MODOC JOINT UNIFIED SCHOOL DISTRICT
Board of Trustees

Regular Board Meeting
November 18, 2025
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	_____
Jodie Veverka, Member	_____
Shaun Wood, 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:

- **1.1. Resignations/Retirements/Releases**
  - 1.1.1. Certificated Staff
  - 1.1.2. Certificated Staff
- **1.2. Recommendations for Approval:**
  - 1.2.1. Varsity Boys Assistant Basketball Coach
  - 1.2.2. Junior Varsity Wrestling Coach
  - 1.2.3. Certificated Staff
- **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; Employee Organization: Modoc Teachers Association.

3. **Negotiations:** Conference with labor negotiator pursuant to [Government Code § 54957.6]: Agency Negotiator: Rebecca Lewis; Employee Organization: Teamsters Local 137.

OPEN SESSION

Reporting of Closed Session Items:

- **1.1. Resignations/Retirements/Releases**
  - 1.1.1. Certificated Staff _____/_____ Yes: No: Abstain:
  - 1.1.2. Certificated Staff _____/_____ Yes: No: Abstain:
- **1.2. Recommendations for Approval:**
  - 1.2.1. Varsity Boys Assistant Basketball Coach _____/_____ Yes: No: Abstain:
  - 1.2.2. Junior Varsity Wrestling Coach _____/_____ Yes: No: Abstain:
  - 1.2.3. Certificated Staff _____/_____ Yes: No: Abstain:
- **1.3. Government Code § 54957:**
  - 1.3.1. Public Employee Performance Evaluation: (Various Certificated and Classified employees); _____/_____ Yes: No: Abstain:

2. **Negotiations:** Conference with labor negotiator pursuant to [Government Code § 54957.6]: Agency Negotiator: Rebecca Lewis; Employee Organization: Modoc Teachers Association. _____/_____ Yes: No: Abstain:

3. **Negotiations:** Conference with labor negotiator pursuant to [Government Code § 54957.6]: Agency Negotiator: Rebecca Lewis; Employee Organization: Teamsters Local 137. _____/_____ Yes: No: Abstain:

Reports

1. MHS Student Representatives
2. MMS Student Representatives
3. Site Principals
4. Rebecca Lewis, Superintendent
5. Board Reports
6. Modoc Teachers Association
7. Teamsters Local 137
8. Director of Transportation and Maintenance

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 are 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 _____/_____ Yes: No: Abstain:

1. Administration

1.1. Approve Minutes

1.1.1. Regular Board Meeting October 14, 2025 **(Pages 1-13)**

1.2. Approve the School Facility Conditions Evaluations **(Pages 14-18)**

1.3. Approve MHS Fundraisers **(Pages 19-21)**

1.4. Approve MMS Fundraisers **(Page 22)**

1.5. Approve Out of State/Over Night Field Trips **(Pages 23-24)**

1.5.1. Senior Trip

1.5.2. Ratify Upward Bound College Campus Tour

1.6. Approve Dual Enrollment Memorandum of Understanding Between Shasta-Tehama-Trinity Joint Community College District and Modoc Joint Unified School District **(Pages 25-40)**

2. Budget and Finance

2.1. Approve Budget Changes over $10,000 **(Page 41)**

2.2. Approve Donations **(Pages 42-44)**

2.2.1. Radiowell - 20 Radios

2.2.2. Java Doc - Class of 2026 ASB

2.3. Approve Approve warrants to be paid from the following **(Pages 45-50)**

2.3.1. Checks dated 10/1/25 - 10/31/25
General Fund in the amount of $174,323.55
Cafeteria Fund in the amount of $31,177.24
Special Reserve Capital Outlay Fund in the amount of $5,040.00
Warrant/Pass Through in the amount of $172,150.45

3. Instructional Services

3.1. Ratify the Variable Term Waiver Request for a Certificate of Completion of Staff Development (CCSD) for Logan Swanson and David Burns.

DISCUSSION/ACTION AGENDA

This meeting is declared a public hearing for the purpose of members of the public to comment on the Indian Education Grant Funding.

1. Declare the December 2025 Regular Board Meeting to reorganize the Modoc Joint Unified School District Board of Trustees and to discuss the board meeting calendar.

_____/_____ Yes: No: Abstain:

2. Approve the Alturas Elementary School, Modoc High School, and Warner High School 2025-2026 School Plans for Student Achievement **(Pages 51-171)**

_____/_____ Yes: No: Abstain:

3. Approve the SMAA Claiming Services Agreement with Glenn County Office of Education **(Pages 172-187)**

_____/_____ Yes: No: Abstain:

4. Approve the 2nd Reading of the Following Policies **(Pages 188-194)**
   a. BP 6145 Extracurricular and Co-Curricular Activities
   b. AR 6145 Extracurricular and Co-Curricular Activities

_____/_____ Yes: No: Abstain:

5. Approve the 2nd Reading of the Following Policies **(Pages 195-206) (See PDF)**
   a. BP 0410 Nondiscrimination in District Programs and Activities

b. BP/AR 1312.3 Uniform Complaint Procedures
c. AR 3542 School Bus Drivers
d. BR/AR 4030 Nondiscrimination in Employment
e. BP 4033 Lactation Accommodation
f. BP/AR 4119.11 Sexual Harassment
g. AR 4119.12 Title IX Sexual Harassment Complaint Procedures
h. BP/AR 4219.11 Sexual Harassment
i. AR 4219.12 Title IX Sexual Harassment Complaint Procedures
j. BP/AR 4319.11 Sexual Harassment
k. AR 4319.12 Title IX Sexual Harassment Complaint Procedures
l. BP/AR/E(1) 5125.1 Release of Directory Information
m. BP/AR 5145.3 Nondiscrimination/Harassment
n. BP/AR 5145.7 Sexual Harassment
o. AR 5145.71 Title IX Sexual Harassment Complaint Procedures

_____/_____ Yes: No: Abstain:

DISCUSSION

1. Construction Project Update

INFORMATION

1. Quarterly & Historical Interest Earned on MJUSD Investments **(Page 207)**
2. Associated Student Body Report as of September 30, 2025 **(Page 208)**
3. General Fund Budget as of November 12, 2025 **(Page 209)**
4. Cash Flow Projection as of November 12, 2025 **(Page 210)**
5. MCOE Annual Report Template for Four Required Areas and Optional Reporting of Uniform Complaints Data and Related Audit Findings **(Pages 211-214)**

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

1.

Next Regular Board Meeting:
December 16, 2025
5:00 p.m. Closed Session
6:00 p.m. Open Session

Adjournment:

MODOC JOINT UNIFIED SCHOOL DISTRICT
Board of Trustees

Regular Board Meeting
October 14, 2025
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 6:05 p.m. open session.

Roll Call and Pledge of Allegiance:

Fernand Larranga, 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 Monica Widby

Approval of Agenda: Jodie Veverka/Shaun Wood 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:

1. **Personnel - Public Employee Employment:**
   - **1.1. Resignations/Retirements/Releases**
     - 1.1.1. Classified Staff
     - 1.1.2. 7th Grade Boys Basketball Coach
     - 1.1.3. 8th Grade Boys Basketball Coach
     - 1.1.4. Varsity Boys Basketball Coach
   - **1.2. Recommendations for Approval:**
     - 1.2.1. MHS WASC Coordinator

1.2.2. MHS AVID Coordinator
1.2.3. 8th Grade Boys Basketball Coach
1.2.4. Classified Substitute
1.2.5. Classified Substitute
1.2.6. Classified Substitute
1.2.7. Certificated Substitute
1.2.8. Varsity Girls Basketball Assistant Coach
1.2.9. Varsity Boys Basketball Coach

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; Employee Organization: Modoc Teachers Association.

3. **Negotiations:** Conference with labor negotiator pursuant to [Government Code § 54957.6]: Agency Negotiator: Rebecca Lewis; Employee Organization: Teamsters Local 137.

OPEN SESSION

Reporting of Closed Session Items:

1. **Personnel - Public Employee Employment:**

1.1. Resignations/Retirements/Releases

1.1.1. Classified Staff — Ruth Ann Criner/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

1.1.2. 7th Grade Boys Basketball Coach — Ruth Ann Criner/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

1.1.3. 8th Grade Boys Basketball Coach — Ruth Ann Criner/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

1.1.4. Varsity Boys Basketball Coach — Ruth Ann Criner/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

1.2. Recommendations for Approval:

1.2.1. MHS WASC Coordinator — Ruth Ann Criner/Jodie Veverka Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

1.2.2. MHS AVID Coordinator — Ruth Ann Criner/Jodie Veverka Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

1.2.3. 8th Grade Boys Basketball Coach — Ruth Ann Criner/Jodie Veverka Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

1.2.4. Classified Substitute — Ruth Ann Criner/Jodie Veverka Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

1.2.5. Classified Substitute Ruth Ann Criner/Jodie Veverka Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

1.2.6. Classified Substitute Ruth Ann Criner/Jodie Veverka Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

1.2.7. Certificated Substitute Ruth Ann Criner/Jodie Veverka Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

1.2.8. Varsity Girls Basketball Assistant Coach Monica Widby/Shaun Wood Yes:4 (Criner, Veverka, Widby, Wood) No: 0 Abstain: 1 (Larranaga)

1.2.9. Varsity Boys Basketball Coach Ruth Ann Criner/Jodie Veverka Yes:4 (Larranaga, Criner, Veverka, Widby) No: 0 Abstain: 1 (Shaun Wood)

1.3. Government Code § 54957:

1.3.1. Public Employee Performance Evaluation: (Various Certificated and Classified employees); ***No Reportable Action***

2. **Negotiations:** Conference with labor negotiator pursuant to [Government Code § 54957.6]: Agency Negotiator: Rebecca Lewis; Employee Organization: Modoc Teachers Association. ***No Reportable Action***

3. **Negotiations:** Conference with labor negotiator pursuant to [Government Code § 54957.6]: Agency Negotiator: Rebecca Lewis; Employee Organization: Teamsters Local 137. ***No Reportable Action***

Reports

1. MHS Student Representatives
    - Ashlynn Albright and Nathaniel Epps reported that ASB has had fun rallies for the football games. They also had Back to School night and class-parent meetings which had great participation from students and families. The Fall Blood Drive was a big success with enough donations to potentially save 54 lives. Fall sports are wrapping up. Senior nights for all sports will be next week. FFA launched their first newsletter. They attended the Shasta College Field Day and had teams competing in the various competitions. The horse judging team got 2nd place. The fall BBQ fundraiser will be October 22nd. They sold 350 tri-tips. The homecoming theme this year is Pixar Perfect Night - From the Big Screen to the Big Game. They listed the dress up days and the various homecoming activities.
2. Site Principals
    - Todd Hughes, Assistant Principal of Modoc High School, reported that there are a lot of homecoming activities this week at the school. They had a good Professional Development day yesterday. They are concentrating on improving the curriculum. The flooring is going in the Ag kitchen tomorrow.
    - Matt McCandless, Principal of Modoc Middle School, reported that the character trait for October is Integrity. They will show a video of the character trait this month instead of the usual assembly. Parent conferences will be held on November 5th. The girls started basketball practice today. Their first game will be October 25th.

They will have homecoming week dress up days and will be attending the parade on Friday. There will be a school dance next Friday.

- Amy Welch, Principal of Alturas Elementary School, reported that they have finished school-wide MAP testing. They have a fun month planned with dress up weeks and assemblies. They will be attending the homecoming parade. The AVID strategy is Goal Setting and the Character Trait of the Month is Respect. Schoolwide attendance is 93.42%.

3. Superintendent's Report
    - The Alturas Police Department MOU has not been approved by the city yet. She will go to the city council meeting next Tuesday.
    - The Professional Development day was yesterday. They interviewed former students for feedback regarding their education at MJUSD and how they felt they had been prepared for the next level. Susan Hughes and Noelle Knight led the AVID strategies discussion.
    - Kevin Kramer got the $1.5 million dollar grant for the geothermal. They found out they cannot make A1 a reinjection well.
    - Hand, Foot and Mouth disease has hit the staff and students pretty hard across the entire district.
    - We had the 1st LCAP parent meeting. They had honest conversations with parents about screen time and vaping. The TAY center is open to 13-23 year olds and parents are concerned about that. Beckie will try to get a town hall meeting planned regarding these issues.
4. Board Reports
    - Jodie Veverka went to the soccer game and the powderpuff game.
    - Monica Widby went to the class parent meetings at the high school.
    - Fernand Larranaga informed the board that he got a nice thank you note from Evie Walton for the scholarship she received.
5. MTA
    - Katie Copp reported that 2 members went to the conference in Reno. The 1st service center meeting was held in Redding. They also held a coordinated council meeting at Alturas Elementary School.
6. Director of Maintenance & Transportation
    - Doug Waterman reported that David Crenshaw is back and driving bus. The geothermal is up and running although the hospital was having some issues. He is losing one of his maintenance workers this week.

