prescribed; otherwise the school can provide the form, but parents must return the form to the physician to get the authorization. Medicines are kept in the Principal's Office and students must go to the office to take their medication.

SCHOOL TELEPHONE USAGE

Classroom and office phones may be used with staff permission.

SCHOOL SITE COUNCIL

To ensure effective communication and community participation in planning for improvement of school programs, each school participating in categorically-funded school improvement planning or in a school-based coordinated program establishes a School Site Council. The MHS Site Council meets approximately one time per quarter. If you have questions regarding the Site Council, please call (530) 233-7201 Ext.404.

ELECTRONIC DEVICE POLICY

Modoc High School is committed to creating an intentional, focused, respectful, and distraction-free learning environment through collaborative support from school and home. To support this goal, the following policy outlines the expectations regarding student use of personal electronic devices.

Classroom Expectations

- All personal electronic devices, including but not limited to cell phones, smartwatches, earbuds, and gaming devices, must be powered off and placed in the designated "Phone Zone" at the beginning of each class period.
- Devices may not be accessed during class time and will be returned to students at the end of the period.

Passing Periods, Break, and Lunch

- Students may wear one (1) earbud during passing periods, break, and lunch.
- Device use during these times must not interfere with student safety, supervision, or school operations.

Disruption of Class

If a phone or device is **seen** and/or **heard**, i.e. makes a sound, vibrates, or rings after being improperly stored (**including being kept in the student's possession**), the following consequences will apply:

- The student shall receive a Saturday School assignment.
- The device shall be confiscated and held in the office in a secure location.
- A parent or guardian must retrieve the device from school administration.

Refusal to Comply

Refusal to turn over a phone or device to a staff member will be considered defiance and an disruption of school activities. This behavior shall result in Saturday School or suspension, depending on the severity and context of the incident.

Emergency Communication

- If a student needs to make a phone call during class time for an emergency, they may request to use the student phone in the Counseling Center or Student Services Center.

- Parents/guardians who need to communicate with their child during class time should contact the school's main office. Staff will relay the message or bring the student to the office, if needed.

TITLE IX

Modoc High School will adhere to the guidelines and regulations of the Department of Health, Education, and Welfare and the California State Department of Education Policy regarding discrimination. Anyone with a complaint should contact the Principal.

VISITORS

Parents, guardians, and adult community members interested in educational practices at Modoc High School are welcome in the classroom, as per CA Ed Code and MJUSD Board Policy. **Visitors must sign-in & out and be cleared through the SSC/Administrative Office where an MHS Visitors pass will be issued.** This also applies to our graduates who are now attending college or working. Friends of students are not allowed to visit during school hours. To protect the student and safeguard school facilities and equipment, state law prohibits any persons on campus during school hours without permission. Unauthorized visitors are considered loiterers and may be referred to the police department for removal and/or prosecution.

WITHDRAWAL FROM SCHOOL

Any student who wishes to withdraw from school must notify the Student Services Secretary. The student will then be given a Withdrawal Sheet which must be signed by all of his/her teachers indicating the final grade for the class and that all books, supplies, and materials have been turned in. This slip must also be signed by the secretary for attendance records, and the Principal's Secretary for any fines or charges. When completed, the student returns the sheet to the SSC.

WORK PERMITS

All persons under 18 wishing to work at any time must obtain a work permit. All students wishing to work must obtain a work permit to make sure their employment is legal.

1. Request work permit application forms from the Principal's Secretary.
2. Return the work permit application to the Principal's Secretary for approval.
3. Work permits are valid until the end of the school year. A **new** work permit is required for a **summer job**. Work permits are job specific. If you change jobs, you **must** obtain a new permit. Even if you do not change jobs, a new work permit is required at the beginning of each school year.

Modoc Joint USD Board Policy Bullying

- The Governing Board recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.
- No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.
- Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
- Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

- To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.
- The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.
- School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.
- Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

- Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

- School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)
- As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

- Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.
- When a student is reported to be engaging in bullying off campus, the Superintendent or designee may investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.
- When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.
- If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

- Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

Modoc Joint USD Board Policy Sexual Harassment

BP 5145.7

Students

- The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits sexual harassment of students at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who files a complaint, testifies, or otherwise participates in district complaint processes.

Instruction/Information

- The Superintendent or designee shall ensure that all district students receive

age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

Complaint Process

- Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.
- The Superintendent or designee shall ensure that any complaints regarding sexual harassment are immediately investigated in accordance with administrative regulation. When the Superintendent or designee has determined that harassment has occurred, he/she shall take prompt, appropriate action to end the harassment and to address its effects on the victim.

Disciplinary Actions

- Any student who engages in sexual harassment or sexual violence at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Confidentiality and Record-Keeping

- All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)
- The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in the schools.

MODOC HIGH SCHOOL

ASSOCIATED STUDENT BODY ADVISORS

Leadership/Activities	D. Bickford
Academic Decathlon	J. Eddy
Art	K. Chambers/A. Medefesser
Athletics	TBD
Baseball	S. Lewis
Basketball - Boys	E. Givan
Basketball - Girls	C. Albright
Board Game	J. Shea
Cheer	D. King
Cross Country	R. Workentine

CSF	J. Eddy
Drama	TBD
ETS	J. Steinbrook-Cory
FCA	W. Valena
FFA	D. Bickford
Football	J. Brogan
Golf	J. Widby
Rotary Interact	J. Eddy
Music	B. Clark
Soccer	TBD
Softball	J. Steinbrook-Cory
Track	TBD
Upward Bound	C. Witt
Volleyball	J. Boudreaux
Woodshop	D. Burns
Wrestling	C. Tiffany
Yearbook	K. Chambers



MODOC HIGH SCHOOL BELL SCHEDULES 2025-2026

Welcome Bell
First Period
Break
Passing Period
Second Period
Passing Period
Third Period
Passing Period

8:00 AM
8:05 – 8:55 AM
8:55-9:05 AM
9:05-9:10AM
9:10 – 10:05 AM
10:05-10:10 AM
10:10 – 11:00 AM
11:00-11:05 AM

Fourth Period	11:05 – 11:55 AM
Lunch	11:55-12:30 PM
<i>Passing</i>	<i>12:30-12:35 PM</i>
Fifth Period	12:35 – 1:25 PM
<i>Passing Period</i>	<i>1:25-1:30 PM</i>
Sixth Period	1:30 – 2:20 PM
<i>Passing</i>	<i>2:20-2:25 PM</i>
Seventh Period	2:25 – 3:15 PM

PROFESSIONAL LEARNING COMMUNITIES/MINIMUM DAY

<i>Welcome Bell</i>	<i>8:00 AM</i>
First Period	8:05 – 8:42 AM
<i>Passing Period</i>	<i>8:42- 8:47 AM</i>
Second Period	8:47 – 9:29 AM
Break	9:29 – 9:39 AM
<i>Passing Period</i>	<i>9:39- 9:44 AM</i>
Third Period	9:44 – 10:21 AM
<i>Passing Period</i>	<i>10:21- 10:26 AM</i>
Fourth Period	10:26 – 11:03 AM
<i>Passing Period</i>	<i>11:03 – 11:08 AM</i>
Fifth Period	11:08 – 11:45 AM
Lunch	11:45 – 12:20 PM
<i>Passing Period</i>	<i>12:20 – 12:25 PM</i>
Sixth Period	12:25 – 1:02 PM
<i>Passing Period</i>	<i>1:02- 1:07 PM</i>
Seventh Period	1:07 – 1:44 PM



Modoc County Behavioral Health

441 N. Main Street
Alturas, CA 96101

Phone: (530) 233-6312

Fax: (530) 233-6339

TDD: 711

Toll-Free 24-hour Crisis Services

Call 1-800-699-4880 or 911

or go to the Modoc Medical Center Emergency Room

Clinic Hours

Monday, Tuesday, Thursday: 8:30 am-6:00 pm

Wednesday: 8:00 am-7:00 pm Friday, Saturday, Sunday: Closed

Patients' Rights Advocate

(530) 708-0725

Modoc County Behavioral Health Guide to County Mental Health Services

Welcome to Mental Health!

We welcome you to Modoc County Behavioral Health (MCBH), Mental Health Services. We provide specialty mental health services for people who live in Modoc County, including those who are eligible for Medi-Cal.

As your mental health services plan, we have specific goals. These are to:

- Provide treatment to help you address mental health symptoms.
- Work with you and other health care providers to arrange for quality care for you.
- Be sensitive to your needs and respect your privacy.
- Refer you to appropriate resources.

As an accepted participant, you also have specific responsibilities. These are to:

- Keep your appointments as scheduled or call if you cannot make your appointment.
- Work on treatment goals with your service provider(s) and doctor.
- Work with us to choose the best treatment staff for you.
- Request and receive copies of your medical records or request that they be changed or corrected.
- Provide us with an Advance Health Care Directive to describe your directions and preferences for treatment and care during times when you are having difficulty communicating and making decisions. An Advance Directive can inform others about what treatment that you want or do not want.
- Receive materials in a language or in alternate formats that you can easily understand, like large print or audio. Let us know how we can help you understand our materials. All language assistance services and alternate formats are FREE.

If you are a Medi-Cal beneficiary, the complete Beneficiary Handbook to Medi-Cal Mental Health Services is available upon request. A copy is also available in our lobby.

Please ask the staff if you do not see the forms and envelopes.

For more information on resolving problems, please pick up a copy of the Client Problem Resolution Guide available in the Behavioral Health lobbies.

For help, please speak to your therapist, the Behavioral Health Director, or the Privacy/Compliance Officer.

Are my client rights taken into consideration? Staff is committed to protecting your client rights. Some basic rights include the right to:

- Be treated with respect and with due consideration for your dignity, privacy, and confidentiality.
- Participate in decisions about your treatment, including the right to accept or refuse services.
- Give your consent about medication and treatment.
- Be free from any form of restraint or seclusion used as a means of retaliation, coercion, discipline, or convenience.
- Talk to the Patients' Rights Advocate.

Service Teams

A team of experts will work with you to determine if you need services and which services you need.

We have an extensive team of specialists and community providers available to help you meet your goals, including:

- Psychiatrist (MD) (via telepsychiatry)

- Registered Nurse
- Licensed Clinical Social Workers (LCSW)
- Licensed Marriage and Family Therapists (LMFT)
- Licensed Vocational Nurses (LVNs)
- Case Managers
- Mental Health Rehabilitation Specialists
- Peer Advocates

Available Services

The following services are available in **English and Spanish** for children, youth, adults, and older adults who are experiencing serious emotional disturbance or mental illness.

Other language resources are available as needed and will be provided for FREE.

Clinical Assessment

We conduct a clinical assessment of your current emotional, behavioral, and mental health challenges and need for services.

This assessment helps to determine the types of services you need to achieve outcomes.

Service Coordination

In partnership with you and your family (as appropriate), we arrange and coordinate the delivery of services needed to achieve specific outcomes.

Resources are available through county programs, as well as through community-based organizations.

Outpatient Counseling Services (Brief Therapy) We provide individual, family, or group counseling to help find resolutions to reduce challenges, reduce distressing symptoms, and improve functioning.

Medication Services

As needed, we conduct assessment and medication management services at our clinics to alleviate or reduce symptoms of mental illness.

At any time, you may ask to change to another treatment staff member.

You may obtain a Provider Directory in our clinic lobbies.

How do I resolve complaints and problems, or appeal a denial of a service?

If you are not happy with your services or our decisions concerning your services, you may talk with us or write to us, and we will try to resolve the problem.

We encourage you to discuss issues regarding your Behavioral Health services directly with your provider. You may also contact the Patients' Rights Advocate regarding problems.

Every effort will be made to resolve the issue at an informal level.

To register a grievance or appeal a decision about services, call the Patients' Rights Advocate at (530) 708-0725.

In addition, the Grievance and Appeal forms are visibly located and accessible in our clinic lobby. Self-addressed envelopes are included with the forms, in case you would like to submit a grievance or appeal by mail.

Frequently Asked Questions

How much do I have to pay?

Fees at Modoc County Behavioral Health are adjusted according to your income on a sliding scale.

Medi-Cal and other insurance coverages are accepted.

You may ask about charges by calling Behavioral Health at 530-233-6312 during regular office hours.

Can I pick my therapist?

You may inform the staff person completing your first assessment that you would like to choose your treatment staff.

Your choice of treatment staff may include staff who meet your cultural, alternative cultural (e.g., LGBTQ, veterans, seniors) or language needs.

Whenever possible, your request will be filled.

Case Management Services

We provide assistance to link you to needed medical, educational, social, vocational, rehabilitative, and other community services.

Crisis Intervention

We provide 24-hour services to help you resolve crisis mental health situations.

If you feel that you are in a mental health crisis, please contact us 24/7 at 1-800-699-4880.

Acute Hospitalization

We can arrange for inpatient hospital services to treat an acute psychiatric crisis.

If you feel that you are in a mental health crisis, please contact us 24/7 at 1-800-699-4880.

Outreach Services

We offer information and education to help you learn about our available services.

Informational brochures are available at our clinics, as well as in locations around the county, including Health Services Agency, local health centers, community pantries, Family Resource Center, schools and churches, and other community centers.

Additional Adult Services

The Adult System of Care offers additional resources, including:

- Specialized treatment for individuals experiencing mental illness and substance use disorder challenges.
- Independent Living Skills supports individuals in their efforts to develop interpersonal and independent living skills in a non-institutional residential setting.

Additional Children's Services

The Children's System of Care offers additional services for eligible children and youth:

- EPSDT - Early and Periodic Screening, Diagnostic, and Treatment
- TBS – Therapeutic Behavioral Services
- ICC – Intensive Care and Coordination
- IHBS – In Home Behavioral Services
- Special School Site Services for emotionally disturbed youth

County Substance Use Disorder Program The county substance use disorder services provide substance use disorder treatment counseling and other services, such as community education, information, and referrals.

Wellness / Drop-In Center

Our mental health wellness center – Sunrays of Hope – is available as a unique place for individuals to drop-in a positive and supportive environment.

Services include a wide range of health and wellness activities for youth/teens, adults/older adults, and families.

Services are available in English and Spanish. Please call (530) 233-9696 for more information.

Modoc County Behavioral Health Advisory Board

The primary duty of this state-mandated board is to advocate and promote recovery for

those individuals with mental illness by identifying culturally-relevant needs, monitoring cost- effective strategies, and making recommendations to the County Board of Supervisors. Membership consists of clients, family members, community and county providers, and other interested stakeholders.

The community is invited to attend all Advisory Board meetings. Meetings are held on the fourth Tuesday of every month from 3:30 pm-5:00 pm. Please call (530) 233-6312 for meeting location.

PUBLIC DISCLOSURE OF SALARY AND BENEFIT NEGOTIATIONS TENTATIVE SETTLEMENT

SCHOOL DISTRICT

Bargaining Unit(s) / Employee Groups: Modoc Teachers Association

Fiscal Year: 2026-2027

Period Covered by the Agreement: July 1, 2026 - June 30, 2027

Date of Public Disclosure Board Meeting: June 10, 2026

	Settlement Year	Subsequent Year 1	Subsequent Year 2
Cost of 1% Raise (should tie to Criteria Standards Review)	\$47,595		
Negotiated Percentage Change	4.31% split between salary and health		
Cost of Salary Increase	\$101,373	\$102,870	\$104,320
Cost of Statutory Benefit Increase (STRS, PERS, OASDI, Medicare, UI, W/C)	\$21,964	\$22,280	\$22,578
Cost of Health and Welfare Benefit Increase (Medical, Dental, Vision, Life, etc.)	\$100,786 \$173,085 one-time	\$100,786	\$100,786
Other Cost Impact			
Funding Sources General Fund	100%	100%	100%
Total Cost	\$397,207	\$225,936	\$227,684

Other Explanations:

The Certificated Salary Schedule, the Certificated Support Salary Schedule, and the Certificated Supplemental Salary Schedule will be increased by 2% effective July 1, 2026.

Effective with the July 1, 2026 health insurance premium, 2.31% is applied to increase the monthly health insurance cap to \$1,401.45 per month.

A \$5,000 stipend for each Education Specialist Teacher, a \$2,500 stipend for Education Specialist Teacher providing site based services, and a \$1,500 stipend per student for general education Teacher with a Special Education credential case managing 1-3 students.

Language changes are shown on the attached Tentative Agreement.

ONE-TIME \$173,085

For the 2026-27 fiscal year only, the one-time \$3,000 payment is added to the the MTA benefit reserve account, at total cost of \$147,000.

MTA will use \$26,085 of the balance available in the MTA benefit reserve account along with the amount added to offset the monthly cost of health insurance for the 2026-27 fiscal year only by \$294.36 per month beginning with the July 2026 premium and ending June 2027. This increases the total MTA District paid health insurance contribution to \$1,695.81 per month for 2026-27 only.

I certify that the costs incurred under this agreement can be met by the district during the term of the agreement:

Rebecca Grewia
Superintendent

6/12/26
Date

Elizabeth N. Azman
Chief Business Official

6/12/26
Date

After Approval by Governing Board at Public Disclosure Board Meeting:

Board President/Clerk

Date

1. Purpose: Compliance with Government Code Section 3547-3547.5. To inform the public "of the issues that are being negotiated upon and have full opportunity to express their views to the public school employer, and to know the positions of their elected representatives". After the public has had the opportunity to express itself, the public school employer shall, at a meeting that is open to the public, adopt its initial proposal. The disclosure must include the following components: salaries, benefits, other compensation, other non-compensation costs, the percent increase of the total compensation for the average employee, the approximate cost to the LEA, the proposed source(s) of funding and any other major provisions not directly affecting costs, such as binding arbitration, grievance, procedures, etc.

2. Costs: Include additional costs (difference between old salaries and new salaries for each year. Include longevity, overtime, differential, one-time only and extra duty increases.

3. Who Must File: Districts providing additional salary/benefit over and above step and column, even if formal bargaining units are not established.

4. When to Make Available:

Modoc County Superintendent of Schools: Minimum of 5 days (10 days if qualified or negative certification) prior to public disclosure meetings/board date. Include Superintendent and Chief Business Official (is any) certification.

Public: Prior to the day of the public meeting (per Management Advisory 92-01), the number of days is determined locally.

Modoc County Superintendent of School: Resubmit with board signatures after adoption.

TENTATIVE AGREEMENT

May 28, 2026

The Modoc Joint Unified School District ("District") and the Modoc Teachers Association ("Association") have considered their mutual interests and agree to the following:

The parties have been meeting for negotiations pertaining to the 2026-27 school year and have reached agreement on changes.

The parties agree to conclude negotiations as described herein and agree to the contract language changes described herein.

Compensation

Apply a 2.00% increase to the certificated, certificated support, and certificated supplemental salary schedules.

Add the following to the Certificated Salary Schedule:

\$5,000 stipend for each Education Specialist Teacher

\$2,500 stipend for Education Specialist Teacher providing site base services

\$1,500 stipend per student for general education teacher with Special Education credential case managing 1-3 students

Intern Teacher Heading on the Certificated Salary Schedule amended to read:

Intern/PIP/STSP Teachers

Article 32.2 is amended to read:

The District shall pay up to but not exceeding the sum of \$1,401.45 per month (the maximum District contribution) i.e. \$16,817.40 per year for each eligible unit member toward the combined premiums of health, dental, vision and all life insurance. All sums in excess of \$1,401.45 per month (i.e. \$16,817.40 per year) shall be paid by the eligible unit member by automatic payroll withdrawal in order to fully fund the monthly insurance premiums.

For the 2026-27 fiscal year only, \$3,000 per FTE will be added to the MTA Benefit Reserve Account.

For the 2026-27 fiscal year only, \$294.36 per month for health insurance will be paid by the MTA Benefit Reserve account effective with the July 2026 premium. All sums in excess of \$1,695.81 per month shall be paid by the eligible unit member by automatic payroll withdrawal in order to fully fund the monthly insurance premiums. If an employee chooses a health plan that is less than the district paid amount, that savings will be put into a benefit reserve account for MTA. This provision expires with the June 2027 health insurance district paid amount.

Article 10.6 will be added:

10.6 The second Monday of each month shall be reserved for Association meetings beginning at 3:45 pm.

Article 12.1 is amended to read:

During each school year, full-time employees shall work one hundred eighty five (185) days, consisting of one hundred eighty (180) teaching days, **three (3) teacher work days**, one (1) professional development day, and **one (1) District and Site Collaboration day**. The professional development day will allow for professional development in the morning and teacher preparation in the afternoon. **The District and Site Collaboration** day will be dedicated to district and site meetings and activities. Two (2) teacher work days will be for room preparation and curriculum planning for teachers in their classrooms. One (1) teacher work day will be dedicated to the end of the year closing activities.

Add a paragraph break beginning with "Prior to..."

Article 12.2 will be amended to...

Add paragraph beginning with "In addition..."

Article 26 will be amended to...

Change the title to "Professional Development Leave"

Article 30 will be amended to...

Change the title of this section to "Professional Development"

Article 30.1 is amended to read...

The District shall consult with the unit regarding where these Professional Development days are to be placed on the school calendar and the type of activities planned.

Article 30.2 is amended to read...

All Professional Development days that are in addition to the one hundred eighty five (185) contracted working days, shall be paid at the teacher's daily rate. **The employee may elect to submit a district time card each month for payment OR may save their accrued hours and submit to the District a time card for an additional 'no tell' day when the employee has accumulated enough hours equivalent to a full day of service. Accrued 'no tell' days must be used in the same school year in which they were earned. Employees who do not accrue enough hours to receive an additional "no tell" day must submit their District time card by the last workday of the school year in order to receive compensation. If a bargaining unit member attends any training conducted by the Modoc County Office of Education, they will receive supplemental payment for their time unless the training is required for employment, in which case the employee shall receive their regular hourly pay.** If an employee does not attend the full in-service (whether by total hours or by day), the employee shall receive no compensation.

Article 30.3 is amended to read...

Change the wording Staff Development to "Professional Learning Community"

Article 32.3.5 is amended to read...

Before and After School Academic Support Programs Per Diem rate of pay: ~~Effective on the first day of school of the 2023-2024 school year.~~ The academic support rate of pay shall be the unit member's hourly rate of pay.

Article 32.6 is amended to read...

A certificated employee's advancement to column 4, Professional Growth steps 1-5 (PG 1-5) is contingent upon the following ~~3-year~~ yearly plan (**see appendix Q for required forms**):

- 1.) The employee and site administrator ~~mutually agree upon~~ **will create** a yearly growth plan **and turn it in to the Superintendent by September 10th.**
- 2.) The professional growth plan **must be** is implemented and completed during the year **for which it is** agreed upon.
- 3.) Advancement on the professional growth step schedule is applied to the school year following the completion **and approval of the portfolio by the superintendent and site administrator** for the professional growth plan. **The portfolio is due on May 1st.**

Failure of the employee to complete the plan **and gain approval** will result in the employee being placed at the last step and column earned.