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. Jennifer Warren, President of Boosters and the Modoc County Cancer Awareness Group, asked the board if the cancer awareness group could set up a booth at games to sell tickets for a raffle. She also informed the Board that Boosters is raffling off a pig.

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

1. **Administration**
   - 1.1. Approve Minutes
     - 1.1.1. Regular Board Meeting September 9, 2025 **(Pages 1-6)**
   - 1.2. Approve the Quarterly Uniform Complaint Report Summary 1st Quarter **(Page 7)**
   - 1.3. Approve Surplus of MHS Items **(Page 8)**
   - 1.4. Approve Consulting Services Agreement between Isom Advisors and Modoc Joint Unified School District **(Page 9)**
   - 1.5. Approve MHS Fundraisers **(Page 10)**
   - 1.6. Approve Ag Advisory Committee **(Page 11)**
   - 1.7. Approve Overnight/Out of State Field Trips/Sports Schedules **(Pages 12-17)**
     - 1.7.1. MMS Basketball Schedules
     - 1.7.2. MHS 2025-26 Basketball Schedule
     - 1.7.3. MHS 2025-26 Wrestling Schedule
2. **Budget and Finance**
   - 2.1. Approve Donation from Modoc Athletic Boosters for 50% of Vidswap **(Page 18)**
   - 2.2. Approve Budget Changes over $10,000 **(Page 19)**
   - 2.3. Approve Approve warrants to be paid from the following **(Pages 20-24)**
     - 2.3.1. Checks dated 9/1/25 to 9/30/25
       General Fund in the amount of $224,371.92
       Cafeteria Fund in the amount of $8,126.61
       Special Reserve Capital Outlay Fund in the amount of $4,872.00
       Warrant/Pass Through in the amount of $180,591.05

DISCUSSION/ACTION AGENDA

1. Approve the Revised Facility Use Form **(Pages 25-27)**

   Monica Widby with changes (pull out the kitchen)/Shaun Wood Yes: 5 (Larranaga, Widby, Veverka, Criner, Wood) No: 0 Abstain: 0

2. Approve the Memorandum of Understanding between Modoc Joint Unified School District and Reach University **(Pages 28-53)**

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

3. Approve the Memorandum of Understanding between Modoc Joint Unified School District and Modoc County Office of Emergency Services **(Pages 54-56)**

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

4. Award Multi-Prime Contracts for Modoc Gym/Kitchen Project **(Pages 57-76)**
   a. Ultra Ceilings, Inc.
   b. Redding Metal Crafters, Inc.
   c. National Garage Door Co.

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

5. Approve the Modoc Middle School, High Desert Community Day School School Plan for Student Achievement for the 25/26 School Year **(Pages 77-141)**

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

6. Approve the 1st Reading to Approve the Following Policies **(Pages 142-148)**
   a. BP 6145 Extracurricular and Co-Curricular Activities
   b. AR 6145 Extracurricular and Co-Curricular Activities

   Ruth Ann Criner/Monica Widby Yes: 5 (Larranaga, Widby, Veverka, Criner, Wood) No: 0 Abstain: 0

7. Approve the 1st Reading to Approve the Following Policies **(Pages 149-160) (See PDF)**
   a. BP 0410 Nondiscrimination in District Programs and Activities
   b. BP/AR 1312.3 Uniform Complaint Procedures
   c. AR 3542 School Bus Drivers
   d. BR/AR 4030 Nondiscrimination in Employment
   e. BP 4033 Lactation Accommodation
   f. BP/AR 4119.11 Sexual Harassment
   g. AR 4119.12 Title IX Sexual Harassment Complaint Procedures
   h. BP/AR 4219.11 Sexual Harassment
   i. AR 4219.12 Title IX Sexual Harassment Complaint Procedures
   j. BP/AR 4319.11 Sexual Harassment
   k. AR 4319.12 Title IX Sexual Harassment Complaint Procedures
   l. BP/AR/E(1) 5125.1 Release of Directory Information
   m. BP/AR 5145.3 Nondiscrimination/Harassment
   n. BP/AR 5145.7 Sexual Harassment
   o. AR 5145.71 Title IX Sexual Harassment Complaint Procedures

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

INFORMATION

1. ASB Report for the Period Ending August 31, 2025 **(Page 161)**
2. Quarterly Food Service Report **(Page 162)**
3. Certificates of Participation Financial Update **(Page 163)**
4. 2025-26 MJUSD General Fund Budget as of October 9, 2025 **(Page 164)**
5. 2025-26 MJUSD Cash Flow Projection as of October 9, 2025 **(Page 165)**

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

1.
2.

Next Regular Board Meeting:
November 18, 2025
5:00 p.m. Closed Session
6:00 p.m. Open Session

Adjournment: 7:17

AES REPORT

Principals' Notes

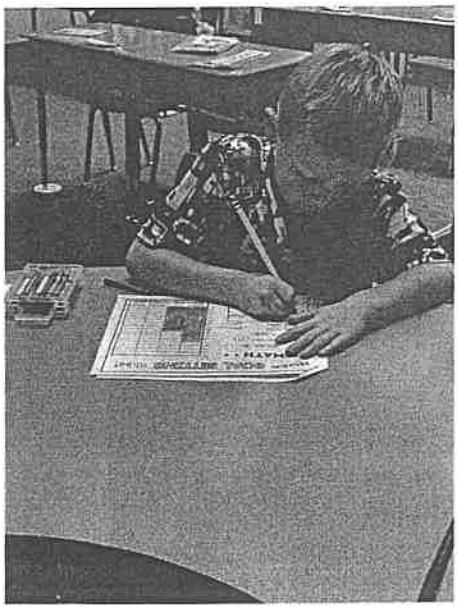
We have finished school-wide and MAP testing! We have a fun month planned with dress-up weeks and assemblies.

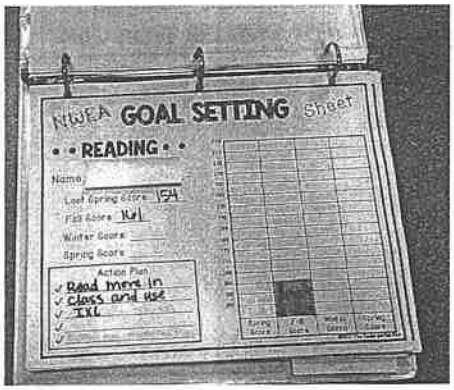
Monthly Review

AVID strategy: Goal Setting
Character Trait: Respect
Schoolwide Attendance: 93.42%

Plans for Next Month

Homecoming parade 10/17 at 1:00 PM
BMX assembly 10/23 at 12:30 PM
Halloween Parade 10/31 at 8:30 PM
PLC topics: Discovery Science, Vertical Articulation and small group instruction
Family Challenge: Perform an act of kindness









Board Meeting Report 10/14/25

- Hi my name is Ashlynn Albright and I am serving as the ASB Vice President. My name is Nathaniel Epps and I am serving as one of the ASB Publicity Commissioners.
- ASB has had some fun rallies so far for all of our home football games. We had our back to school night and first class-parent meeting. Both events had great participation from our students and families. Our Fall Blood drive was a huge success, as our donations have the potential to save 54 lives! We are proud of our braves and everyone that was able to donate.
- Students at MHS are back in their routines and activities. Fall sports are in full swing as they are finishing up regular season games and hopefully will be moving into playoffs. We had our Soccer Senior Night last night, and volleyball and cross-country will be next Tuesday 10/21. Football, Cheer, and Band senior night is scheduled for 11/7.
- FFA launched their first monthly newsletter. It featured member spotlight, local ag, and other ongoing events in FFA. They attended the Shasta College field day and had teams competing in Farm Power, Floral, Horse Judging, and Welding. The horse judging team got 2nd overall.They have three teams competing in their sectional speaking contest tomorrow in Fall River and we wish them luck. They finished their fall floral subscription sales and fall BBQ tickets. They have a record number of tri-tips sold and will be serving out over 350 tri tips next Wednesday Oct. 22nd.
- ALL of our students are excited for our Modoc Braves 2025 Homecoming! Our theme is: **Pixar Perfect Night - From the Big Screen to the Big Game!** Everything will be based on Pixar movies
- Our dress up days are:
    - Tuesday - Inspired by the movie *Toystory* - Toy Story Tuesday (Cowboy vs. Aliens)
    - Wednesday - Inspired by the movie *Inside Out* - Dress to Express (All one color, yellow, red, green, purple, or blue)
    - Thursday - Inspired by the movie *Finding Nemo* -Just Keep Swimming (Beachwear)
    - Friday - Inspired by the movie *Brave* - Be BRAVE! (Purple & White)

A brief overview of the schedule is as follows:

Yesterday there was no school, but we did have a home soccer game vs. Fall River and then our annual PowderPuff games. The Senior Class won.

- Tuesday: 10/14 Volleyball and Soccer are both away at Mt. Shasta
- Wednesday: 10/15 FFA is at Fall River for their Fall section contests. That evening we will have our Bonfire and King Crowning.
- Thursday: 10/16 BoxerShort @ 6 PM in the Gym.
- Friday: 10/17 Our parade is scheduled for 1:30 PM and all floats should be lined up on 8th street by 10:00 AM. Abby DePaul should be sending you information for voting. After the parade, we will have our pep rally and annual staff vs. boxershort volleyball game. That evening MHS JV Football will play Trinity and Varsity Football will play

Weed and we will present our royalty and announce our Homecoming Queen at Varsity Halftime.

- Saturday: 10/18 The Class of 2026 Homecoming Dance at the Niles.

We hope that you can not only celebrate with us and participate in our spirit days, but that you will join us in being All in, All year. That concludes our board report. We would be happy to answer any questions you may have at this time. Thank you!

BRAVES HOMECOMING 2025:

A Pixar Perfect Night - *From the Big Screen to the Big Game*

PRE-HOCO WEEK

Monday Sept. 29

*Float Building can begin

Friday Oct. 3

*Door Decorations can start

Thursday Oct. 9th

*Pep Rally to announce Royalty Candidates @ end of day (part of pep rally for soccer that day)

BOARD APPROVED

OCT 14 2025

Modoc Joint Unified School District

HOCO WEEK

Monday Oct. 13

***NO SCHOOL**

*Soccer Senior Night vs. Fall River @ 4:15 PM

*PowderPuff & Cheer @ 6-9 PM (F vs J, S vs S, winner vs winner)

Tuesday Oct. 14

***Dress-up Day- *Toy Story* - Toy Story Tuesday (Cowboy vs. Alien)**

*Soccer/Volleyball Away @ Mt. Shasta

Wednesday Oct. 15

***Dress-up Day- *Inside Out* - Dress to Express (All one color, yellow, red, green, purple, or blue)**

*Bonfire @ 7-9 pm

*King Crowning

*FFA @ Fall River Competition

Thursday Oct. 16

***Dress-up Day- *Finding Nemo* -Just Keep Swimming (Beachwear)**

*BoxerShort @ 6-9 PM (F vs J, S vs S, winner vs winner, *winner plays staff on Friday Rally)

Friday Oct. 17

***Dress-up Day- *Brave* - Be BRAVE! (Purple & White)**

*Parade @ 1:30 PM (line-up by 10AM on 8th street by gym, park in order. After the parade, park floats at the football field east side of home bleachers. Floats can be taken apart/taken home Friday night after the game or Saturday morning.)