Update & Revise Appendix Order, beginning with page 30

Appendix C Pre-Observation Conference Form on Pg. 30 will be moved to Pg. 33, become appendix **D** and retitled **Pre-Obserervation Conference Form - Teaching**

Appendix B Certificated Supplemental will be updated with 2026-27 rates and will be **Appendix C** and moved from pg. 31 to **pg. 32.**

Certificated Support Salary Schedule will be updated with the 2026-27 rates and will be moved from pg. 32 to **pg. 31** as **Appendix B.**

Appendix E Pre-Observation Conference form on Pg. 33 will be moved to **pg. 39** and retitled **Pre-Observation Conference Form - Counseling.**

Appendix F Classroom Observation Form on Pgs. 34-36 will be retitled as **Teacher Classroom Observation Form**

Appendix G Observation Form on Pgs. 37-38 will be moved to **Pgs. 40-41** and retitled **Counseling Observation Form.**

Appendix G Post-Observation Form on Pg. 39 will be moved to **Pg. 42** and retitled **Counseling H Post-Observation Form.**

Appendix I Questions Teacher/Counselors on Pgs. 40-41 will be moved to **Pgs. 43-44**

Appendix J Summary Evaluation of Teaching Performance will be moved from Pgs. 42-43 to **Pgs. 37-38**.

Appendix K Summary Evaluation of School Counseling Performance will be moved from Pgs. 44-45 to **Pgs. 45-46**

Appendix L Alternative Evaluation Form will be moved from pg. 46 to **Pg. 47**

Appendix M Summary of Alternative Evaluation form on pg. 47 to **Pg. 48**

Appendix N Informal Observation Form on Pg. 48 to **Pg. 49**

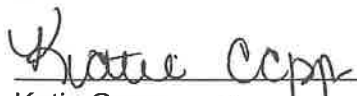
Appendix O Grievance Form on Pg.49-50 condense to **Pg. 50**.

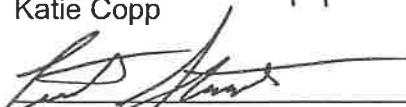
Update **Appendix P Public Complaint** Pg. 51 to the current version

Add **Appendix Q Professional Development Plan** **Pgs. 52-57**

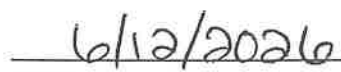
This is the complete agreement between the Modoc Joint Unified School and Modoc Teachers Association on all topics within the scope of negotiations for the 2026-27 school year. All topics and proposals not included herein are deemed withdrawn. Neither party is required to negotiate further on any topic within the scope of negotiations for the 2026-27 school year without the written consent of the other party.

MTA

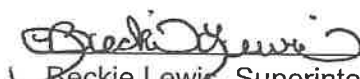

Katie Copp

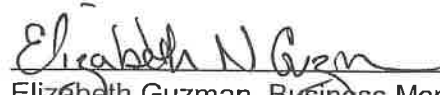

Curtis Schmidt


Johanna Shea

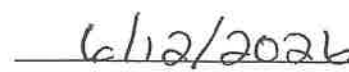

Date

DISTRICT


Beckie Lewis, Superintendent


Elizabeth Guzman, Business Manager


Gerese Weber, Payroll/Personnell


Date

Professional Development Project Check List

Planning Sheet Completion

Meet your site administrator to discuss the plan ideas **by May 30th**

Teacher Initials

Principal Initials

Submit your planning sheet to your site administrator for approval **by September 1st**

Teacher Initials

Principal Initials

Submit your planning sheet the superintendent for approval **by September 1st**

Teacher Initials

Principal Initials

Approval of plan by Site Administrator and Superintendent **by September 10th**

Teacher Initials

Principal Initials

Teacher Signature

Date

Site Administrator Signature

Date

Superintendent Signature

Date

Time Sheet

Keep track of all the time you spent on the project detailing dates, activities and outcomes. You must have at least **36 hours** logged in for the year in order to gain approval for your final project. Please copy additional time sheet pages as needed.

Project Portfolio

Submit the final portfolio to your site administer for approval **May 1st**

Teacher Signature

Date

Site Administrator Signature

Date

Superintendent Signature

Date

How are you going to address the needs of the students or teachers?

Action Plan: Describe the steps leading towards your objective.

Describe the desired outcome of the project.

Teacher Signature: _____ Date _____

Site Supervisor Signature: _____ Date _____

Superintendent Signature: _____ Date: _____

Professional Development Growth Plan Time Sheet

Name: _____ Date: _____

School Year: _____ Site: _____

Project Title: _____

<u>Project Category</u>	
<u>Cross-Functional Project</u> : Work on initiatives outside your usual scope to gain new skills and demonstrate them to the district.	
<u>Leadership Development</u> : Initiate or lead a new mentoring program, or manage a team project	
<u>Skills-Based initiatives</u> : Implement a new technology, such as AI tools or data analysis systems, that improve team efficiency.	
SMART Goal: (Specific, Measureable, Achievable, Relevant, Time-Bound)	
Date:	Description:
Date:	Description:
Date:	Description:
Date:	Description:

**MODOC JOINT UNIFIED SCHOOL DISTRICT
2026-27 CERTIFICATED SALARY SCHEDULE**

185 Work Days

Step	BA +30 / CTE Credential			BA +45			BA +60			BA +75			Step
	Group I	Daily	Hourly	Group II	Daily	Hourly	Group III	Daily	Hourly	Group IV	Daily	Hourly	
1	\$55,302.05	\$298.93	\$38.57	\$56,837.55	\$307.23	\$39.64	\$58,369.35	\$315.51	\$40.71	\$59,901.15	\$323.79	\$41.78	1
2	\$56,837.55	\$307.23	\$39.64	\$58,369.35	\$315.51	\$40.71	\$59,901.15	\$323.79	\$41.78	\$61,431.10	\$332.06	\$42.85	2
3	\$58,369.35	\$315.51	\$40.71	\$59,901.15	\$323.79	\$41.78	\$61,431.10	\$332.06	\$42.85	\$62,961.05	\$340.33	\$43.91	3
4	\$59,901.15	\$323.79	\$41.78	\$61,431.10	\$332.06	\$42.85	\$62,961.05	\$340.33	\$43.91	\$64,496.55	\$348.63	\$44.98	4
5	\$61,431.10	\$332.06	\$42.85	\$62,961.05	\$340.33	\$43.91	\$64,496.55	\$348.63	\$44.98	\$66,026.50	\$356.90	\$46.05	5
6	\$62,961.05	\$340.33	\$43.91	\$64,496.55	\$348.63	\$44.98	\$66,026.50	\$356.90	\$46.05	\$67,558.30	\$365.18	\$47.12	6
7	\$64,496.55	\$348.63	\$44.98	\$66,026.50	\$356.90	\$46.05	\$67,558.30	\$365.18	\$47.12	\$69,086.40	\$373.44	\$48.19	7
8	\$66,026.50	\$356.90	\$46.05	\$67,558.30	\$365.18	\$47.12	\$69,086.40	\$373.44	\$48.19	\$70,620.05	\$381.73	\$49.26	8
9	\$67,558.30	\$365.18	\$47.12	\$69,086.40	\$373.44	\$48.19	\$70,620.05	\$381.73	\$49.26	\$72,151.85	\$390.01	\$50.32	9
10	\$69,086.40	\$373.44	\$48.19	\$70,620.05	\$381.73	\$49.26	\$72,151.85	\$390.01	\$50.32	\$73,681.80	\$398.28	\$51.39	10
11				\$72,151.85	\$390.01	\$50.32	\$73,681.80	\$398.28	\$51.39	\$75,211.75	\$406.55	\$52.46	11
12							\$75,211.75	\$406.55	\$52.46				12
13													13
14													14
15													15
16													16
17													17
18													18
19													19
20													20
21													21
22													22
23													23
24													24
25													25
26													26
27													27
28													28
29													29
30													30
Intern/PIP/STSP Teachers				\$2,500.00 National Board Certification or Ed. D.									
1	\$53,304.05	\$288.13	\$37.18	\$5,000.00 Education Specialist Teacher									
\$2,000.00 Master's Degree				\$2,500.00 Education Specialist Providing Site Based Services									
\$1,500.00 per student for General Education Teacher with Special Education credential case managing 1-3 students													
Professional Growth steps 1-5 contingent upon an annual professional growth plan, refer to CBA Appendix Q													

**MODOC JOINT UNIFIED SCHOOL DISTRICT
2026-27 CERTIFICATED SUPPORT SALARY SCHEDULE**

Student & Family Support Specialist

Step	185 work days	Daily Rate
1	\$72,090.80	\$389.68
2	\$75,093.35	\$405.91
3	\$78,077.40	\$422.04
4	\$81,083.65	\$438.29
5	\$84,082.50	\$454.50
6	\$87,240.45	\$471.57
7	\$90,396.55	\$488.63
8	\$91,094.00	\$492.40
9	\$91,717.45	\$495.77
10	\$92,387.15	\$499.39
11	\$93,064.25	\$503.05
12	\$93,741.35	\$506.71
13	\$94,424.00	\$510.40
14	\$95,115.90	\$514.14
15	\$95,813.35	\$517.91
16	\$96,507.10	\$521.66
17	\$97,211.95	\$525.47
18	\$97,922.35	\$529.31
19	\$98,645.70	\$533.22
20	\$99,361.65	\$537.09
21	\$100,088.70	\$541.02
22	\$100,819.45	\$544.97
23	\$101,552.05	\$548.93
24	\$102,297.60	\$552.96
25	\$103,046.85	\$557.01
26	\$103,799.80	\$561.08
27	\$104,560.15	\$565.19
28	\$105,326.05	\$569.33
29	\$106,091.95	\$573.47
30	\$106,874.50	\$577.70

\$2,000 Masters Degree

\$2,500 National Board Certification or Ed. D.

25/26 Salary Schedule increased for 26/27 by 2%. Applied 2.31% to increase the District paid monthly health insurance cap to \$1,401.45. One-time funds from the benefit reserve account will be used to offset the cost of health insurance by \$294.36 per month, increasing the District paid monthly amount to \$1,695.81 for 2026-27 only.

Appendix B

**MODOC JOINT UNIFIED SCHOOL DISTRICT
2026-27 CERTIFICATED SUPPLEMENTAL**

GROUP I	a. Base Rate:	\$3,983
	* b. Consecutive Rate:	\$4,980
ACTIVITIES DIRECTOR- MHS		
ATHLETIC DIRECTOR - MHS		
MTSS LIAISON (contingent on MCOE funding)		
MUSIC DIRECTOR - TWO SITES		

GROUP II	a. Base Rate:	\$3,733
	* b. Consecutive Rate:	\$4,667
VARSITY HEAD COACHES - FB,VB,		
BBB, GBB, WR, TR, BB, SB, SOCCER		

GROUP III	a. Base Rate:	\$2,738
	* b. Consecutive Rate:	\$3,422
ACADEMIC DECATHLON ADVISOR		
CHEERLEADING COACH - MHS		
DRAMA COACH - MHS		
JUNIOR VARSITY COACHES - MHS		
VARSITY ASSISTANT COACHES - MHS		
VARSITY HEAD COACHES - XC, GOLF		
YEARBOOK ADVISOR - MHS		

GROUP IV	a. Base Rate:	\$1,744
	* b. Consecutive Rate:	\$2,364
ACTIVITIES DIRECTOR - MMS		
ATHLETIC DIRECTOR - MMS		
COACHES - MMS (7th & 8th)		
CROSS COUNTRY COACH - MMS		
JV ASSISTANT COACHES - MHS		
MUSIC DIRECTOR - ONE SITE		
PRINCIPAL'S DESIGNEE - AES		
PRINCIPAL'S DESIGNEE - MMS		
SITE TESTING COORDINATORS		
TITLE I COORDINATOR - AES TK-2		
TITLE I COORDINATOR - AES 3-5		
TITLE I COORDINATOR - MMS		
TK-8 WRESTLING COACH		

GROUP V	a. Base Rate:	\$623
	* b. Consecutive Rate:	\$779
COACHES - MMS (6th)		
E-SPORTS COACH		

* Consecutive rate is equal to 125% of the base rate for employees who have held the same position for the last four consecutive years or have been in that group or higher for the last four consecutive years. This is effective at the beginning of the fifth year.