*Rally to Follow, Staff vs. BoxerShort Winner Volleyball Game

*Football HOME vs. Trinity JV (5:30 PM)Weed Varsity

*Royalty presentation & Queen Crowning @ halftime of Varsity Game

BRAVES HOMECOMING 2025:

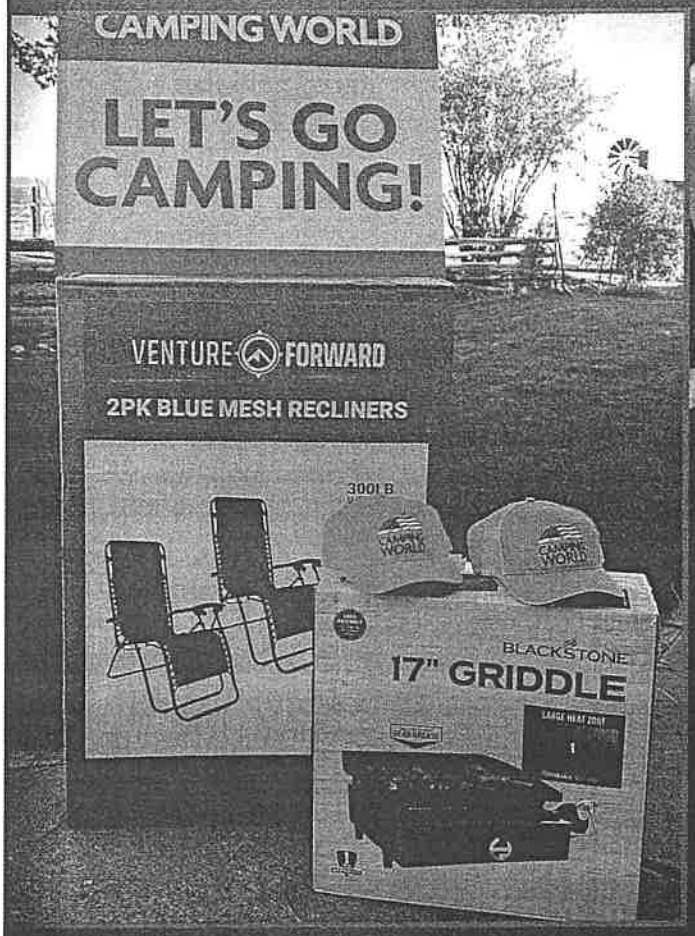
A Pixar Perfect Night - *From the Big Screen to the Big Game*

Parade order:
-Rodeo Representative (Macy Benson)
-Color guard/band
-Freshmen royalty (B. Hunter & K. Erquiaga[Potter])
-Class of 2029
-Cheer w/firetruck (?)
-Sophomore royalty (A. Lopez & L. Hill[Silvey])
-Class of 2028
-Soccer/Volleyball
-Junior Royalty (K. Diven & E. Battram[Morgan])
-Class of 2027
-Football
-Senior Royalty (M. Crites & Z. Hadwick [DeMoss], A. Albright & C. Knight [Budmark], A. Fragnito & A.Whitlock [Eddy])
-Class of 2026
*Subject to change

Saturday Oct. 18
*Homecoming Dance @Niles @8-10 PM (hosted by Class of 2026)
Ticket Prices: single $15, single with asb $10, couple $25
at the door $20 each

COMMITTEES
Powderpuff: Maddie, Laila
Bonfire: Nathaniel, Faith, Jonathan
BoxerShort: Aaliyah, Vivian, Lauren
Media: Cole, Liam, Allie
Door Decor/Float/Parade: Abby, Khyli, Kaylee
Royalty/Rally: Ashlynn, Eliza, Kenzie
Dress-up Days/Counting: Tues (Vivian & Kenzie), Wed (Abby & Eliza), Thurs (Allie & Khyli), Fri (Aaliyah & Ashlynn)

*This is a working document subject to change



Modoc County Cancer Group

Breast Cancer Fundraiser

1st Prize
Camping World



2nd Prize
Scentsy & Tastefully Simple Basket

All proceeds go to benefit the Modoc County Cancer Awareness Group as aid for travel and lodging for local cancer paitients.

Drawing on:
Nov 24, 2025
Winner Need Not Be Present

DONATION $5

Visit Our Facebook Page:
Modoc County Cancer Awareness Group

Contact Us:
530-640-1548

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION			COUNTY	
Modoc Joint Unified School District			Modoc	
SCHOOL SITE			SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE: 29
Alturas Elementary School			K-5th	NUMBER OF RESTROOMS ON SITE 20
INSPECTOR'S NAME		INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Doug Waterman		Facilities Director	N/A	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):	390,428.00	TIME OF INSPECTION 10-11am	SITE ENROLLMENT 320	
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE	20.5	WEATHER CONDITION AT TIME OF INSPECTION		
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE	38749	Fair		

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

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "OK"s:	0	37	37	37	40	40	40	8	38	40	40	40	37	3	40
	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
40	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	40	3	3	3	0	0	0	32	2	0	0	0	3	37	0
Percent of Systems In Good Repair Number of "OK"s divided by (Total Areas - "NA"s)*			100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

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

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	100.00%	SCHOOL RATING** →	EXEMPLARY

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

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

INSPECTOR'S COMMENTS AND RATING EXPLANATION: The entire staff of Modoc joint unified School District strive to maintain a safe secure and sanitarysite. The District has an excellent routine and preventive maintenance program.

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION			COUNTY	
Modoc Joint Unified School District			Modoc	
SCHOOL SITE			SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE: 18
Modoc Middle School			6th-8th	NUMBER OF RESTROOMS ON SITE 10
INSPECTOR'S NAME	INSPECTOR'S TITLE		NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Doug Waterman	Facilities Diretor		N/A	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET): 283,210.00	10-11am		SITE ENROLLMENT 182	
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE: 10.74 Acres	WEATHER CONDITION AT TIME OF INSPECTION			
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE 25321	Fair			

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

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "OK"s:	1	20	13	20	21	21	21	4	19	21	21	21	20	1	21
	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	20	1	8	1	0	0	0	17	2	0	0	0	1	20	0
Percent of System in Good Repair Number of "OK"s divided by		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

15

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

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	100.00%	SCHOOL RATING** →	EXEMPLARY

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

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

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

The entire staff of Modoc Joint Unified School District strike to maintain a safe, secure, and sanitary site.
The District has an excellent routine and preventive maintenance program.

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION			COUNTY	
Modoc Joint Unified School District			Modoc	
SCHOOL SITE			SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE: 23
Modoc High School			9TH-12TH	NUMBER OF RESTROOMS ON SITE: 19
INSPECTOR'S NAME		INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Doug Waterman		Facilities Director	NA	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):	1,135,530.00	TIME OF INSPECTION 9-11am	SITE ENROLLMENT 255	
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE:	19.5 Acres	WEATHER CONDITION AT TIME OF INSPECTION		
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE	75,702	Fair		

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

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
28	Number of "OK"s:	3	26	18	25	27	26	26	8	19	26	26	26	24	1	26
	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	23	0	8	1	0	0	0	18	7	0	0	0	1	25	0
Percent of System in Good Repair Number of "OK"s divided by		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	96.00%	100.00%	100.00%
Total Percent per Category		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	98.60%	100.00%	100.00%
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99%		Good			Good	Good		Good	Good		Good		Good		Good	

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

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	99.75%	SCHOOL RATING** →	EXEMPLARY

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

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

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

The entire staff of Modoc Joint Unified School District strive to maintain a safe , secure, and sanitary site.
The District has an excellent routine and preventive maintenance program.

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION			COUNTY	
Modoc Joint Unified School District			Modoc	
SCHOOL SITE			SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE: 6
Alternative Education			9-th- 12th	NUMBER OF RESTROOMS ON SITE: 7
INSPECTOR'S NAME		INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
Doug Waterman		Facilities Director	NA	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET):	106,500.00	1-3 pm	SITE ENROLLMENT 40	
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE:	1 Acres	WEATHER CONDITION AT TIME OF INSPECTION		
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE	10000	Fair		

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

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "OK"s:	4	5	5	5	5	5	5	4	4	5	5	5	5	4	5
	Number of "D"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
5	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0
Percent of System in Good Repair Number of "OK"s divided by		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	80.00%	100.00%
Total Percent per Category		100.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		90.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

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

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	98.75%	SCHOOL RATING** →	GOOD

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

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

INSPECTOR'S COMMENTS AND RATING EXPLANATION:

The entire staff at Modoc Joint Unified School District strive to maintain a safe, secure and sanitary site
The District has an excellent routine and preventive maintenance program.

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Modoc Joint Unified School District		COUNTY: Modoc	
SCHOOL SITE: State Line Elementary		SCHOOL TYPE (GRADE LEVELS): k-8th	NUMBER OF CLASSROOMS ON SITE: 4
			NUMBER OF RESTROOMS ON SITE: 3
INSPECTOR'S NAME: Doug Waterman	INSPECTOR'S TITLE: Facilities Director	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE): N/A	
TOTAL ESTIMATED BUILDING VOLUME (CUBIC FEET): 51,600.00	TIME OF INSPECTION: 10am	SITE ENROLLMENT: 0	
TOTAL ESTIMATED SITE SQUARE FOOTAGE / ACREAGE: 7.33 Acres	WEATHER CONDITION AT TIME OF INSPECTION:		
TOTAL ESTIMATED BUILDING SQUARE FOOTAGE: 5160	Fair		

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

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "OK"s:	0	4	5	5	6	6	6	1	5	6	6	6	5	1	6
	Number of "D"s:	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0
6	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	4	1	1	1	0	0	0	5	1	0	0	0	1	5	0
Percent of System in Good Repair Number of "OK"s divided by		0.00%	80.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Total Percent per Category		60.00%			100.00%	100.00%		100.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99%		POOR			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

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

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	95.00%	SCHOOL RATING** →	GOOD

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

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

INSPECTOR'S COMMENTS AND RATING EXPLANATION: There are currently no students enrolled at this site.

DISTRICT'S RESPONSES TO REPORT (Attach additional pages if necessary):

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: October 23, 2025

SUBJECT: **Request for Board Approval – MHS Fundraisers**

I would like the Board to consider the approval of the following fundraisers for MHS during the 2025-2026 school year:

- Cheer - "Fill my Bow Donation Sheet" – Now until December 20, 2025
- Cheer – Bake Sale – December 20, 2025
- Cheer – Youth Cheer Camp – January 2026
- Cheer – Block M Dance – December 19, 2025

All funds raised will go into our ASB Cheer account and used for cheer uniforms, warm ups, sweaters, travel to games, cheer camp and crowd swag supplies throughout the year.

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

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: November 4, 2025

SUBJECT: **Request for Board Approval – MHS Fundraisers**

I would like the Board to consider the approval of the following fundraisers for MHS during the 2025-2026 school year:

- Nov/Dec/Jan, FFA, Livestock Calendar Sales

All funds raised will go into our FFA ASB accounts and will be used for purchasing of chapter related supplies, travel, and other student activities.

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

MODOC HIGH SCHOOL

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

MEMORANDUM

TO: Beckie Lewis
FROM: Rafael A. Sevilla
DATE: November 12, 2025
SUBJECT: MHS Wrestling Fundraisers

Please consider the following fundraisers for the Modoc Wrestling team for the 2025-2026 school year.

Lift-a-thon: Wrestling student-athletes solicit pledges for weights lifted in three lifts: Deadlift, Benchpress and Squat.

Elks Dinner: Similar to last year, the Elks sell a dinner with proceeds going to Modoc Wrestling. Wrestling student-athletes sell dinner tickets.

Alumni tournament- Former alumni wrestle in a mini fundraiser tournament. Liability waiver mandatory, and registration fee required.

The planned use for the raised funds include future tournament hotel stays that Boosters or the school may not cover, extra equipment and or extra cloth for the wrestling team.

Please let me know if you need further details on any of these fundraisers. Modoc Wrestling appreciates your consideration.

Thank you,

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: November 12, 2025

MMS FUNDRAISERS

Please consider submitting the following MMS Leadership Class fundraisers to the board for approval. Let me know if you have any questions.

MMS Christmas Tea, 12/7/25

Girls tea - female students invite female role model/mom to enjoy tea, cookies, and games

Dudes & Donuts, 2/1/26

Male students invite male role model/dad to enjoy donuts, coffee/cocoa, and games

*These events are intended to create parent involvement opportunities. The funds are used to offset the cost of supplies.

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, Principal, MHS**

Date: **October 28, 2025**

Subject: **Request for Board Approval – Senior Trip**

Please submit to the Board for their approval a Field Trip Request for an out of state and overnight trip during the 2025-2026 school year.

MJUSD students will be taking a Senior Trip on June 7-9, 2026. Travel to Reno and the Lake Tahoe area. They will be staying in hotels.

We would be using the MJUSD transportation (bus or van) depending on how many students sign up. We would be paying for this trip through the ASB Class of 2026 Funds.

Thank you for your consideration. Please contact me if you have any questions.

MODOC HIGH SCHOOL

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

MEMORANDUM

To: Becky Lewis, Superintendent, MJUSD

From: Kristen Budmark, Principal

Date: October 21, 2025

Subject: Upward Bound College Campus Tour
CSU Chico and Butte Community College

Modoc High School's Upward Bound program is requesting permission to take nine students to tour Butte Community College and CSU Chico's campus on 11/13 and 11/14. Upward Bound will be providing dinner and hotel accommodation for students. MHS will depart for Fall River on 11/13/25 and join FHS on a charter bus to be transported to Chico, CA. While en route to Chico, we will make our first stop at Butte Community College to do a campus tour. The day will end with students arriving at the hotel. On 11/14, students will eat breakfast, and then we will depart for Chico's campus for a tour. Students will be back in Alturas, CA, on 11/14/25 by 9:00 PM.

MEMORANDUM OF UNDERSTANDING REGARDING DUAL ENROLLMENT BETWEEN SHASTA-TEHAMA-TRINITY JOINT COMMUNITY COLLEGE DISTRICT AND MODOC JOINT UNIFIED SCHOOL DISTRICT

This memorandum of understanding is between the Shasta-Tehama-Trinity Joint Community College District ("Shasta College") and Modoc Joint Unified School District ("DISTRICT"). Shasta College and DISTRICT will collectively be referred to as "PARTIES", or individually as "PARTY."

RECITALS

WHEREAS, Shasta College's mission includes providing programs and services that are responsive to the needs of the students and communities within the DISTRICT;

WHEREAS, DISTRICT is a school district located within the regional service area of Shasta College unless otherwise specified.

WHEREAS, a high school includes a community school, continuation high school, juvenile court school, or adult education program offering courses for high school diplomas or high school equivalency certificates.

WHEREAS, the PARTIES desire to enter into this agreement for the purpose of offering or expanding dual enrollment opportunities, consistent with the provisions of the Education Code, for high school students.

WHEREAS, instruction will comply with the student selection standards, curriculum guidelines, recommendations and procedures promulgated by applicable law, the California Community College Chancellor's Office and Shasta College;

WHEREAS, the PARTIES desire to enter into this agreement, which sets forth their mutual rights and responsibilities and governs their relationship;

WHEREAS, this agreement contemplates that the PARTIES will enter into a related Course Agreement ("CA") for the individual courses offered under this agreement ("Courses"), that each CA will fully incorporate the terms of this agreement, and that each CA will set up the necessary details specific to the subject Programs/Courses;

WHEREAS, the PARTIES intend for Shasta College to report full-time equivalent students ("FTES") and obtain state apportionment for the subject Courses given through this agreement in accordance with California Education Code and the appropriate portions of Title 5 of the California Code of Regulations; Shasta College will report FTEs only after the DISTRICT has met minimum day requirements pursuant to Ed. Code § 46141 and Ed. Code § 46146 unless the course is taught by an instructor that is an employee of and in paid status for the course at Shasta College;

NOW, THEREFORE, PARTIES, mutually agree as follows:

TERMS

1. **Recitals.** The above recitals are incorporated herein and made a part of this agreement.

2. **Effective Date and Duration**. This agreement shall be effective on August 1st, 2025 and continue in effect until July 31st, 2030, or until duly modified or terminated by the PARTIES in accordance with this agreement.

3. **Early Termination**. This agreement may be terminated by either PARTY with cause if another PARTY fails to comply with the insurance or indemnification requirements or otherwise commits a material breach. Termination will be effective no sooner than 15 calendar days after a written demand to cure is provided and the PARTY fails to cure. This remedy is in addition to any other remedy which may be provided for by law.

   This agreement may be terminated without cause and for any reason by any PARTY. The PARTY desiring early termination without cause must provide written notice to the other PARTIES. Termination will be effective no sooner than 60 calendar days after actual receipt of the written notice. Any students currently enrolled in Shasta College courses under this agreement shall be allowed to complete those courses prior to the termination of this agreement.

   The indemnification provisions contained in this agreement shall survive termination.

4. **Course Agreements ("CA").** The terms of this agreement are deemed to be part of and fully incorporated into any and all presently existing or future CA's unless expressly modified by a related CA. Related CA's will typically address the scope, nature, time, date, location, number of educational hours, Shasta College credits offered, number of students, and other specifics related to each course. The terms of this agreement may be modified by individual CA's as necessary, including eligibility requirements for students to enroll in a particular course or courses.

   This agreement will prevail if there is any inconsistency between the agreement and an express provision of a CA.

5. **Required Information.**

   A. Points of contact and Educational Administrators are as follows:

      Shasta College: Tabitha Miller, Director of Early College Programs (or designee)

      DISTRICT: Rebecca Lewis, Superintendent

i. Among other things, the Shasta College Educational Administrator and the DISTRICT Educational Administrator shall collaborate to determine the process for timely receiving, investigating, and remediating complaints of sexual misconduct or other conduct covered by Title IX of the Education Amendments of 1972 alleged to have occurred in the program consistent with the Dispute Resolution in section 14 of this agreement.

B. All sharing of information between Shasta College and the DISTRICT shall be in compliance with Federal Educational Rights and Privacy Act and State law. Where exceptions to those laws allow Shasta College and DISTRICT to share information without the consent of the students, Shasta College and the DISTRICT will follow the requirements of FERPA and State law. No data shall be shared by either PARTY until the other PARTY is satisfied, in its sole discretion, as to the safety and security of that data in the other PARTY's control. Where there is no exception, sharing information will require a signed, dated release from the student, parent, or guardian explicitly authorizing the sharing of personally identifiable information about the student. Shasta College and the DISTRICT agree to hold all student education records generated pursuant to this agreement in strict confidence and further agree not to re-disclose such records except as authorized by applicable law or regulation or by the participating student's parent or legal guardian's prior written consent. (34 C.F.R § 99.33 (a), (b); 34 C.F.R.§ 99.34(b); Ed. Code §§ 49064, 49076, 76222, & 76243.)

i. By signature of its authorized representative or agent on this agreement, Shasta College and the DISTRICT hereby acknowledge that they have been provided with the notice required under Title 34 of the Code of Federal Regulations section 99.33, subdivision (d) that they are strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the participating student's parent or legal guardian's prior written consent.

ii. Shasta College and the DISTRICT shall securely transmit data files to each other in alignment with policies and procedures of each party. Shasta College and the DISTRICT shall release student demographic information, grades, enrollment information, and course completion data for students participating in the agreement in a secure manner.

C. Shasta College and DISTRICT shall not utilize Joint Use Facilities. Instruction shall occur on the DISTRICT campuses or Shasta College campuses.

D. Parents or legal guardians shall be required to sign a form consenting to the enrollment of their pupils in community college courses offered by Shasta College. The consent form shall be submitted to and maintained by Shasta College.

i. When parental or guardian consent is required to admit a student to a community college dual enrollment course, the consent obtained shall apply to all community college dual enrollment courses attempted by the student until parental or guardian consent is

withdrawn in writing. Note: Authority cited: Section 70901, Education Code. Reference: Sections 48800.5, 52620, 70901, and 76000 through 76004, Education Code.

ii. Pursuant to Shasta College Policy and Regulation, Shasta College data concerning a student shall not be shared with parents without a signed, dated release from the student authorizing the sharing of that data.

6. **Required Certifications.**

A. The Board of Trustees of Shasta College and DISTRICT will pass a resolution approving this agreement.

B. All Shasta College faculty teaching a course on a DISTRICT campus will not have been convicted of sex offenses or controlled substance offenses. (Ed. Code, §§ 87010, 80711) Prior to, and as a condition to commencement of Shasta College's performance under this agreement, Shasta College shall certify that all Shasta College employees, contractors, and volunteers entering a DISTRICT campus are in compliance with California fingerprint and criminal background clearance and TB risk assessment and clearance, per Ed. Code §§ 45125.1 et seq. and 49406.

C. The DISTRICT certifies that it shall teach DISTRICT students participating as part of a agreement no less than the number of instructional minutes required to complete a minimum school day pursuant to Education Code sections 46141 and 46142.

D. When an instructor is teaching an agreement course(s) as an employee of Shasta College, Shasta College will be the employer of record for that instructor. (Ed. Code, § 76004, subdivision (m)(1).) When an instructor is teaching a agreement course(s) as an employee of the DISTRICT, the DISTRICT will be the employer of record for that instructor. (Ed. Code, § 76004, subdivision (m)(1).)

E. When an instructor is teaching an agreement course(s) as an employee of Shasta College, Shasta College will assume reporting responsibilities pursuant to applicable federal teacher quality mandates for that instructor. (Ed. Code, § 76004, subdivision (m)(2).) When an instructor is teaching agreement course(s) as an employee of the DISTRICT, the DISTRICT will assume reporting responsibilities pursuant to applicable federal teacher quality mandates for that instructor. (Ed. Code, § 76004, subdivision (m)(2).)

7. **FTES.** For the purposes of allowances and apportionments under Section B of the State School Fund, full-time equivalent student (FTES) credit for instructional activity related to courses offered through the Course Agreement (CA) shall be allocated to the employing institution of the instructor of record for each respective course.

Once the DISTRICT has met the minimum instructional minute requirements pursuant to Ed. Code § 46141 and Ed. Code § 46146, the community college district conducting a closed course

on a high school campus pursuant to paragraph (1) shall be credited with any units of full-time equivalent students attributable to the attendance of eligible high school pupils above that minimum.

A. Responsibilities of Each PARTY. Shasta College Board Policies and Administrative Procedures apply to the course and to the students enrolled in those courses and Shasta College is responsible for the courses. The courses will comply with all applicable regulations, procedures, prerequisites and standards applicable to Shasta College, as well as any corresponding local policies, practices, and requirements of the DISTRICT.

B. Enrollment Period. The enrollment period shall be determined by Shasta College in accordance with its guidelines, policies, pertinent statutes, and regulations.

C. Number of Course Hours Sufficient to Meet the Stated Performance Objectives. Shasta College will determine the student learning outcomes for each of the courses and the number of course hours necessary to meet the performance objectives. The performance objectives and corresponding course hours shall be specified in the related CA.

D. Supervision and Evaluation of Students. Supervision and evaluation of students shall be in accordance with Shasta College and DISTRICT guidelines, Board Policies, Administrative Procedures, pertinent statutes, and regulations.

   i. All students will be under the immediate supervision of an employee of the DISTRICT or Shasta College, as designated by the DISTRICT and Shasta College.

   ii. Where a health or safety emergency arises at a class at a DISTRICT location, the DISTRICT will be responsible for taking the lead to deal with the health and safety issues and ensure the safety of the school, its staff, and students.

   iii. Discipline for actions taken during college courses will be pursuant to both the DISTRICT and Shasta College board policies and administrative procedures.

   iv. The DISTRICT shall be responsible for all ADA and Individual Education Plan issues for its students; Shasta College shall be responsible for any academic accommodations deemed necessary through the Shasta College PACE program.

E. Withdrawal Prior to Completion of the Course. A student's withdrawal prior to completion of the course shall be in accordance with Shasta College guidelines, policies, pertinent statutes, and regulations. Transcripts will be annotated according to Shasta College policy.

F. Right to Control and Direct Instructional Activities. Shasta College is responsible for the courses and has the sole right to control and direct the instructional activities of all faculty teaching those courses, including those who are also DISTRICT personnel. This does not limit the right of the DISTRICT to select its employees, including its right to hire, terminate, transfer, and promote its employees.

G. Minimum Qualifications for Faculty Teaching Courses. All faculty that teach courses offered as part of this agreement shall meet the minimum qualifications to provide instruction in the discipline of the course in a California community college as set forth in Title 5 of the California Code of Regulations, sections 53410 and 58060 or as amended, and be hired by Shasta College.

H. Facilities. DISTRICT will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct instruction and do so without charge to Shasta College or students. DISTRICT agrees to clean, maintain, and safeguard DISTRICT's premises. DISTRICT warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.