MISCELLANEOUS PAYMENTS & SERVICES:

Teachers will be paid their individual hourly rate for Summer School, Saturday School, Saturday Modoc Joint Unified School District offered professional development, and Before or After School Academic Support Programs.

Certificated Supplemental Services (All services performed and not listed above) Hourly Flat Rate: \$38.57

The rate is locked in to Certificated Salary Schedule Group I, Step 1 Daily rate divided by 7.75

Traveling Teachers/Teachers assigned to teach at two or more school sites or teach two or more grade levels in a self contained classroom - 2 days paid at employee's regular daily rate.

Teachers may earn stipends by sharing their knowledge and expertise. All presentations and writings must be pre-approved by site administration in order to receive compensation. Stipends are as follows:

Presents at an Out of District conference Flat Rate: \$783

Published in professional journal or magazine Flat Rate: \$522

Organizes and presents at a District professional development day with at least two sites attending Flat Rate: \$261

AVID Coordinator - AES Annual Flat Rate: \$1,327

AVID Coordinator - MMS Annual Flat Rate: \$1,659

AVID Coordinator - MHS Annual Flat Rate: \$1,989

District Testing Coordinator Annual Flat Rate: \$5,634

Intern Support Providers (Rate per MTA Agreement Article 31.5 b.) Annual Flat Rate: \$2,040

Teacher-In-Charge - State Line Annual Flat Rate: \$4,543

WASC Coordinator - MHS Annual Flat Rate: \$1,989

Flat rate to be paid the year prior to and the year of the visitation of the accrediting team

School Counselor; Additional 20 days paid at employee's regular daily rate

AG Teacher (Extended contract if Ag. Incentive Funds received) Paid at employee's regular daily rate; 1 Teacher = 30 days

PUBLIC DISCLOSURE OF SALARY AND BENEFIT NEGOTIATIONS TENTATIVE SETTLEMENT

MODOC JOINT UNIFIED SCHOOL DISTRICT

Bargaining Unit(s) / Employee Groups: General Teamsters Local 137 (Classified Bargaining Unit)

Fiscal Year: 2026-2027

Period Covered by the Agreement: July 1, 2026 - June 30, 2027

Date of Public Disclosure Board Meeting: June 17, 2026

	Settlement Year	Subsequent Year 1	Subsequent Year 2
Cost of 1% Raise (should tie to Criteria Standards Review)	\$15,617		
Negotiated Percentage Change	4.31%		
Cost of Salary Increase	\$53,948 \$69,000 one-time	\$55,746	\$57,394
Cost of Statutory Benefit Increase (STRS, PERS, OASDI, Medicare, UI, W/C)	\$19,308 \$6,479 one-time	\$20,175	\$20,254
Cost of Health and Welfare Benefit Increase (Medical, Dental, Vision, Life, etc.)			
Other Cost Impact			
Funding Sources			
General Fund	93.93%	87.90%	88.09%
Cafeteria Fund	6.07%	12.10%	11.91%
Total Cost	\$148,735	\$75,921	\$77,648

Other Explanations:

Effective July 1, 2026 the Classified Salary Schedule will be increased by 4.31% for 2026-2027 and then the steps are maintained at 3.5%. Bus drivers are moved from Group 6 to Group 8.

Language changes are shown on the attached Tentative Agreement.

ONE-TIME \$75,479

For the 2026-2027 school year only, the District will offer a one-time off the salary schedule retention payment of \$3,000.00 that will be paid to employees half on December 10, 2026 and half on June 10, 2027. Employees that work less than four hours per day are not eligible for this payment. Only employees that worked for the full 2025-2026 school year are eligible for this payment. One-time payments are not creditable compensation for PERS.

I certify that the costs incurred under this agreement can be met by the district during the term of the agreement:

Rebecca Grewie
Superintendent

6/12/26
Date

Elizabeth W. Greppan
Chief Business Official

6/12/26
Date

After Approval by Governing Board at Public Disclosure Board Meeting:

Board President/Clerk

Date

1. **Purpose:** Compliance with Government Code Section 3547-3547.5. To inform the public "of the issues that are being negotiated upon and have full opportunity to express their views to the public school employer, and to know the positions of their elected representatives". After the public has had the opportunity to express itself, the public school employer shall, at a meeting that is open to the public, adopt its initial proposal. The disclosure must include the following components: salaries, benefits, other compensation,

other non-compensation costs, the percent increase of the total compensation for the average employee, the approximate cost to the LEA, the proposed source(s) of funding and any other major provisions not directly affecting costs, such as binding arbitration, grievance, procedures, etc.

2. Costs: Include additional costs (difference between old salaries and new salaries for each year. Include longevity, overtime, differential, one-time only and extra duty increases.

3. Who Must File: Districts providing additional salary/benefit over and above step and column, even if formal bargaining units are not established.

4. When to Make Available:

Modoc County Superintendent of Schools: Minimum of 5 days (10 days if qualified or negative certification) prior to public disclosure meetings/board date. Include Superintendent and Chief Business Official (is any) certification.

Public: Prior to the day of the public meeting (per Management Advisory 92-01), the number of days is determined locally.

Modoc County Superintendent of School: Resubmit with board signatures after adoption.

TENTATIVE AGREEMENT

June 3, 2026

The Modoc Joint Unified School District ("District") and the General Teamsters Local No. 137 (Classified Bargaining Unit) have considered their mutual interest and agree to the following:

The parties have been meeting for negotiations pertaining to the 2026-2027 school year and have reached agreement on the following changes. The parties agree to conclude negotiations as described herein and agree to the contract language changes described herein.

Article IV SALARY AND HEALTH & WELFARE BENEFITS

Section 1 Salary

1. Effective July 1, 2026, the Classified Salary schedule (step 1) will be increased by 4.31% and then the steps for each group are maintained at 3.5%.
2. For the 2026-2027 school year only, there will be a one-time off the salary schedule retention payment of \$3,000. This will be paid to employees half on December 10, 2026, and half on June 10, 2027. Employees that work less than four hours per day are not eligible for this payment. Only employees who worked for the full 2025-26 school year are eligible for this payment. One-time payments are not creditable compensation for PERS.

Add 7. Expanded Learning Opportunities Program (ELOP) Grant:

This is effective only when the District receives ELOP funding. Employees hired for the Summer Enrichment Program will be paid at their normal hourly rate of pay, or at appropriate range and step for the classification worked during the ELOP program.

Section 2 Health Benefits

Annual Calendar Year Reconciliation of District Insurance Contributions

Annually, the Union will initiate contact with the District following the rate announcement by Northern California General Teamsters Security Fund in September each year to sign an agreement and establish the out of pocket expenses for the following calendar year. This will be settled no later than October 31st each year.

Add historical table to reflect employees' share of health insurance premium.

Plan	Employee Out of Pocket July 2024 - December 2024	Employee Out of Pocket January 2025 - July 2025	Employee Out of Pocket August 2025 - December 2025	Employee Out of Pocket January 2026 - December 2026
Emp Only	\$0.00	\$20.00	\$0.00	\$0.00
Emp + Child	\$0.00	\$32.00	\$0.00	\$32.00
Emp + Spouse	\$0.00	\$34.00	\$0.00	\$39.00
Family	\$0.00	\$45.00	\$0.00	\$104.00

Article V HOURS & OVERTIME

Section 3: Remove School Secretaries - 215 to 220 days and Outly Site Secretary - 183 days

Article X LEAVES - Clean up Language to read as follows...

Bereavement Leave:

Employees are eligible for bereavement leave if they have been employed for at least 30 days before the leave commences. Eligible employees are entitled to take up to five (5) days of bereavement leave upon the death of a qualifying family member. The first three (3) days shall be with full pay. Part-time employees shall receive bereavement leave on a pro-rata basis proportional to the number of hours they are regularly scheduled to work.

An employee who has exhausted paid bereavement leave may request to use any accrued sick leave, vacation, personal necessity, or other applicable paid leave during an approved period of unpaid bereavement leave.

Qualifying Family Member

A qualifying family member is any of the following, regardless of whether they reside with the employee:

- Spouse or registered domestic partner
- Child (biological, adopted, foster, stepchild, legal ward, or a child to whom the employee stands in loco parentis)
- Parent (biological, adoptive, foster, stepparent, or legal guardian of the employee or employee's spouse/domestic partner) or parent-in-law
- Sibling (biological, adopted, foster, or step) or in-law
- Grandparent or in-law
- Grandchild

Consecutive and Non-Consecutive Days

Bereavement leave days need not be taken consecutively, provided they are taken within three (3) months of the date of the qualifying death or pregnancy loss event.

Notification Procedure

Employees shall notify the District Office as soon as practicable. Notice may be provided by phone, email, or through a designated leave management system. The District shall not penalize an employee for an inability to provide advance notice due to the nature of the bereavement.

Documentation

The District may request reasonable documentation to support a bereavement leave request. Acceptable documentation includes, but is not limited to:

- Death certificate or notice of death
- Published obituary or funeral program
- Written statement from a mortuary, hospital, or clergy member
- Any other documentation deemed reasonable by the District

If documentation is requested, the employee shall have up to thirty (30) calendar days after the commencement of leave to provide it.

Pregnancy Loss Leave

Employees who experience a pregnancy loss event, including a miscarriage, stillbirth, unsuccessful assisted reproduction, failed adoption, failed surrogacy, or diagnosed condition rendering the employee or their spouse/domestic partner unable to carry a pregnancy to term, are entitled to up to five (5) unpaid days of bereavement leave per qualifying event.

Pregnancy loss leave entitlement is separate from and in addition to any other leave entitlements (including bereavement, PDL, FMLA, or CFRA). Privacy shall be strictly protected; the District shall not require documentation that reveals the nature of the pregnancy loss.

Article XIII LAYOFF, RE-EMPLOYMENT AND ITS EFFECTS - Clean up language to read as follows...

B. Specially Funded Programs:

When, as a result of the expiration of a specially funded program, employees' positions must be eliminated at the end of any school year, and employees will be subject to layoff for lack of funds, the employees to be laid off at the end of such school year shall be given written notice on or before ~~May 29~~ **March 15**, informing them of their layoff effective at the end of such school year and of their displacement rights, if any, and re-employment rights. However, if the termination date of any specially funded program is other than June 30, such layoff notice shall be given not less than ~~thirty (30) days prior to effective date of layoff to forty-five (45) sixty~~ **(60) days** prior to the effective date of layoff.

C. Notice:

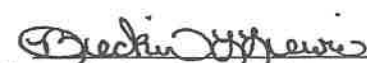
When, as a result of a bona fide reduction or elimination of the service being performed by any department, employees shall be subject to layoff for lack of work, affected employees shall be given notice of layoff not less than ~~forty-five (45)~~ **sixty (60)** days prior to effective date of layoff and informed of their displacement rights, if any, and re-employment rights.