I. Review of Shasta College Courses on DISTRICT Campuses. The DISTRICT and Shasta College agree to use the methods detailed by the Shasta College Academic Senate for ensuring that courses offered as part of this agreement in the DISTRICT are the same as the courses offered on Shasta College campus and comply with Shasta College academic standards.

J. Equipment. DISTRICT will furnish, at its own expense, all course materials, specialized equipment, and other necessary equipment for all DISTRICT students. The PARTIES understand that such equipment and materials are DISTRICT's sole property. Shasta College shall approve the type, make, and model of all equipment and materials to be used during each Course. DISTRICT understands that no equipment or materials fee may be charged to students.

K. Enrollment. Enrollment shall be open to any DISTRICT pupil who has been admitted to Shasta College and meets all applicable prerequisites. Applicable prerequisite courses, training, or experience will be determined by Shasta College. Applicants must meet the standards and prerequisites of Shasta College.

i. College Admissions. Procedures for students participating in this agreement shall be governed by Shasta College and shall comply with the admissions and registration guidelines set forth in applicable law and Shasta College policy. Shasta College will be responsible for processing student applications. Shasta College will provide the necessary admission procedures, and both Shasta College and DISTRICT will jointly ensure that each participant accepted has met all the enrolment requirements, including liability and medical care coverage requirements, if any.

ii. Registration. Shasta College will ensure that each student completes the admissions procedure, the course enrollment process, and otherwise process student applications and enrolls students in the courses, as appropriate. DISTRICT will assist Shasta College as necessary. A successful enrollment requires that each student has completed the full enrollment process provided by Shasta College, has parental permission, the application and parental permission has been delivered to and

accepted by Shasta College's Early College Enrollment Program, all enrollment and other applicable fees have been paid, and the applicant has met all requirements, to include the standard Shasta College student liability and medical care coverage, if applicable.

iii. Units. Pursuant to Shasta College Board Policy, students participating may enroll up to a maximum of 11 units in the fall and spring terms and 7 units in the summer term in accordance with Shasta College AP 5011.

L. Enrollment Fees. Pursuant to Shasta College Board Policy, Education Code sections 76300 subdivision (f), students enrolled in courses under this agreement shall be exempt from fees described in Education Code sections including 76060.5 (student body fee), 76140 (nonresident tuition), 76300 (student fee).

M. Records of Student Attendance and Achievement. All records of student attendance and achievement shall be submitted to Shasta College periodically, or upon demand, and shall be maintained by Shasta College.

N. Ancillary Support Services for Students. Both Shasta College and DISTRICT shall ensure that students enrolled in the courses are provided with ancillary and support services as may be needed, including but not limited to counseling and guidance and placement assistance. Student individualized education plans (IEPs) are not in effect while students are receiving instruction from Shasta College, but Shasta College students with disabilities are eligible to receive services from the Partners in Access to College Education (PACE) office at Shasta College.

8. **Support Staff.** These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

A. DISTRICT to Provide Support Services. Unless otherwise provided for in a related CA, DISTRICT will provide personnel to perform the following services on its campus: clerical services and services associated with outreach activities, recruiting students, assessing students, processing student applications, enrolling qualified students, and other related services as may be necessary.

B. DISTRICT is Responsible for its Own Personnel. DISTRICT's personnel will perform these services on duty time. DISTRICT personnel performing these services will be employees solely of DISTRICT, subject to the authority of DISTRICT, but will also be subject to the direction of Shasta College, specifically with regard to Shasta College policies and procedures.

9. Instructors. These provisions may not be voided, modified nor waived by a related CA unless otherwise expressly provided herein:

A. Shasta College to Select Instructors. Shasta College may select instructors from DISTRICT personnel nominated by the DISTRICT, or other sources. DISTRICT personnel will perform instructional duties on duty time. DISTRICT personnel selected to be instructors remain employees solely of the DISTRICT, subject to the authority of the DISTRICT, but will also be subject to the authority of Shasta College, specifically regarding their duties as instructors. Shasta College will exercise this authority in consultation with DISTRICT.

B. District May Nominate Instructors. DISTRICT shall ensure that all instructor nominees are experienced, competent, dedicated personnel who have the personal attributes necessary for providing instruction in the courses. DISTRICT shall ensure that all instructor nominees possess all minimum qualifications, any certificates or other training requirements that may be required including but are not limited to the qualification requirements of Title 5 CCR 53410 and 58060.

C. Instructors Requirements. Based on requests for college courses from the DISTRICT, Shasta College and DISTRICT shall determine the number of faculty, the ratio of faculty to students, and the subject areas of instruction necessary to offer the pathways agreed to in this agreement.

D. Orientation Meeting. Instructors shall attend an orientation meeting if scheduled and Shasta College shall provide manuals, course outlines, curriculum materials, and testing and grading procedures as necessary.

E. Instructor Agreement with Shasta College. All DISTRICT teachers providing instruction under this agreement shall enter into a course Instructor Agreement ("CIA") with Shasta College as provided in Title 5 CCR section 58058(b). The DISTRICT retains the right to ensure that the instructor complies with DISTRICT policies and expectations when teaching a college course under the terms of the agreement

F. No Other Assigned Duties. Instructors teaching courses under this agreement shall not have any other assigned duty while course instruction is taking place.

G. Reimbursement.

   a. If the course instructor is employed by the DISTRICT, Shasta College shall reimburse the DISTRICT for the cost of instruction based on the College's stipend model. Reimbursement will be calculated as an annual stipend, determined by course enrollment, unit value, and the number of sections offered. The specific reimbursement amount for each course section that remains active through the end of the term will be provided to the DISTRICT at the end of the academic year. The DISTRICT can then request reimbursement from Shasta College for the cost of the instructional stipend.
   b. If the course instructor is employed by Shasta College, they will be compensated in accordance with the current Academic Master Contract Agreement for Shasta College.

c. DISTRICT employees acting as a classroom facilitator for certain models of dual enrollment shall be compensated $100 per active section that they are listed as a facilitator.

10. Instruction Assessment of Learning and Conduct.

A. Instruction. All lectures will conform to Shasta College approved curriculum and course outlines and recommendation of experienced Shasta College faculty. All courses must follow Shasta College's required hours of instruction and meet Shasta College's minimum enrollment requirements. Instructional presentations will incorporate planned practical demonstrations, as may be necessary, and use audiovisual techniques or equipment and vocational equipment.

B. Assessment. Students enrolled in Shasta College courses offered as part of this agreement at the DISTRICT shall be held to the same standards of achievement as students in courses taught on any Shasta College campus. Students enrolled in Shasta College courses offered as part of this agreement at the DISTRICT shall be held to the same grading standards as those expected of students in courses taught on Shasta College campuses. Students enrolled in Shasta College courses as part of this agreement at the DISTRICT shall be assessed using the same methods (e.g., papers, portfolios, quizzes, labs, etc.) as students in courses taught on Shasta College campuses.

C. Conduct. Students enrolled in Shasta College courses offered as part of this agreement at the DISTRICT shall be held to the same behavioral standards as those expected of students in courses taught on Shasta College campuses.

11. Facilities. The PARTIES contemplate that primarily, the facilities of the DISTRICT will be utilized to carry out the goals of this agreement and any related CA, although from time to time Shasta College facilities may be utilized subject to mutual written agreement by the PARTIES as expressed in a related CA. DISTRICT agrees to defend, hold harmless, and indemnify Shasta College and its governing board, officers, employees, administrators, independent contractors, subcontractors, and other representatives from all damages, losses, or expenses, including litigation costs such as attorney's fees, should a student, faculty or third PARTY be injured as a result of or connected with the condition of the DISTRICT's premises, in whole or in part. The indemnity shall survive termination of this agreement and is in addition to any other rights or remedies Shasta College may have under law or otherwise.

12. Dispute Resolution. Shasta College and DISTRICT recognize that, from time to time, disputes may arise between Shasta College employees or students and DISTRICT employees or students. When such disputes arise, Shasta College and DISTRICT shall collaborate and use best efforts to resolve such disputes informally. Where informal resolution is not successful, or the PARTIES must address a formal interagency complaint, the following process will be utilized to resolve the matter.

A. The PARTY receiving the complaint will timely notify the other and promptly provide the other PARTY with any written complaint received.

B. Shasta College and DISTRICT will review the complaint to determine, based on the nature of the complaint, whether any state or federal statutory or regulatory timelines or other procedural requirements apply, including but not limited to:

   i. Whether Shasta College is required to report the complaint to the State Chancellor pursuant to Title 5 of the California Code of Regulations.

   ii. Whether, based on the nature of the complaint, the complainant is entitled to any rights or protections with regard to how the complaint is handled, pursuant to Title 5 or applicable state or federal laws, including but not limited to Title IX of the Education Amendments of 1972.

   iii. If either Shasta College or DISTRICT finds such rights to exist, they shall notify the other, and Shasta College and DISTRICT shall cooperate as needed in carrying out these requirements. It is understood that such requirements may include but are not limited to conducting a formal investigation within regulatory timelines or the implementation of interim safety measures for the complainant.

C. Within three (3) business days of either PARTY receiving the complaint, the PARTIES will discuss the nature and severity of the allegations and come to a mutual agreement regarding the need for and scope of any investigation required. If it is agreed that a formal investigation is required, the PARTIES will mutually agree upon an investigator, who may be an outside investigator, or qualified employee of Shasta College or DISTRICT. If the PARTIES agree to have the matter investigated internally by either a Shasta College or DISTRICT employee, the other PARTY may designate an employee to attend all witness interviews. Where it is determined that an outside investigator will be used, the cost will be divided between the PARTIES.

D. If, despite the good faith effort of the PARTIES, they are unable to agree on a process for investigating the complaint, the PARTY whose employee/student is the subject of the complaint will determine the process.

E. Shasta College and DISTRICT will cooperate in any investigation initiated and make its employees available to the investigator.

F. Interviews of Shasta College and DISTRICT employees shall comply with any rights and protections afforded to them under an applicable collective bargaining agreement or state or federal law, including but not limited to the right to have a representative present during an interview that could lead to discipline.

G. The investigator will prepare a report that will be provided to both PARTIES setting forth findings as to the allegations and the basis for the findings. The PARTIES will maintain

confidentiality of all documents related to an investigation to the greatest extent possible. This agreement does not limit the right of either PARTY or its counsel to utilize an investigatory report in defense of any future claims.

H. Shasta College and DISTRICT shall share any and all materials from the investigation as permitted by law.

I. Shasta College and DISTRICT have sole discretion in determining any disciplinary measures to be imposed against their respective employees or students.

J. Regardless of any disciplinary measures taken by Shasta College or DISTRICT against its respective employees or students, the other PARTY retains the right to have the subject of a sustained complaint removed from participating in or providing services for the program that is the subject of this agreement.

13. **Worker's Compensation.** DISTRICT shall be the "primary employer" for all its personnel who perform services as support staff. DISTRICT shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective DISTRICT personnel made in connection with performing services and receiving instruction under this agreement or any related CA. DISTRICT agrees to hold harmless, indemnify, and defend Shasta College from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by DISTRICT personnel connected with providing services under this agreement or any related CA. DISTRICT is not responsible for non-District personnel who may serve as faculty or students who are not affiliated with the DISTRICT. These provisions may not be voided, modified nor waived by a related CA.

14. **Indemnification.**

A. DISTRICT shall defend, hold harmless, and indemnify Shasta College, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorney fees and costs, including but not limited to consequential damages, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with the provision of instruction pursuant to this agreement or any related CA that may arise out of or result from, in whole or in part, the negligent, wrongful, or willful acts or omissions of DISTRICT, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

B. Shasta College shall defend, hold harmless, and indemnify DISTRICT, their governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorney fees and costs, including but not limited to consequential damages, death, sickness, or injury to any

person(s) or damage to any property, from any cause whatsoever arising from or connected with the provision of instruction pursuant to this agreement or any related CA that may arise out of or result from, in whole or in part, the negligent, wrongful, or willful acts or omissions of Shasta College, its employees, agents, subcontractors, independent contractors, consultants, or other representatives.

C. DISTRICT shall have no obligation to defend, hold harmless, or indemnify Shasta College, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and/or other representatives for their sole negligence or willful misconduct; and Shasta College shall have no obligation to defend, hold harmless, or indemnify DISTRICT, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and/or other representatives for their sole negligence or willful misconduct.

D. This indemnity shall survive termination of this agreement or any related CA, and is in addition to any other rights or remedies that DISTRICT or Shasta College may have under law and/or otherwise.

E. These provisions may not be voided, modified, nor waived by any related CA.

15. Insurance Requirements.

A. During the entire term of this Agreement, each PARTY shall, at its own expense, maintain, and shall require all subcontractors to maintain insurance as set forth below and shall provide the additional insured endorsements that name the other PARTY as an additional insured on each PARTY'S General Liability policy and Automobile Liability policy. Minimum Scope of Insurance: Coverage shall be:

i. Commercial General Liability. $1,000,000 combined single limit per occurrence for bodily injury, personal injury, and property damage; and a $3,000,000 aggregate. Any combination of General Liability and Excess Coverage amounting to a minimum of $3,000,000 in coverage will be acceptable. The Commercial General Liability additional insured endorsement shall be as broad as the Insurance Services Inc.'s (ISO) additional insured, Form B CG 20101001.

ii. Automobile Liability. "Any Auto" with $1,000,000 combined single limit per accident for bodily injury and property damage.

iii. Workers' Compensation. As required by the Labor Code of the State of California, and Employers' Liability Insurance; with limits as required by the Labor Code of the State of California and Employers' Liability limits of $1,000,000 per accident.

B. If the above insurance is written on a claims-made form, it shall have a retroactive date of placement prior to or coinciding with the effective date of this Agreement and continue for at least three full years following the completion of any services/work under this Agreement. Any

deductibles, self-insured retentions, or changes in these terms must be declared to and approved by the other PARTY. Each PARTY's insurer shall agree to waive all right of subrogation against the other, its trustees, officers, and agents for losses arising from the work performed. Each insurance policy shall include the standard Severability of Interest, or Separation of Insured (General Liability Form CG 001 01 12 04) clause in the policy and when applicable the cross liability coverage provision which specifies the inclusion of more than one insured shall not operate to impair the rights of one insured against another insured. Each insurance policy required by this Agreement shall be endorsed to state that coverages shall not be canceled except after thirty (30) days prior written notice has been given to the other PARTY. Each PARTY shall provide the other with certificates of insurance and required executed endorsements, evidencing compliance with this section, prior to the commencement of any Courses. On request, each PARTY shall furnish copies of any and/or all of the required insurance policies.

C. Nothing in this section concerning minimum insurance requirements shall reduce a PARTY's liability or obligations under the indemnification provisions of this agreement.

D. The PARTIES acknowledge that both PARTIES are permissibly self-insured under California law.

E. These provisions may not be voided, modified nor waived by a related CA.

16. **Discrimination and Harassment.** Each PARTY agrees it will not unlawfully discriminate, harass, or allow harassment against any employee or other person because of ethnic group identification, race, color, sex, gender identity, gender expression, pregnancy or childbirth-related condition, sexual orientation, sexual identity, religion or religious creed, age (over forty), national origin, ancestry, physical or mental disability, medical condition, political affiliation or belief, military and veteran status, or marital status, and shall comply with all applicable laws pertaining to employment.

17. **Entire Agreement**. This agreement and any related Cas constitute the entire agreement between the PARTIES with regard to the Courses and supersedes any prior or contemporaneous understanding or agreement. No PARTY has been induced to enter into this agreement by, nor is any PARTY relying on, any representation or promise outside those expressly set forth in this agreement and any related CA.

18. **Amendment.** The provisions of this agreement may be modified only by mutual written agreement of the PARTIES. No modification shall be binding unless it is in writing and signed by the PARTY against whom enforcement of the modification is sought.

19. **Waiver.** Unless otherwise precluded by the terms of this agreement, terms or conditions may be waived by the PARTY entitled to the benefit of the term or condition, but no such waiver shall affect or impair the right of the waiving PARTY to require observance, performance, or satisfaction of that term or condition as it applies on a subsequent occasion.

20. **Assignment**. Neither PARTY may assign any rights or benefits or delegate any duty under this agreement without written consent of the other PARTY. Any purported assignment without written consent shall be void.

21. **PARTIES in Interest**. Nothing in this agreement, whether express or implied, is intended to confer any rights or remedies under or by reason of this agreement on any person other than the PARTIES to it and their respective successors and assigns, nor is anything in this agreement intended to relieve or discharge the obligation or liability of any third person to any PARTY to this agreement.

22. **Severability**. If any provision of this agreement is held by an arbitrator or court of competent jurisdiction to be invalid or unenforceable, the remainder of the agreement shall continue in full force and effect and shall in no way be impaired or invalidated.

23. **Notices**. Any notice under this agreement shall be in writing, and any written notice or other document shall be deemed to have been duly given on the date of personal services on the PARTIES or on the second business day after mailing if the document is mailed by registered or certified mail, addressed to the PARTIES at the addresses set forth below, or at the most recent address specified by the addressee through written notice under this provision. Failure to conform to the requirement that mailings be done by registered or certified mail shall not defeat the effectiveness of notice actually received by the addressee.

    Addresses for Notices to Shasta College and DISTRICT:

    Shasta-Tehama-Trinity Joint Community College District
    Attn: Administrative Services
    PO Box 496006
    Redding, CA 96049-6006

    Modoc Joint Unified School District
    Attn: Administrative Services
    906 W. 4th St.
    Alturas, CA 96101

24. **Authority to Enter into Agreement**. Each PARTY to this agreement represents and warrants that it has the full power and authority to enter into this agreement and to carry out the transactions contemplated by it and that it has taken all action necessary to authorize the execution, delivery, and performance of this agreement.

25. **Status of the PARTIES**. Neither PARTY is a partner, joint venture, co-principal, employer, or co-employer of the other or of an employee of the other PARTY. DISTRICT shall be solely responsible for paying all salaries, wages, benefits, and other compensation with performing services under this agreement and any related CA. DISTRICT shall be solely responsible for

withholding and paying all applicable payroll taxes and contributions, including federal, state and local income taxes, FICA, FUTA, and state unemployment, workers' compensation, and disability insurance in connection with performing services under this agreement and any related CA.

26. **Retention and Audit of Records**. Each PARTY shall maintain records pertaining to this agreement and related CA's as may be required by federal and state law. Each PARTY may review and obtain a copy of the other PARTY'S pertinent records subject to federal and state privacy statutes.

27. **Governing Law and Venues**. This agreement will be governed by and construed in accordance with California law and venue of any action or proceeding in connection with this agreement shall be in Shasta County, California.

****SIGNATURES ON FOLLOWING PAGE****

IN WITNESS WHEREOF the PARTIES hereto have caused this agreement to be executed on the date signed below.

AGREED AND ACCEPTED by DISTRICT:

Name: Rebecca Lewis

Title: Superintendent

District: MODOC JOINT UNFIED SCHOOL DISTRICT

Signature: _____

Date: _____

AGREED AND ACCEPTED by Shasta College:

Name: Becky McCall

Title: Assistant Superintendent/VP of Administrative Services

SHASTA-TEHAMA-TRINITY
JOINT COMMUNITY COLLEGE DISTRICT

Signature: _____

Date: _____

Shasta College

Dual Enrollment Course Agreement

This course agreement is entered into between the Shasta-Tehama-Trinity Joint Community College District ("Shasta College") and Modoc Joint Unified School District ("DISTRICT") regarding dual enrollment courses to be taught at DISTRICT.

1. The Memorandum of Understanding ("MOU") entered into by Shasta College and DISTRICT is incorporated by reference as if fully set forth herein. In the event of a conflict between the terms of this course agreement and the MOU the terms of the MOU shall govern.

2. If the course instructor is employed by the DISTRICT, Shasta College shall reimburse the DISTRICT for the cost of instruction based on the College's stipend model. as provided in paragraph 9.G. of the MOU. This paragraph shall not apply if the instructor is provided by Shasta College.

3. Shasta College will share the approved curriculum and course outlines with the DISTRICT and the Instructor.

Courses offered for the 2025-2026 are listed below.

Course Name	Course Title	Location	Units	# of Sections	Term
AGEH23	Nursery Practices and Management	Modoc High School	3	1	SP 2026
AGEH33	Environmental Horticulture	Modoc High School	3	1	FA 2025

Modoc Joint Unified School District

By: _____
Rebecca Lewis
Superintendent

Date: _____

Shasta-Tehama-Trinity Joint Community College District

By: _____
Becky McCall
Vice President of Administrative Services

Date: _____

"Shasta College is an equal opportunity educator and employer."

Superintendent
Rebecca Lewis

MODOC
Joint Unified School District

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

November 3, 2025

MEMORANDUM

To: Beckie Lewis, Superintendent
From: Elizabeth Nikki Guzman, Business Manager
Subject: BUDGET CHANGES OVER $10,000

This is to request that the Board of Trustees approve the following changes over $10,000 to the 2025-26 budget at the next Board meeting:

- Increase Local Control Funding Formula (LCFF) by $35,074 based on changes in enrollment, ADA projections, and unduplicated pupil counts.
- Increase budget for the pass through of funds to Lake County School District 7 by $73,025 as the number of students attending school in Lakeview, Oregon has changed from an estimated 12 to 20 students.
- Reduce special education revenue by $89,858 and increase contributions to restricted programs by the same amount. This decrease is due to countywide ADA being lower, so the revenue from the state is lower.
- Budget $7,000 from Pacific Power grant to support Modoc High School marque replacement project.
- Budget $5,000 from Barona Band of Mission Indians grant for Modoc High School to purchase computers for their Career Technical Education (CTE) pathway programs.

The overall impact to the General Fund from the above changes is a decrease to the fund balance by $127,809.

MODOC Joint Unified School District

906 West 4th Street, Alturas, CA 96101 * 530-233-7201 * 530-233-4362 fax www.modoc.k12.ca.us

Donor: RADIOWELL Telephone Number: 203-802-5200

Address: 500 DUFFY AVE. City & State: HICKSVILLE NY

List items (s) to be donated to school district:

1. 20 HYTERA DMR RADIOS WITH USED BATTERIES AND CHARGERS
2.
3.
4.

If item (s) is/are electrical or mechanical, does it work? Technology items need pre-approval before donation.

1. YES
2.
3.
4.

Approximate value of the item (s):

1. $ $4,000
2. $
3. $
4. $

☐ It will be delivered to the school district.

☐ Item must be picked up.

What school or department do you request receive the donated item?

Items donated to the Modoc Joint Unified School district may be used in any department or school. If/when the district does not want the item for further use, the item will be salvaged, or discarded per district policy. A signed copy of this form will be provided to the donor for tax records.

Donor's Signature	10/7/25 Date
Principal's Signature	Date
District Official's Signature	10/29/25 Date

Radiowell

EQUIPMENT DONATION FORM

POSITIVE EQUITY GROUP, INC. (DBA RADIOWELL) AGREES TO DONATE RADIO EQUIPMENT ("EQUIPMENT") TO THE RECIPIENT. THE RECIPIENT AGREES AND ACKNOWLEDGES THE FOLLOWING:

1. The EQUIPMENT is provided in as-is condition with no warranty. The RECIPIENT agrees to hold Radiowell harmless and free of any liability related to the EQUIPMENT.
2. The EQUIPMENT cannot be resold. If the RECIPIENT no longer needs the EQUIPMENT, or it becomes defective, the RECIPIENT will recycle the EQUIPMENT locally.
3. The RECIPIENT is a non-profit/not-for-profit/government organization officially registered with the Internal Revenue Service. The RECIPIENT recognizes that mispresenting its status to Radiowell is fraud.
4. The RECIPIENT currently lacks the funds to buy this EQUIPMENT.
5. The RECIPIENT understands it is solely responsible for programming the EQUIPMENT, as well as acquiring any accessories (e.g., batteries). If the EQUIPMENT is defective, and the RECIPIENT bought accessories for it, then RECIPIENT understands that Radiowell is not responsible for these costs as the EQUIPMENT was provided in as-is condition.
6. The RECIPIENT understand that its name, city, and state may be publicly displayed on Radiowell's site – or any other public place – as a recipient of free equipment from Radiowell.
7. The RECIPIENT will reimburse Radiowell $50 for shipping and handling charges. Or, the RECIPIENT can avoid these charges, by publicly stating on its website or social media platform (i.e., Facebook, X, or Instagram) the following comment:

   "Thank you https://www.Radiowell.com for donating radio equipment to RECIPIENT"

The RECIPENT agrees to send a screenshot of the message to Radiowell. If the RECIPIENT does not wish to post the message, they must mail a check for $50 to:

POSITIVE EQUITY GROUP, INC
248 ROUTE 25A
BOX 55
SETAUKET, NEW YORK 11733

Agreed by (RECIPIENT):

RECIPIENT NAME: Modoc Joint Unified School District

AUTHORIZED REPRENTATIVE: Rebecca Lewis

NAME & TITLE: Rebecca Lewis, Superintendent

DATE: 10/28/2025

Agreed by (Radiowell):

AUTHORIZED REPRENTATIVE: _____

NAME & TITLE: _____

DATE: _____

MODOC
Joint Unified School District

906 West 4th Street, Alturas, CA 96101 * 530-233-7201 * 530-233-4362 fax www.modoc.k12.ca.us

Donor: Java Doc
Address: 703 N Main St Alturas CA 96101
Telephone Number: (530)233-JAVA
City & State: Alturas, CA

List items (s) to be donated to school district:

1. 306.00 cash
2.
3.
4.