Article XV RETIREMENT BENEFITS - Remove, no longer applicable, references BP 4217.3

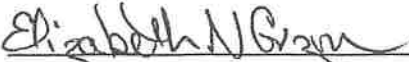
Appendix A - On the Classified Salary Schedule, remove Outlying Site Secretary from Group 5 and move Bus Driver from Group 6 to Group 8 on the Classified Salary Schedule.

General Teamsters

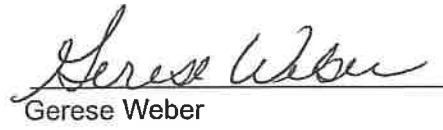

Heather McFall


Beckie Lewis, Superintendent


Janet Morgan


Elizabeth "Nikki" Guzman


Jamie Brown


Gerese Weber


Nikki Keller

June 12, 2021
Date

**MODOC JOINT UNIFIED SCHOOL DISTRICT
2026-27 CLASSIFIED SALARY SCHEDULE**

GROUP	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
1	\$18.60	\$19.26	\$19.94	\$20.64	\$21.37	\$22.12	\$22.90
2	\$18.85	\$19.51	\$20.20	\$20.91	\$21.65	\$22.41	\$23.20
3	\$19.32	\$20.00	\$20.70	\$21.43	\$22.18	\$22.96	\$23.77
4	\$20.04	\$20.75	\$21.48	\$22.24	\$23.02	\$23.83	\$24.67
5	\$20.83	\$21.56	\$22.32	\$23.11	\$23.92	\$24.76	\$25.63
6	\$21.59	\$22.35	\$23.14	\$23.95	\$24.79	\$25.66	\$26.56
7	\$22.72	\$23.52	\$24.35	\$25.21	\$26.10	\$27.02	\$27.97
8	\$26.61	\$27.55	\$28.55	\$29.52	\$30.56	\$31.63	\$32.74
9	\$27.58	\$28.55	\$29.55	\$30.59	\$31.66	\$32.77	\$33.92
10	\$30.78	\$31.86	\$32.98	\$34.14	\$35.34	\$36.58	\$37.86

GROUP 1 - Cafeteria Utility, Clerk, Food Service Worker I, Food Service Worker II

GROUP 2 - Food Service Worker III

GROUP 3 - Custodian I

GROUP 4 - Custodian II, Maintenance Worker I, Media Specialist

GROUP 5 - Maintenance Worker II, Computer Technician I, Utility Worker, Instructional Aide/Driver,

GROUP 6 - Maintenance Worker III, Mechanic, Teaching Associate

GROUP 7 - School Secretary, District Technology Coordinator, School Services Secretary

GROUP 8 - Bus Driver/Utility/Inst Aide/Custodian, Computer Technician II, Lead Transportation/Bus Driver,
Lead Transportation/Mechanic

GROUP 9 - Administrative Assistant, Technician Support Specialist II

GROUP 10 - Computer Technician III

Longevity: 3% on years 8 - 10, + 3% on years 11 - 15, + 3% on years 16 - 20, + 3% on years 21+
25/26 Salary Schedule increased for 26/27 by 4.31% on Step 1, then difference between steps is 3.5%

\$1,237 per month District health insurance cap: employee out of pocket costs determined by plan preference

**PUBLIC DISCLOSURE OF SALARY AND BENEFIT NEGOTIATIONS
TENTATIVE SETTLEMENT**

MODOC JOINT UNIFIED
SCHOOL DISTRICT

Bargaining Unit(s) / Employee Groups: General Teamsters Local 137 (Aides Bargaining Unit)

Fiscal Year: 2026-2027

Period Covered by the Agreement: July 1, 2026 - June 30, 2027

Date of Public Disclosure Board Meeting: June 17, 2026

	Settlement Year	Subsequent Year 1	Subsequent Year 2
Cost of 1% Raise (should tie to Criteria Standards Review)	\$10,194		
Negotiated Percentage Change	4.31% split between salary and health		
Cost of Salary Increase	\$21,805 \$72,000 one-time	\$20,685	\$22,711
Cost of Statutory Benefit Increase (STRS, PERS, OASDI, Medicare, UI, W/C)	\$7,804 \$6,761 one-time	\$7,486	\$8,015
Cost of Health and Welfare Benefit Increase (Medical, Dental, Vision, Life, etc.)	\$14,679	\$14,679	\$14,679
Other Cost Impact			
Funding Sources General Fund	100%	100%	100%
Total Cost	\$123,049	\$42,850	\$45,404

Other Explanations:

Effective July 1, 2026, the Instructional Aide Salary Schedules will be increased by 2.87% and then the steps for each group are maintained at 3.5%.

Effective with the July 1, 2026 health insurance premium, 1.44% is applied to increase the District paid monthly cap to the following amounts, prorated based on the hours worked by 5+ hour instructional aides:

8 hours per day \$928
7.5 hours per day \$870
7 hours per day \$812
6.5 hours per day \$754
6 hours per day \$696
5.5 hours per day \$638
5 hours per day \$580

Language changes are shown on the attached Tentative Agreement.

ONE-TIME \$78,761

For the 2026-2027 school year only, the District will offer a one-time off the salary schedule retention payment of \$3,000.00 that will be paid to employees half on December 10, 2026 and half on June 10, 2027. Employees that work less than four hours per day are not eligible for this payment. Only employees that worked for the full 2025-2026 school year are eligible for this payment. One-time payments are not creditable compensation for PERS.

I certify that the costs incurred under this agreement can be met by the district during the term of the agreement:

Rebecca Lewis
Superintendent

6/12/26
Date

Elizabeth N. Gorman
Chief Business Official

6/12/26
Date

After Approval by Governing Board at Public Disclosure Board Meeting:

Board President/Clerk

Date

1. Purpose: Compliance with Government Code Section 3547-3547.5. To inform the public "of the issues that are being negotiated upon and have full opportunity to express their views to the public school employer, and to know the positions of their elected representatives". After the public has had the opportunity to express itself, the public school employer shall, at a meeting that is open to the public, adopt its initial proposal. The disclosure must include the following components: salaries, benefits, other compensation, other non-compensation costs, the percent increase of the total compensation for the average employee, the approximate cost to the LEA, the proposed source(s) of funding and any other major provisions not directly affecting costs, such as binding arbitration, grievance, procedures, etc.

2. Costs: Include additional costs (difference between old salaries and new salaries for each year. Include longevity, overtime, differential, one-time only and extra duty increases.

3. Who Must File: Districts providing additional salary/benefit over and above step and column, even if formal bargaining units are not established.

4. When to Make Available:

Modoc County Superintendent of Schools: Minimum of 5 days (10 days if qualified or negative certification) prior to public disclosure meetings/board date. Include Superintendent and Chief Business Official (is any) certification.

Public: Prior to the day of the public meeting (per Management Advisory 92-01), the number of days is determined locally.

Modoc County Superintendent of School: Resubmit with board signatures after adoption.

TENTATIVE AGREEMENT

June 3, 2026

The Modoc Joint Unified School District ("District") and the General Teamsters Local No. 137 (Aides Bargaining Unit) have considered their mutual interest and agree to the following:

The parties have been meeting for negotiations pertaining to the 2026-2027 school year and have reached agreement on the following changes. The parties agree to conclude negotiations as described herein and agree to the contract language changes described herein.

Article IV SALARY AND HEALTH & WELFARE BENEFITS

Section 1 Salary

1. Effective July 1, 2026, the Instructional Aide Salary schedule (step 1) will be increased by 2.87% and then the steps for each group are maintained at 3.5%.

For the 2026-2027 school year only, there will be a one-time off the salary schedule retention payment of \$3,000. This will be paid to employees half on December 10, 2026, and half on June 10, 2027. Employees that work less than four hours per day are not eligible for this payment. Only employees who worked for the full 2025-26 school year are eligible for this payment. One-time payments are not creditable compensation for PERS.

Add 6. Expanded Learning Opportunities Program (ELOP) Grant:

This is effective only when the District receives ELOP funding. Employees hired for the Summer Enrichment Program will be paid at their normal hourly rate of pay, or at appropriate range and step for the classification worked during the ELOP program.

Section 2 Health Benefits

1. Effective July 1, 2026, 1.44% will be applied to increase the monthly insurance cap. The maximum monthly District contribution for health insurance for insured unit members shall be based on the following proration for the 2026-27 school year:

8 hours per day	\$928.00
7.5 hours per day	\$870.00
7 hours per day	\$812.00
6.5 hours per day	\$754.00
6 hours per day	\$696.00
5.5 hours per day	\$638.00
5 hours per day	\$580.00

Article X LEAVES - Clean up Language to read as follows...

Bereavement Leave:

Employees are eligible for bereavement leave if they have been employed for at least 30 days before the leave commences. Eligible employees are entitled to take up to five (5) days of bereavement leave upon the death of a qualifying family member. The first three (3) days shall be with full pay. Part-time employees shall receive bereavement leave on a pro-rata basis proportional to the number of hours they are regularly scheduled to work.

An employee who has exhausted paid bereavement leave may request to use any accrued sick leave, vacation, personal necessity, or other applicable paid leave during an approved period of unpaid bereavement leave.

Qualifying Family Member

A qualifying family member is any of the following, regardless of whether they reside with the employee:

- Spouse or registered domestic partner
- Child (biological, adopted, foster, stepchild, legal ward, or a child to whom the employee stands in loco parentis)
- Parent (biological, adoptive, foster, stepparent, or legal guardian of the employee or employee's spouse/domestic partner) or parent-in-law
- Sibling (biological, adopted, foster, or step) or in-law
- Grandparent or in-law
- Grandchild

Consecutive and Non-Consecutive Days

Bereavement leave days need not be taken consecutively, provided they are taken within three (3) months of the date of the qualifying death or pregnancy loss event.

Notification Procedure

Employees shall notify the District Office as soon as practicable. Notice may be provided by phone, email, or through a designated leave management system. The District shall not penalize an employee for an inability to provide advance notice due to the nature of the bereavement.

Documentation

The District may request reasonable documentation to support a bereavement leave request. Acceptable documentation includes, but is not limited to:

- Death certificate or notice of death
- Published obituary or funeral program
- Written statement from a mortuary, hospital, or clergy member
- Any other documentation deemed reasonable by the District

If documentation is requested, the employee shall have up to thirty (30) calendar days after the commencement of leave to provide it.

Pregnancy Loss Leave

Employees who experience a pregnancy loss event, including a miscarriage, stillbirth, unsuccessful assisted reproduction, failed adoption, failed surrogacy, or diagnosed condition rendering the employee or their spouse/domestic partner unable to carry a pregnancy to term, are entitled to up to five (5) unpaid days of bereavement leave per qualifying event.

Pregnancy loss leave entitlement is separate from and in addition to any other leave entitlements (including bereavement, PDL, FMLA, or CFRA). Privacy shall be strictly protected; the District shall not require documentation that reveals the nature of the pregnancy loss.

Article XIII LAYOFF, RE-EMPLOYMENT AND ITS EFFECTS - Clean up language to read as follows...

B. Specially Funded Programs:

When, as a result of the expiration of a specially funded program, employees' positions must be eliminated at the end of any school year, and employees will be subject to layoff for lack of funds, the employees to be laid off at the end of such school year shall be given written notice on or before ~~May 29~~ **March 15**, informing them of their layoff effective at the end of such school year and of their displacement rights, if any, and re-employment rights. However, if the termination date of any specially funded program is other than June 30, such layoff notice shall be given not less than ~~thirty (30) days prior to effective date of layoff to forty-five (45)~~ **sixty (60)** days prior to the effective date of layoff.