If item (s) is/are electrical or mechanical, does it work? Technology items need pre-approval before donation.

1.
2.
3.
4.

Approximate value of the item (s):

1. $ 306.00 cash
2. $
3. $
4. $

☐ It will be delivered to the school district.
☐ Item must be picked up.

What school or department do you request receive the donated item? Class of 2026 ASB

Items donated to the Modoc Joint Unified School district may be used in any department or school. If/when the district does not want the item for further use, the item will be salvaged, or discarded per district policy. A signed copy of this form will be provided to the donor for tax records.

Donor's Signature — Date

Principal's Signature — Date 10.30.25

District Official's Signature — Date 11/3/25

Checks Dated 10/01/2025 through 10/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
30075334	10/03/2025	NAPA Sierra	01-4300	Maintenance Supplies	194.83	
			01-4314	Transportation Supplies	91.97	286.80
30075335	10/03/2025	City of Alturas Water Department	01-5503	Water/Sewer		2,928.77
30075336	10/03/2025	Amazon Capital Services, Inc.	01-4100	Textbooks	95.11	
			01-4200	Novels for Library	115.85	
			01-4300	1st grade order	1,340.96	
				4th grade folders	49.91	
				Class supplies	350.61	
				Class suppllies	435.46	
				Classroom Supplies	6,922.10	
				College Novels	39.20	
				Kinder Grade level order	928.85	
				Lanyards & key fobs	123.52	
				Library/Yearbook Supplies	221.45	
				New Printer	225.21	
				Office and Art Supplies	89.62	
				Office and school supplies	518.44	
				Office/ teacher supplies	267.42	
				PE Supplies	461.10	
				School Printer Ink	2,477.44	
				Social Worker Supplies	327.76	
				SPED Headphones	13.92	
				SPED Supplies	51.02	
				Staff Binders	42.24	
				Student Incentives	228.94	
				Summer School Supplies	15.00	
				Teacher Supplies	1,157.35	
				Toner for printer	351.35	
				Translation Earbuds	57.90	16,907.73
30075337	10/03/2025	BSN Sports LLC	01-4300	Girls Basketball Uniforms		3,478.28
30075338	10/03/2025	CenturyLink	01-5901	Phone SLES		58.54
30075339	10/03/2025	Central Accounting Coast Truck Centers	01-5630	Bus 4 Repairs	4,036.08	
			01-5800	Annual Auto Chain Inspections	398.54	4,434.62
30075340	10/03/2025	Ed Staub & Sons Petroleum, Inc	01-4311	Bus Tank Fuel Delivery	2,392.08	
				Fuel for vehicles	1,621.26	
			13-4311	Fuel for vehicles	114.93	4,128.27
30075341	10/03/2025	Frontier	01-5901	Phone Service		2,350.54

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 10/01/2025 through 10/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
30075342	10/03/2025	North State Grocery, Inc.	01-4300	Life Skills Supplies-Sept		25.22
30075343	10/03/2025	Juniors Automotive	01-5800	Maintenance Vehicles Service		65.00
30075344	10/03/2025	Keegan Richardson	01-5800	Technology services 25/26		3,825.00
30075345	10/03/2025	KLAI-Co Identification Products, Inc.	01-4300	parts for laminator	115.20	
				Unpaid Sales Tax	6.84-	108.36
30075346	10/03/2025	Les Schwab Tire Center	01-4300	Maintenance Repairs/Tires		32.97
30075347	10/03/2025	Card Service Center	01-4300	AMS supplies	46.95	
			01-5200	Superintendent Conference Lodging	127.06	
				Superintendent Travel AVID	241.41	
				Superintendent Travel SSDA	44.00	
			01-5800	Perry Hawkins Scholarship Filing Fees	20.00	
				Student Medical Insurance	165.00	644.42
30075348	10/03/2025	Modoc Jt Unified School Dist Revolving Fund	01-5800	Cross Country Registration-Fall River	70.00	
				Cross Country Registration-Medford, Or	10.00	80.00
30075349	10/03/2025	Modoc Farm Supply	01-4300	Maintenance Salt		2,058.60
30075350	10/03/2025	Northern Section, CIF	01-5800	Website Membership		100.00
30075351	10/03/2025	ODP Business Solutions, LLC	01-4300	Banquet Table Replacements	3,461.82	
				Classroom Chairs	286.97	
				Printer	762.50	
				Staff room supplies	208.89	4,720.18
30075352	10/03/2025	Opening Technologies, Inc.	01-4300	MMS Lock Replacement		1,634.22
30075353	10/03/2025	Oxford Suites - Redding	01-5200	Social Worker Lodging		123.43
30075354	10/03/2025	Pacific Power & Light	01-5501	Power Service		22,319.36
30075355	10/03/2025	Plumas Bank -Scholarship Trust Acct.	01-5800	Board Scholarship		138.92
30075356	10/03/2025	Siskiyou Fire Equipment John E. McCarthy, Jr.	01-5800	Annual Fire Extinguisher Inspections		2,254.00
30075357	10/03/2025	Taylor Music Inc.	01-4300	Classroom Supplies	1,025.31	
				Unpaid Sales Tax	69.31-	956.00
30075358	10/03/2025	U.S. Bank Equipment Finance	01-5620	DO Copier		972.52
30075359	10/03/2025	Buswest, LLC	01-4314	Transportation Parts		328.65
30075360	10/03/2025	Wayne C. Bethel Refrigeration & Heating	01-5800	Emergency Alt Ed HVAC Repairs	457.06	
				Emergency MHS HVAC Repairs	156.25	
				Emergency Repairs MMS	260.84	874.15
30075361	10/03/2025	Xerox Financial Services	01-5620	AES Copier		482.53
30075444	10/10/2025	Canon Financial Services, Inc	01-5620	MHS/MMS Copiers		1,398.98
30075445	10/10/2025	Ed Staub & Sons Petroleum, Inc	01-4300	Propane for Forklift	22.58	
			01-4311	Bus Tank Fuel Delivery	638.28	660.86
30075446	10/10/2025	Engravings Unlimited, Inc.	01-4300	Lifetime Pass Replacement		27.08

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 10/01/2025 through 10/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
30075447	10/10/2025	Four Seasons Supply Center	01-4300	Custodial Supplies	6,766.74	
				Maintenance Supplies	982.65	7,749.39
30075448	10/10/2025	North State Grocery, Inc.	01-4300	Ag Foods I & II September	292.26	
				Food Living Skills September	16.06	308.32
30075449	10/10/2025	Juniors Automotive	01-4313	PT Mechanic Services	1,157.87	
			01-5800	PT Mechanic Services	680.00	1,837.87
30075450	10/10/2025	K & K Distributing	13-4300	Food Service Supplies	1,656.24	
			13-4700	Food Service Supplies	11,891.74	13,547.98
30075451	10/10/2025	Mandy Lynne Larranaga	01-5800	Sped Case Management Services		5,768.75
30075452	10/10/2025	McDougal Boehmer Foley Lyon Mitchell & Erickson	01-5800	Superintendent Legal Fees		2,902.50
30075453	10/10/2025	Mosyle Corporation	01-5800	Ipad Management Subscription		5.48
30075454	10/10/2025	Nourish Food Hub	01-4700	Cafeteria Food Supplies		2,320.04
30075455	10/10/2025	City of Redding	01-5800	City of Redding-Swimming		369.00
30075456	10/10/2025	Savvas Learning Company LLC	01-4100	5th grade books		158.19
30075457	10/10/2025	Sysco Food Services of Sacramento	13-4300	Food Service Supplies	686.49	
			13-4700	Food Service Supplies	16,827.84	17,514.33
30075458	10/10/2025	U.S. Cellular	01-5902	Social Worker Phone		47.67
30075506	10/16/2025	Weber, Gerese M	01-5200	CCAC Weber Meals		141.00
30075507	10/16/2025	WM Corporate Services, Inc. as Payment Agent	01-5504	Garbage Service All Sites		3,174.01
30075508	10/16/2025	Amazon Capital Services, Inc.	01-4300	Ag Mech / Bio Supplies	142.58	
				District Meeting Supplies	49.49	
				District Office Supplies	70.65	
				Football Camera	1,296.65	
				Maintenance Lawn Mower Parts	327.04	
				Meeting Supplies	418.55	
				Office Supplies	1,761.72	
				Welding Supplies	154.42	4,221.10
30075509	10/16/2025	Beacon Fire Alarm & Security	01-5800	Fire Alarm System		720.00
30075510	10/16/2025	Bidwell Canyon Farm	01-4700	produce for cafeteria		849.00
30075511	10/16/2025	BSN Sports LLC	01-4300	Athletic Supplies	11,320.57	
				Cross County Uniforms	676.35	11,996.92
30075512	10/16/2025	Canon Financial Services, Inc	01-5620	MHS/MMS Copiers	1,397.98	
			01-5800	MHS/MMS Copiers	131.51	1,529.49
30075513	10/16/2025	Ed Staub & Sons Petroleum, Inc	01-4311	Fuel for vehicles		1,046.32
30075514	10/16/2025	Full Throttle Engine Repair	01-5630	Equipment Repair and Maintenance		63.22
30075515	10/16/2025	Hall Motor Company	01-4314	Transportation Parts	232.73	
				Unpaid Sales Tax	15.59-	217.14

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 10/01/2025 through 10/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
30075516	10/16/2025	North State Grocery, Inc.	01-4300	Parent LCAP Supplies	41.66	
				Superintendent Mtg Supplies	5.69	47.35
30075517	10/16/2025	Les Schwab Tire Center	01-4313	Bus 9 Tires	3,442.72	
				Tires for Transportation	89.98	3,532.70
30075518	10/16/2025	Card Service Center	01-4300	Accreditation books		40.54
30075519	10/16/2025	Modoc County Environmental Health	01-5800	Annual county environmental fees		257.00
30075520	10/16/2025	Nasco	01-4300	Art Supplies		259.26
30075521	10/16/2025	North Valley Distributing	01-4300	MHS Exterior Gym Lights Repairs		1,279.71
30075522	10/16/2025	Ellen Reed	01-4300	Staff Developement Refreshments		1,350.00
30075523	10/16/2025	Vestis	01-5505	Maint/Cafe Laundry		1,019.17
30075579	10/27/2025	Lewis, Rebecca L	01-5200	CCAC Conf Meals Superintendent		141.00
30075580	10/27/2025	Aaron Moss	01-5800	Musical Instrument	2,508.26	
				Unpaid Sales Tax	148.26-	2,360.00
30075581	10/27/2025	AED Brands, LLC	01-4300	AED Replacement Pads		242.50
30075582	10/27/2025	Alturas Tire Center	01-4314	Transportation Supplies	75.11	
			01-5800	Transportation Supplies	65.00	140.11
30075583	10/27/2025	Amazon Capital Services, Inc.	01-4100	Laptop Batteries	222.03	
			01-4300	AMS Supplies	4,307.47	
				Class supplies	121.16	
				Classroom supplies	35.45	
				Doc Camera	96.62	
				Door for Library/Office	546.96	
				I pad case	55.00	
				Intervention Bag	214.40	
				Office Supplies	102.80	
				Printer Ink	307.80	
				SPED class supplies	120.28	
				SPED Supplies	463.71	
				Study Guide	26.80	
				Supplies For Students	1,144.95	
				Wireless Mic	90.06	7,855.49
30075584	10/27/2025	Beacon Fire Alarm & Security	01-5800	Fire Alarm System		2,614.00
30075585	10/27/2025	Benchmark Education Company	01-4300	Books		295.47
30075586	10/27/2025	BSN Sports LLC	01-4300	Award Ceremony Cloth		394.16
30075587	10/27/2025	California Department of Education	40-6200	Federal Interest payment		5,040.00
30075588	10/27/2025	Modoc Steel & Supply	01-4300	Maintenance Supplies		24.20
30075589	10/27/2025	CenturyLink	01-5901	Phone SLES		58.31