C. Notice:

When, as a result of a bona fide reduction or elimination of the service being performed by any department, employees shall be subject to layoff for lack of work, affected employees shall be given notice of layoff not less than ~~forty-five (45)~~ **sixty (60)** days prior to effective date of layoff and informed of their displacement rights, if any, and re-employment rights.

Article XV RETIREMENT BENEFITS - Remove, no longer applicable, references BP 4217.3

Appendix A - Language change on the Instructional Aide Salary Schedule

Change the Title of the Bi-Lingual/Special Education Instructional Aides Salary Schedule to Alternative/Bi-Lingual/Special Education Instructional Aides.

Change the language to... At administrator's discretion, instructional aides that work with students designated high risk/alternative in a one-on-one intensive support setting will receive an additional \$5.00 per hour.

Teamsters Instructional Aides

Approved
Heather McFall

Beckie Lewis
Beckie Lewis, Superintendent

Janet Morgan
Janet Morgan

Jamie Brown
Jamie Brown

Nikki Keller
Nikki Keller

Gerese Weber
Elizabeth "Nikki" Guzman
Gerese Weber

Elizabeth N Guzman
Gerese Weber
Elizabeth "Nikki" Guzman

June 12, 2026
Date

**MODOC JOINT UNIFIED SCHOOL DISTRICT
2026-27 INSTRUCTIONAL AIDE SALARY SCHEDULES**

INSTRUCTIONAL AIDES

GROUP	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
I 0 UNITS	\$18.35	\$19.00	\$19.67	\$20.36	\$21.08	\$21.82	\$22.59
II 15 UNITS	\$18.64	\$19.30	\$19.98	\$20.68	\$21.41	\$22.16	\$22.94
III 30 UNITS	\$18.96	\$19.63	\$20.32	\$21.04	\$21.78	\$22.55	\$23.34
IV 45 UNITS	\$19.25	\$19.93	\$20.63	\$21.36	\$22.11	\$22.89	\$23.70
V 60 UNITS or AA DEGREE	\$19.58	\$20.27	\$20.98	\$21.72	\$22.48	\$23.27	\$24.09

ALTERNATIVE / BI-LINGUAL / SPECIAL EDUCATION INSTRUCTIONAL AIDES

GROUP	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7
I 0 UNITS	\$18.96	\$19.63	\$20.32	\$21.04	\$21.78	\$22.55	\$23.34
II 15 UNITS	\$19.25	\$19.93	\$20.63	\$21.36	\$22.11	\$22.89	\$23.70
III 30 UNITS	\$19.58	\$20.27	\$20.98	\$21.72	\$22.48	\$23.27	\$24.09
IV 45 UNITS	\$19.89	\$20.59	\$21.31	\$22.06	\$22.84	\$23.64	\$24.47
V 60 UNITS or AA DEGREE	\$20.18	\$20.89	\$21.63	\$22.39	\$23.18	\$24.00	\$24.84

Longevity: 3% on years 8 - 10, + 3% on years 11 - 15, + 3% on years 16 - 20, + 3% on years 21+
25/26 Salary Schedule increased for 26/27 by 2.87% on Step 1, then difference between steps is 3.5%

Effective July 1, 2026, 1.44% applied to increase the District paid monthly health insurance cap to the following amounts, prorated based on number of hours worked for 5+ hour instructional aides.

8 hour	\$928
7.5 hour	\$870
7 hour	\$812
6.5 hour	\$754
6 hour	\$696
5.5 hour	\$638
5 hour	\$580

At administrator's discretion, instructional aides that work with students designated high risk/alternative on a one-on-one intensive support setting will receive an additional \$5.00 per hour.

**PUBLIC DISCLOSURE OF SALARY AND BENEFIT NEGOTIATIONS
TENTATIVE SETTLEMENT**

MODOC JOINT UNIFIED
SCHOOL DISTRICT

Bargaining Unit(s) / Employee Groups: Unrepresented Classified Management (UCM)

Fiscal Year: 2026-2027

Period Covered by the Agreement: July 1, 2026 - June 30, 2027

Date of Public Disclosure Board Meeting: June 17, 2026

	Settlement Year	Subsequent Year 1	Subsequent Year 2
Cost of 1% Raise (should tie to Criteria Standards Review)	\$4,149		
Negotiated Percentage Change	4.31% split between salary and health		
Cost of Salary Increase	\$8,639 \$12,000 one-time	\$8,754	\$8,778
Cost of Statutory Benefit Increase (STRS, PERS, OASDI, Medicare, UI, W/C)	\$3,092 \$1,127 one-time	\$3,168	\$3,098
Cost of Health and Welfare Benefit Increase (Medical, Dental, Vision, Life, etc.)	\$6,171 \$905 one-time	\$6,171	\$6,171
Other Cost Impact			
Funding Sources			
General Fund	90.86%	83.83%	83.89%
Cafeteria Fund	9.14%	16.17%	16.11%
Total Cost	\$31,934	\$18,093	\$18,047

Other Explanations:

The Classified Management Salary Schedule will be increased by 2.82% for 2026-27 effective July 1, 2026.

Effective with the July 1, 2026 health insurance premium, 1.49% is applied to increase the District paid monthly cap to \$1,401.45.

UCM will move from TCSIG health insurance composite rates to tiered rates effective July 1, 2027. MJUSD will notify TCSIG of this change before December 31, 2026.

ONE-TIME \$14,032

For the 2026-2027 school year only, the District will offer a one-time off the salary schedule retention payment of \$3,000.00 that will be paid to employees half on December 10, 2026 and half on June 10, 2027. Only employees that worked for the full 2025-2026 school year are eligible for this payment. One-time payments are not creditable compensation for PERS.

UCM will use \$904.86 of the balance available in the UCM benefit reserve account to offset the monthly cost of health insurance for the 2026-27 fiscal year only by \$25.13 per month beginning with the July 2026 premium and ending June 2027. This increases the total UCM District paid health insurance contribution to \$1,426.58 per month for 2026-27 only for employees that worked for the full 2025-26 fiscal year.

I certify that the costs incurred under this agreement can be met by the district during the term of the agreement:

Rebecca Grewis
Superintendent

6/11/26
Date

Elizabeth N. Lipman
Chief Business Official

6/11/26
Date

After Approval by Governing Board at Public Disclosure Board Meeting:

Board President/Clerk

Date

1. Purpose: Compliance with Government Code Section 3547-3547.5. To inform the public "of the issues that are being negotiated upon and have full opportunity to express their views to the public school employer, and to know the positions of their elected representatives". After the public has had the opportunity to express itself, the public school employer shall, at a meeting that is open to the public, adopt its initial proposal. The disclosure must include the following components: salaries, benefits, other compensation, other non-compensation costs, the percent increase of the total compensation for the average employee, the approximate cost to the LEA, the proposed source(s) of funding and any other major provisions not directly affecting costs, such as binding arbitration, grievance, procedures, etc.

2. Costs: Include additional costs (difference between old salaries and new salaries for each year. Include longevity, overtime, differential, one-time only and extra duty increases.

3. Who Must File: Districts providing additional salary/benefit over and above step and column, even if formal bargaining units are not established.

4. When to Make Available:

Modoc County Superintendent of Schools: Minimum of 5 days (10 days if qualified or negative certification) prior to public disclosure meetings/board date. Include Superintendent and Chief Business Official (is any) certification.

Public: Prior to the day of the public meeting (per Management Advisory 92-01), the number of days is determined locally.

Modoc County Superintendent of School: Resubmit with board signatures after adoption.



906 West 4th Street, Alturas, CA 96101
Phone: (530) 233-7201 Fax: (530) 233-4362 Web: www.modoc.k12.ca.us

May 29, 2026

**AGREEMENT BETWEEN THE MODOC JOINT UNIFIED SCHOOL DISTRICT
(DISTRICT) AND UNREPRESENTED CLASSIFIED MANAGEMENT (UCM)**

The District and UCM agree as set forth herein. The following items are agreed upon and approved effective for fiscal year 2026-27.

1. Total compensation to the UCM for 2026-27 is 4.31%.
 - a. The Classified Management Salary Schedule will be increased by 2.82% effective July 1, 2026.
 - b. The Health Insurance cap is changed to \$1,401.45 effective July 1, 2026. This cost is equal to 1.49% for the UCM.
2. For the 2026-27 fiscal year only, \$25.13 from the UCM benefit reserve account will be put towards the monthly health insurance contribution beginning with the July 2026 premium. This brings the total UCM District paid contribution to \$1,426.58 per month from July 2026 through June 2027 only.
3. For the 2026-27 fiscal year only, a one-time off the salary schedule retention payment of \$3,000 will be paid to those employees who were employed during the full 2025-26 school year. This payment will be paid half in December and half in June. One-time payments are not creditable compensation for PERS.
4. UCM will move from TCSIG composite rates to tiered rates effective July 1, 2027. MJUSD will notify TCSIG of this change before December 31, 2026.

This is the complete agreement between the District and UCM on all topics within the scope of negotiations for the 2026-2027 fiscal year. Neither party is required to negotiate further on any topic within the scope of negotiations for the 2026-2027 fiscal year without the written consent of the other party.

IN WITNESS WHEREOF, we affix our signatures to this Agreement this 29th day of May 2026 as the full and complete understanding of the relationship between the parties hereto.

Modoc Joint Unified School District

Unrepresented Classified Management

A handwritten signature in dark ink, appearing to read "Rebecca Lewis", written over a horizontal line.

Three handwritten signatures in dark ink, stacked vertically, each written over a horizontal line. The signatures appear to be "James L. [unclear]", "Douglas K. [unclear]", and "Elizabeth N. [unclear]".

**MODOC JOINT UNIFIED SCHOOL DISTRICT
2026-27 CLASSIFIED MANAGEMENT SALARY SCHEDULE**

Group	Position	Paid Days Hrs Pay	Hours Per Yr	Step I Annual	Hourly	Step II Annual	Hourly	Step III Annual	Hourly	Step IV Annual	Hourly	Step V Annual	Hourly	Step VI Annual	Hourly	Step VII Annual	Hourly
1	Maint./Trans. Supervisor	8 261	2088	\$82,956.24	\$39.73	\$85,775.04	\$41.08	\$88,677.36	\$42.47	\$91,579.68	\$43.86	\$94,565.52	\$45.29	\$97,781.04	\$46.83	\$101,038.32	\$48.39
2	Business Manager	8 261	2088	\$76,274.64	\$36.53	\$78,780.24	\$37.73	\$81,411.12	\$38.99	\$84,104.64	\$40.28	\$86,902.56	\$41.62	\$89,846.64	\$43.03	\$92,999.52	\$44.54
3	Food Service Director	8 261	2088	\$59,006.88	\$28.26	\$61,721.28	\$29.56	\$64,226.88	\$30.76	\$66,586.32	\$31.89	\$69,217.20	\$33.15	\$71,284.32	\$34.14	\$73,518.48	\$35.21
4	School Site Support Specialist	8 200	1600	\$47,664.00	\$29.79	\$49,328.00	\$30.83	\$51,056.00	\$31.91	\$52,880.00	\$33.05	\$54,720.00	\$34.20	\$56,640.00	\$35.40	\$58,640.00	\$36.65

249 possible work days + 12 holidays = 261 paid days
190 possible work days + 10 holidays = 200 paid days

Longevity: 3% on years 8 - 10, + 3% on years 11 - 15, + 3% on years 16 - 20, + 3% on years 21 +

25/26 Salary Schedule increased for 26/27 by 2.82% and applied 1.49% to increase the District paid monthly health insurance cap to \$1,401.45

One-time funds from the benefit reserve account will be used to offset the cost of health insurance by \$25.13 per month, increasing the District paid contribution to \$1,426.58 per month for 2026-27 only.

**PUBLIC DISCLOSURE OF SALARY AND BENEFIT NEGOTIATIONS
TENTATIVE SETTLEMENT**

MODOC JOINT UNIFIED
SCHOOL DISTRICT

Bargaining Unit(s) / Employee Groups: Unrepresented Certificated Administrators

Fiscal Year: 2026-2027

Period Covered by the Agreement: July 1, 2026 - June 30, 2027

Date of Public Disclosure Board Meeting: June 17, 2026

	Settlement Year	Subsequent Year 1	Subsequent Year 2
Cost of 1% Raise (should tie to Criteria Standards Review)	\$4,127		
Negotiated Percentage Change	4.31% split between salary and health		
Cost of Salary Increase	\$9,486 \$9,000 one-time	\$9,766	\$10,050
Cost of Statutory Benefit Increase (STRS, PERS, OASDI, Medicare, UI, W/C)	\$2,114 \$287 one-time	\$2,177	\$2,240
Cost of Health and Welfare Benefit Increase (Medical, Dental, Vision, Life, etc.)	\$6,171	\$6,171	\$6,171
Other Cost Impact			
Funding Sources <u>General Fund</u>	100%	100%	100%
Total Cost	\$27,058	\$18,114	\$18,461

Other Explanations:

The Administrative Salary Schedule will be increased by 2.81% for 2026-27 effective July 1, 2026.

Effective with the July 1, 2026 health insurance premium, 1.50% is applied to increase the District paid monthly cap to \$1,401.45.

ONE-TIME \$9,287

For the 2026-2027 school year only, the District will offer a one-time off the salary schedule retention payment of \$3,000.00 that will be paid to employees half on December 10, 2026 and half on June 10, 2027. Only employees that worked for the full 2025-2026 school year are eligible for this payment. One-time payments are not creditable compensation for PERS or STRS.

I certify that the costs incurred under this agreement can be met by the district during the term of the agreement:

Rebecca Gervie
Superintendent

6/11/26
Date

Elizabeth N. Gorman
Chief Business Official

6/11/26
Date

After Approval by Governing Board at Public Disclosure Board Meeting:

Board President/Clerk

Date

1. **Purpose:** Compliance with Government Code Section 3547-3547.5. To inform the public "of the issues that are being negotiated upon and have full opportunity to express their views to the public school employer, and to know the positions of their elected representatives". After the public has had the opportunity to express itself, the public school employer shall, at a meeting that is open to the public, adopt its initial proposal. The disclosure must include the following components: salaries, benefits, other compensation, other non-compensation costs, the percent increase of the total compensation for the average employee, the approximate cost to the

LEA, the proposed source(s) of funding and any other major provisions not directly affecting costs, such as binding arbitration, grievance, procedures, etc.

2. Costs: Include additional costs (difference between old salaries and new salaries for each year. Include longevity, overtime, differential, one-time only and extra duty increases.

3. Who Must File: Districts providing additional salary/benefit over and above step and column, even if formal bargaining units are not established.

4. When to Make Available:

Modoc County Superintendent of Schools: Minimum of 5 days (10 days if qualified or negative certification) prior to public disclosure meetings/board date. Include Superintendent and Chief Business Official (is any) certification.

Public: Prior to the day of the public meeting (per Management Advisory 92-01), the number of days is determined locally.

Modoc County Superintendent of School: Resubmit with board signatures after adoption.

Superintendent
Rebecca Lewis



Board Members
Fernand Larranaga
Ruth Ann Criner
Monica Widby
Shaun Wood
Jodie Veverka

906 West 4th Street, Alturas, CA 96101
Phone: (530) 233-7201 Fax: (530) 233-4362 Web: www.modoc.k12.ca.us

May 29, 2026

**AGREEMENT BETWEEN THE MODOC JOINT UNIFIED SCHOOL DISTRICT
(DISTRICT) AND UNREPRESENTED CERTIFICATED ADMINISTRATORS (UCA)**

The District and UCA agree as set forth herein. The following items are agreed upon and approved effective for the fiscal year 2026-27.

1. Total compensation to the UCA for 2026-27 is 4.31%.
 - a. The Administrative Salary Schedule will be increased by 2.81% effective July 1, 2026.
 - b. The Health Insurance cap is changed to \$1,401.45 effective July 1, 2026. This cost is equal to 1.50% for the UCA.
2. For the 2026-27 fiscal year only, a one-time off the salary schedule retention payment of \$3,000 will be paid to those employees who were employed during the full 2025-26 school year. This payment will be paid half in December and half in June. One-time payments are not creditable compensation for PERS or STRS.

This is the complete agreement between the District and Administrators on all topics within the scope of negotiations for the 2026-2027 fiscal year. Neither party is required to negotiate further on any topic within the scope of negotiations for the 2026-2027 fiscal year without the written consent of the other party.

IN WITNESS WHEREOF, we affix our signatures to this Agreement this 29th day of May 2026 as the full and complete understanding of the relationship between the parties hereto.

Modoc Joint Unified School District

A handwritten signature in dark ink, appearing to read "Rebecca Lewis", written over a horizontal line.

Unrepresented Certificated Administrators

Three handwritten signatures in dark ink, written over three horizontal lines. The top signature appears to read "Amy Welch". The middle signature is partially obscured but appears to read "Armitt". The bottom signature is a large, stylized signature.

**MODOC JOINT UNIFIED SCHOOL DISTRICT
2026-27 ADMINISTRATIVE SALARY SCHEDULE**

Step	Principals	
	Group I	Daily
INT	\$96,173.70	\$457.97
1	\$106,858.50	\$508.85
2	\$110,590.20	\$526.62
3	\$114,460.50	\$545.05
4	\$118,465.20	\$564.12
5	\$122,623.20	\$583.92
6	\$126,903.00	\$604.30
7	\$129,444.00	\$616.40
8	\$131,964.00	\$628.40
9	\$134,675.10	\$641.31
10	\$137,365.20	\$654.12

210 Work Days

\$2,000.00 Master's Degree

Administrators who have completed ten (10) years of District employment as an Administrator will receive a longevity increment of 1% in the 11th year of service

25/26 Salary Schedule increased for 26/27 by 2.81% and applied 1.50% to increase the District paid monthly health insurance cap to \$1,401.45

**PUBLIC DISCLOSURE OF SALARY AND BENEFIT NEGOTIATIONS
TENTATIVE SETTLEMENT**

MODOC JOINT UNIFIED
SCHOOL DISTRICT

Bargaining Unit(s) / Employee Groups: Unrepresented Confidential Secretaries (UCS)

Fiscal Year: 2026-2027

Period Covered by the Agreement: July 1, 2026 - June 30, 2027

Date of Public Disclosure Board Meeting: June 17, 2026

	Settlement Year	Subsequent Year 1	Subsequent Year 2
Cost of 1% Raise (should tie to Criteria Standards Review)	\$1,953		
Negotiated Percentage Change	4.31% split between salary and health		
Cost of Salary Increase	\$3,174 \$6,000 one-time	\$3,174	\$3,174
Cost of Statutory Benefit Increase (STRS, PERS, OASDI, Medicare, UI, W/C)	\$1,136 \$563 one-time	\$1,149	\$1,120
Cost of Health and Welfare Benefit Increase (Medical, Dental, Vision, Life, etc.)	\$4,114 \$300 one-time	\$4,114	\$4,114
Other Cost Impact			
Funding Sources General Fund	100%	100%	100%
Total Cost	\$15,287	\$8,437	\$8,408

Other Explanations:

The Confidential Secretary Salary Schedule will be increased by 2.20% for 2026-27 effective July 1, 2026.

Effective with the July 1, 2026 health insurance premium, 2.11% is applied to increase the District paid monthly cap to \$1,401.45.

UCS will move from TCSIG health insurance composite rates to tiered rates effective July 1, 2027. MJUSD will notify TCSIG of this change before December 31, 2026.

ONE-TIME \$6,863

For the 2026-2027 school year only, the District will offer a one-time off the salary schedule retention payment of \$3,000.00 that will be paid to employees half on December 10, 2026 and half on June 10, 2027. Only employees that worked for the full 2025-2026 school year are eligible for this payment. One-time payments are not creditable compensation for PERS.

UCS will use \$299.86 of the balance available in the UCS benefit reserve account to offset the monthly cost of health insurance for the 2026-27 fiscal year only by \$12.49 per month beginning with the July 2026 premium and ending June 2027. This increases the total UCS District paid health insurance contribution to \$1,413.94 per month for 2026-27 only.

I certify that the costs incurred under this agreement can be met by the district during the term of the agreement:

Rebecca Gervais
Superintendent

6/11/26
Date

Elizabeth N. Gaynor
Chief Business Official

6/11/26
Date

After Approval by Governing Board at Public Disclosure Board Meeting:

Board President/Clerk

Date

1. Purpose: Compliance with Government Code Section 3547-3547.5. To inform the public "of the issues that are being negotiated upon and have full opportunity to express their views to the public school employer, and to know the positions of their elected representatives". After the public has had the opportunity to express itself, the public school employer shall, at a meeting that is open to the public, adopt its initial proposal. The disclosure must include the following components: salaries, benefits, other compensation, other non-compensation costs, the percent increase of the total compensation for the average employee, the approximate cost to the LEA, the proposed source(s) of funding and any other major provisions not directly affecting costs, such as binding arbitration, grievance, procedures, etc.
2. Costs: Include additional costs (difference between old salaries and new salaries for each year. Include longevity, overtime, differential, one-time only and extra duty increases.
3. Who Must File: Districts providing additional salary/benefit over and above step and column, even if formal bargaining units are not established.
4. When to Make Available:
Modoc County Superintendent of Schools: Minimum of 5 days (10 days if qualified or negative certification) prior to public disclosure meetings/board date. Include Superintendent and Chief Business Official (is any) certification.
Public: Prior to the day of the public meeting (per Management Advisory 92-01), the number of days is determined locally.
Modoc County Superintendent of School: Resubmit with board signatures after adoption.



906 West 4th Street, Alturas, CA 96101
Phone: (530) 233-7201 Fax: (530) 233-4362 Web: www.modoc.k12.ca.us

May 30, 2026

**AGREEMENT BETWEEN THE MODOC JOINT UNIFIED SCHOOL DISTRICT
(DISTRICT) AND UNREPRESENTED CONFIDENTIAL SECRETARIES (UCS)**

The District and UCS agree as set forth herein. The following items are agreed upon and approved effective for the fiscal year 2026-27.

1. Total compensation to the UCS for 2026-27 is 4.31%.
 - a. The Confidential Secretary Salary Schedule will be increased by 2.20% effective July 1, 2026.
 - b. The Health Insurance cap is changed to \$1,401.45 effective July 1, 2026. This cost is equal to 2.11% for the UCS.
2. For the 2026-27 fiscal year only, \$12.49 from the UCS benefit reserve account will be put towards the monthly health insurance contribution beginning with the July 2026 premium. This brings the total UCS District paid contribution to \$1,413.94 per month from July 2026 through June 2027 only.
3. For the 2026-27 fiscal year only, a one-time off the salary schedule retention payment of \$3,000 will be paid to those employees who were employed during the full 2025-26 school year. This payment will be paid half in December and half in June. One-time payments are not creditable compensation for PERS.
4. UCS will move from TCSIG composite rates to tiered rates effective July 1, 2027. MJUSD will notify TCSIG of this change before December 31, 2026.

This is the complete agreement between the District and UCS on all topics within the scope of negotiations for the 2026-2027 fiscal year. Neither party is required to negotiate further on any topic within the scope of negotiations for the 2026-2027 fiscal year without the written consent of the other party.

IN WITNESS WHEREOF, we affix our signatures to this Agreement this 29th day of May 2026 as the full and complete understanding of the relationship between the parties hereto.

Modoc Joint Unified School District

Unrepresented Confidential Secretaries

A handwritten signature in black ink, appearing to read "Rebecca Lewis", written over a horizontal line.

Two handwritten signatures in black ink, one above the other, written over a horizontal line. The top signature appears to read "Wendy A. Ewing" and the bottom one "Shrese Wilson".

**MODOC JOINT UNIFIED SCHOOL DISTRICT
2026-27 CONFIDENTIAL SECRETARY SALARY SCHEDULE**

Group	Position	Days Hrs Paid	Hours Per Yr	Step I Annual	Hourly	Step II Annual	Hourly	Step III Annual	Hourly	Step IV Annual	Hourly	Step V Annual	Hourly	Step VI Annual	Hourly	Step VII Annual	Hourly
1	Accounts Payable Secretary	8 261	2088	\$61,408.08	\$29.41	\$63,245.52	\$30.29	\$65,145.60	\$31.20	\$67,150.08	\$32.16	\$69,175.44	\$33.13	\$71,326.08	\$34.16	\$73,518.48	\$35.21
2	Payroll/Personnel Secretary	8 261	2088	\$61,408.08	\$29.41	\$63,245.52	\$30.29	\$65,145.60	\$31.20	\$67,150.08	\$32.16	\$69,175.44	\$33.13	\$71,326.08	\$34.16	\$73,518.48	\$35.21
3	Superintendent's Secretary	8 231	1848	\$54,349.68	\$29.41	\$55,975.92	\$30.29	\$57,657.60	\$31.20	\$59,431.68	\$32.16	\$61,224.24	\$33.13	\$63,127.68	\$34.16	\$65,068.08	\$35.21

249 possible work days + 12 holidays = 261 paid days

220 possible work days + 11 holidays = 231 paid days

Longevity: 3% on years 8 - 10, + 3% on years 11 - 15, + 3% on years 16 - 20, + 3% on years 21 +

25/26 Salary Schedule increased for 26/27 by 2.20% and applied 2.11% to increase the District paid monthly health insurance cap to \$1,401.45

One-time funds from the benefit reserve account will be used to offset the cost of health insurance by \$12.49 per month, increasing the District paid contribution to \$1,413.94 per month for 2026-27 only.

**PUBLIC DISCLOSURE OF SALARY AND BENEFIT NEGOTIATIONS
TENTATIVE SETTLEMENT**

MODOC JOINT UNIFIED
SCHOOL DISTRICT

Bargaining Unit(s) / Employee Groups: Unrepresented Classified Pupil Services (UCPS)

Fiscal Year: 2026-2027

Period Covered by the Agreement: July 1, 2026 - June 30, 2027

Date of Public Disclosure Board Meeting: June 17, 2026

	Settlement Year	Subsequent Year 1	Subsequent Year 2
Cost of 1% Raise (should tie to Criteria Standards Review)	\$1,185		
Negotiated Percentage Change	4.31% split between salary and health		
Cost of Salary Increase	\$2,245 \$3,000 one-time	\$2,298	\$2,351
Cost of Statutory Benefit Increase (STRS, PERS, OASDI, Medicare, UI, W/C)	\$804 \$282 one-time	\$832	\$830
Cost of Health and Welfare Benefit Increase (Medical, Dental, Vision, Life, etc.)	\$2,057 \$300 one-time	\$2,057	\$2,057
Other Cost Impact			
Funding Sources General Fund	100%	100%	100%
Total Cost	\$8,688	5,187	\$5,238

Other Explanations:

The Classified Pupil Services Salary Schedule will be increased by 2.57% for 2026-27 effective July 1, 2026.

Effective with the July 1, 2026 health insurance premium, 1.74% is applied to increase the District paid monthly cap to \$1,401.45.

ONE-TIME \$3,582

For the 2026-2027 school year only, the District will offer a one-time off the salary schedule retention payment of \$3,000.00 that will be paid to employees half on December 10, 2026 and half on June 10, 2027. Only employees that worked for the full 2025-2026 school year are eligible for this payment. One-time payments are not creditable compensation for PERS.

UCPS will use \$299.86 of the balance available in the UCPS benefit reserve account along with the amount added to offset the monthly cost of health insurance for the 2026-27 fiscal year only by \$24.98 per month beginning with the July 2026 premium and ending June 2027. This increases the total UCPS District paid health insurance contribution to \$1,426.43 per month for 2026-27 only.

I certify that the costs incurred under this agreement can be met by the district during the term of the agreement:

Rebecca Jewiss
Superintendent

6/11/26
Date

Elizabeth N. Grogan
Chief Business Official

6/11/26
Date

After Approval by Governing Board at Public Disclosure Board Meeting:

Board President/Clerk

Date

1. Purpose: Compliance with Government Code Section 3547-3547.5. To inform the public "of the issues that are being negotiated upon and have full opportunity to express their views to the public school employer, and to know the positions of their elected representatives". After the public has had the opportunity to express itself, the public school employer shall, at a meeting that is open to the public, adopt its initial proposal. The disclosure must include the following components: salaries, benefits, other compensation, other non-compensation costs, the percent increase of the total compensation for the average employee, the approximate cost to the LEA, the proposed source(s) of funding and any other major provisions not directly affecting costs, such as binding arbitration, grievance, procedures, etc.
2. Costs: Include additional costs (difference between old salaries and new salaries for each year. Include longevity, overtime, differential, one-time only and extra duty increases.
3. Who Must File: Districts providing additional salary/benefit over and above step and column, even if formal bargaining units are not established.
4. When to Make Available:
Modoc County Superintendent of Schools: Minimum of 5 days (10 days if qualified or negative certification) prior to public disclosure meetings/board date. Include Superintendent and Chief Business Official (is any) certification.
Public: Prior to the day of the public meeting (per Management Advisory 92-01), the number of days is determined locally.
Modoc County Superintendent of School: Resubmit with board signatures after adoption.



906 West 4th Street, Alturas, CA 96101
Phone: (530) 233-7201 Fax: (530) 233-4362 Web: www.modoc.k12.ca.us

May 29, 2026

**AGREEMENT BETWEEN THE MODOC JOINT UNIFIED SCHOOL DISTRICT
(DISTRICT) AND UNREPRESENTED CLASSIFIED PUPIL SERVICES (UCPS)**

The District and UCPS agree as set forth herein. The following items are agreed upon and approved effective for the fiscal year 2026-27.

1. Total compensation to the UCPS for 2026-27 is 4.31%.
 - a. The Classified Pupil Services Salary Schedule will be increased by 2.57% effective July 1, 2026.
 - b. The Health Insurance cap is changed to \$1,401.45 effective July 1, 2026. This cost is equal to 1.74% for the UCPS.
2. For the 2026-27 fiscal year only, \$24.98 from the UCPS benefit reserve account will be put towards the monthly health insurance contribution beginning with the July 2026 premium. This brings the total UCPS District paid contribution to \$1,426.43 per month from July 2026 through June 2027 only.
3. For the 2026-27 fiscal year only, a one-time off the salary schedule retention payment of \$3,000 will be paid to those employees who were employed during the full 2025-26 school year. This payment will be paid half in December and half in June. One-time payments are not creditable compensation for PERS.

This is the complete agreement between the District and UCPS on all topics within the scope of negotiations for the 2026-2027 fiscal year. Neither party is required to negotiate further on any topic within the scope of negotiations for the 2026-2027 fiscal year without the written consent of the other party.

IN WITNESS WHEREOF, we affix our signatures to this Agreement this 29th day of May 2026 as the full and complete understanding of the relationship between the parties hereto.

Modoc Joint Unified School District

A handwritten signature in black ink, appearing to read "Elizabeth N. Grzym", written over a horizontal line.

Unrepresented Classified Pupil Services

A handwritten signature in black ink, consisting of two distinct, stylized marks, written over a horizontal line.

**MODOC JOINT UNIFIED SCHOOL DISTRICT
2026-27 CLASSIFIED PUPIL SERVICES SALARY SCHEDULE**

Social Worker

210 work days + 10 holidays

Step	Days Hrs	Pay	Hours Per Yr	Annual	Hourly
1	8	220	1760	\$57,182.40	\$32.49
2	8	220	1760	\$59,171.20	\$33.62
3	8	220	1760	\$61,142.40	\$34.74
4	8	220	1760	\$63,131.20	\$35.87
5	8	220	1760	\$65,120.00	\$37.00
6	8	220	1760	\$67,091.20	\$38.12
7	8	220	1760	\$69,080.00	\$39.25
8	8	220	1760	\$71,086.40	\$40.39
9	8	220	1760	\$73,040.00	\$41.50
10	8	220	1760	\$75,064.00	\$42.65
11	8	220	1760	\$77,088.00	\$43.80
12	8	220	1760	\$79,129.60	\$44.96
13	8	220	1760	\$81,118.40	\$46.09
14	8	220	1760	\$83,124.80	\$47.23
15	8	220	1760	\$85,148.80	\$48.38
16	8	220	1760	\$87,137.60	\$49.51
17	8	220	1760	\$89,144.00	\$50.65
18	8	220	1760	\$91,150.40	\$51.79
19	8	220	1760	\$93,156.80	\$52.93
20	8	220	1760	\$95,233.60	\$54.11

25/26 Salary Schedule increased for 26/27 by 2.57% and applied 1.74% to increase the District paid monthly health insurance cap to \$1,401.45

One-time funds from the benefit reserve account will be used to offset the cost of health insurance by \$24.98 per month, increasing the District paid contribution to \$1,426.43 per month for 2026-27 only.

**MODOC JOINT UNIFIED SCHOOL DISTRICT
CONTRACT OF EMPLOYMENT FOR DISTRICT SUPERINTENDENT
ADDENDUM #1**

RECITALS

II. WORKYEAR, SALARY, AND BENEFITS

- C. The annual salary may be increased at the sole discretion of Board. Any increase in salary shall be discussed and approved in open session at a regular Board meeting pursuant to Government Code Section 54956, subdivision (b). A change in salary during the term of the Contract shall not, in and of itself, constitute the creation of a new contract or extension of the Contract.

The Superintendent shall receive the same negotiated increase for 2026-27 as other District employees, which is a total compensation increase of 4.31%.

Effective with the July 1, 2026 health insurance premium, 1.01% is applied to increase the monthly health insurance cap to \$1,401.45 per month and then the Superintendent Salary Schedule is increased by 3.30%.

For the 2026-27 school year only, the District offers a one-time off the salary schedule retention payment of \$3,000.00 will be paid half on December 10, 2026 and half on June 10, 2027. One-time payments are not creditable compensation for PERS.

GOVERNING BOARD OF THE MODOC JOINT UNIFIED SCHOOL DISTRICT

By: _____

By: _____

By: _____

By: _____

By: _____

I hereby accept this offer and agree to comply with the conditions thereof and to fulfill all of the duties of employment of Superintendent of the Modoc Joint Unified School District.

Date of Acceptance

By: _____