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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 10/01/2025 through 10/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
30075590	10/27/2025	Corning Carpet	01-4300	Ag Kitchen Flooring		9,442.52
30075591	10/27/2025	Department of Justice Accounting Office	01-5800	Fingerprint Services		145.00
30075592	10/27/2025	Ed Staub & Sons Petroleum, Inc	01-4311	Bus Tank Fuel Delivery		1,486.32
30075593	10/27/2025	Ewell Educ. Services, Inc	01-5200	COLC Registration	1,800.00	
				Fall CATA Conference	830.00	2,630.00
30075594	10/27/2025	Grainger	01-4300	Custodial Supplies		134.12
30075595	10/27/2025	North State Grocery, Inc.	01-4300	District Meeting Supplies		21.53
30075596	10/27/2025	Keegan Richardson	01-5800	Technology services 25/26		1,425.00
30075597	10/27/2025	The Lincoln Electric Company	01-4300	Welding Supplies		1,583.66
30075598	10/27/2025	Card Service Center	01-4300	Football Scoreboard part	57.18	
			01-5200	ADHD Training	129.00	186.18
30075599	10/27/2025	McKinley Elevator Corporation	01-5800	Bi-Annual Wheelchair Lift Inspection		2,000.00
30075600	10/27/2025	MCOE	01-5800	Mleage for Student Health Visit		558.60
30075601	10/27/2025	Modoc Jt Unified School Dist Revolving Fund	01-5800	Cross Country Registration-Yreka, Ca		80.00
30075602	10/27/2025	Modoc County Tax Collector	01-5800	Library Ass/Solid Waste/Healthcare Dist Fee		2,828.24
30075603	10/27/2025	NSADA	01-5200	Athletic Director Conference		50.00
30075604	10/27/2025	Opening Technologies, Inc.	01-4300	Key Order		240.88
30075605	10/27/2025	Strong Family Health Center	01-5800	Indian Education Tutoring		5,163.52
30075606	10/27/2025	Xerox Financial Services	01-5620	AES Copier		482.53
30075622	10/28/2025	Guardian	76-9570	Dental Insurance Nov 2025		568.80
30075623	10/28/2025	Northern CA General Teamsters Security Fund	76-9572	Health Insurance Nov 2025		30,907.00
30075624	10/28/2025	Northern CA General Teamsters Security Fund	76-9572	IA Health Insurance Nov 2025		16,600.00
30075625	10/28/2025	Tri County Schools Ins. Group	76-9558	Workers' Comp Oct 2025	10,604.92	
			76-9572	Health Insurance Nov 2025	112,411.92	123,016.84
30075627	10/29/2025	Fidelity Security Life/EyeMed FSL/EyeMed Premiums	76-9571	Vision Insurance Nov 2025		1,057.81
				Total Number of Checks	**94**	**382,451.24**

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	86	174,323.55
13	Cafeteria	3	31,177.24
40	Sp Rsrv Capt Outly	1	5,040.00
76	Warrant/pass Through	5	172,150.45

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 10/01/2025 through 10/31/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
		Total Number of Checks	94		382,691.24	
		Less Unpaid Sales Tax Liability			240.00	
		Net (Check Amount)				**382,451.24**

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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.

Alturas Elementary School
MODOC JOINT UNIFIED SCHOOL DISTRICT
809 West 8th Street, Alturas, California 96101
Amy Welch, Principal

MEMORANDUM

To: Beckie Lewis, Superintendent
Modoc Joint Unified School District

From: Amy Welch, Principal
Alturas Elementary School

Date: October 29, 2025

SUBJECT: AES 2025-2026 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Please see the attached 2025-2026 School Plan for Student Achievement for Alturas Elementary School. Please consider taking it to the board for approval.

Amy Welch, Principal
(530)233-7201 ext. 201

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alturas Elementary School	25735856025845	10/20/2025	11/18/2025

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

The School Plan for Student Achievement (or SPSA) is a plan of action to raise the academic performance of all students. Our goal is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Site principals, staff, leadership team, and parents are actively involved in the process. All decisions are based on careful analysis and reflection and are a part of the on-going process of improving student learning.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of under served student groups. The SPSA provides schools 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 schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school site administrator reviewed the 2025-2026 SPSA with the School Site Council during meetings on October 28, 2024, December 9, 2024 & Jan. 22, 2025. The finalized draft was emailed to the Site Team to review and approve on 10/28/25. It was shared with the AES staff on 10/29/2025. Throughout each Site Team meeting, the team discussed additions, changes, and omissions.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Our Suspension Rate had an overall performance in the orange category.

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

We had no state indicators with any student groups that performed two or more performance levels below the "all student" performance.

Other Needs

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

Based on State and District data, our students' writing should to be identified as an area in need of improvement.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	6.17%	5.60%	6.01%	24	20	20
African American	1.29%	0.56%	0.30%	5	2	1
Asian	0%	%	%	0		
Filipino	0.26%	%	0.30%	1		1
Hispanic/Latino	19.02%	21.57%	22.82%	74	77	76
Pacific Islander	1.03%	0.84%	0.30%	4	3	1
White	64.52%	64.15%	61.56%	251	229	205
Two or More Races	6.94%	6.16%	7.81%	27	22	26
Not Reported	0.77%	1.12%	0.90%	3	4	3
			Total Enrollment	389	357	333

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Kindergarten	73	59	46
Grade 1	45	54	57
Grade 2	82	51	53
Grade3	66	78	47
Grade 4	57	62	72
Grade 5	66	53	58
Total Enrollment	389	357	333

Conclusions based on this data:

1. Alturas Elementary School's enrollment declined from 22/24 to 23/24. The loss of the TK program may have contributed to this decline.
2. Our cohort of Kindergarten students enrolled in 22/23 decreased significantly in 23-24 as 1st graders.
3. Our Hispanic population at AES continues to grow.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	14	13	17	3.6%	3.6%	5.1%
Fluent English Proficient (FEP)	4	6	5	1.0%	1.7%	1.5%

Conclusions based on this data:

1. Our number of English Learners decreased from 22-23 to 23-24.
2. The percent of students initially designated as English Proficient continues to increase.
3. As a staff, we will continue to create procedures that utilize multiple criteria in order to determine whether to reclassify a pupil as proficient in English. Currently there is no data to reflect how many students were reclassified in 23/24 because of the small population of students to assess.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	66	74	47	65	73	46	65	73	46	98.5	98.6	97.9
Grade 4	57	58	71	56	58	70	56	58	70	98.2	100	98.6
Grade 5	68	50	58	68	50	56	68	50	56	100.0	100	96.6
All Grades	191	182	176	189	181	172	189	181	172	99.0	99.5	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2361.	2369.	2387.	12.31	6.85	10.87	7.69	21.92	17.39	24.62	21.92	28.26	55.38	49.32	43.48
Grade 4	2420.	2405.	2428.	5.36	10.34	18.57	19.64	17.24	14.29	23.21	15.52	20.00	51.79	56.90	47.14
Grade 5	2449.	2492.	2455.	7.35	18.00	10.71	17.65	24.00	21.43	26.47	28.00	25.00	48.53	30.00	42.86
All Grades	N/A	N/A	N/A	8.47	11.05	13.95	14.81	20.99	17.44	24.87	21.55	23.84	51.85	46.41	44.77

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.69	6.85	13.04	56.92	54.79	63.04	35.38	38.36	23.91
Grade 4	5.36	8.62	11.43	75.00	50.00	67.14	19.64	41.38	21.43
Grade 5	5.88	22.00	16.07	72.06	66.00	66.07	22.06	12.00	17.86
All Grades	6.35	11.60	13.37	67.72	56.35	65.70	25.93	32.04	20.93

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.62	4.11	6.52	46.15	52.05	54.35	49.23	43.84	39.13
Grade 4	5.36	6.90	5.71	50.00	44.83	55.71	44.64	48.28	38.57
Grade 5	5.88	10.00	5.36	52.94	58.00	53.57	41.18	32.00	41.07
All Grades	5.29	6.63	5.81	49.74	51.38	54.65	44.97	41.99	39.53

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.31	2.74	2.17	67.69	78.08	78.26	20.00	19.18	19.57
Grade 4	3.57	10.34	7.14	80.36	70.69	74.29	16.07	18.97	18.57
Grade 5	11.76	14.00	7.14	72.06	76.00	69.64	16.18	10.00	23.21
All Grades	9.52	8.29	5.81	73.02	75.14	73.84	17.46	16.57	20.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	9.23	4.11	2.17	44.62	63.01	82.61	46.15	32.88	15.22
Grade 4	1.79	6.90	10.00	73.21	63.79	62.86	25.00	29.31	27.14
Grade 5	4.41	14.00	10.71	63.24	70.00	60.71	32.35	16.00	28.57
All Grades	5.29	7.73	8.14	59.79	65.19	67.44	34.92	27.07	24.42

Conclusions based on this data:

1. Overall, the 23/24 cohort of 5th grade students made significant growth with 42% at or above grade level in ELA. The 23/24 cohort of 4th grad students grew from 20% of students at or above grade level in 22/23 as 3rd graders, to 27.58% at or above grade level in 4th grade. The 23/24 cohort of 3rd grade students had 28.77% of students at or above grad level, which is higher than where the 23/24 cohort of 4th and 5th graders performed when they were in 3rd grade. The 4th graders had 20% at or above grade level in 22/23 as 3rd graders & the 5th graders had 25% at or above grade level as 3rd graders in 21/22.
2. The percentage of students below the standard in Reading increased from 25.93% in 22/23 to 32.04% in 23/24. The trend for the 23/24 cohort of 5th grade students performing below the standard in Reading continuously decreased from 21/22 (23.33%) to 22/23 (19.64%) to (12%), while the 23/24 cohort of 4th graders who performed below the standard increased from 22/23 (35.38%) to 23/24 (41.38%)
3. We continue to see Writing as an area of weakness for grades 3-5. There were 41.99% of students performing below the standard. However, we did see growth from 44.97% performing below the standard in 22/23. Listening continues to be an area of strength with only 16.57% performing below the standard.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	66	74	47	65	73	46	65	73	46	98.5	98.6	97.9
Grade 4	57	58	70	56	58	69	56	58	69	98.2	100	98.6
Grade 5	68	50	58	68	50	56	68	50	56	100.0	100	96.6
All Grades	191	182	175	189	181	171	189	181	171	99.0	99.5	97.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2373.	2377.	2401.	1.54	2.74	0.00	23.08	21.92	26.09	26.15	19.18	41.30	49.23	56.16	32.61
Grade 4	2427.	2418.	2434.	10.71	3.45	5.80	5.36	17.24	27.54	41.07	25.86	30.43	42.86	53.45	36.23
Grade 5	2452.	2492.	2464.	4.41	10.00	8.93	19.12	16.00	21.43	27.94	38.00	25.00	48.53	36.00	44.64
Grade 11															
All Grades	N/A	N/A	N/A	5.29	4.97	5.26	16.40	18.78	25.15	31.22	26.52	31.58	47.09	49.72	38.01

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.54	5.48	6.52	47.69	46.58	58.70	50.77	47.95	34.78
Grade 4	12.50	10.34	8.70	41.07	37.93	50.72	46.43	51.72	40.58
Grade 5	5.88	16.00	8.93	50.00	52.00	42.86	44.12	32.00	48.21
Grade 11									
All Grades	6.35	9.94	8.19	46.56	45.30	50.29	47.09	44.75	41.52

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	7.69	8.22	2.17	52.31	41.10	73.91	40.00	50.68	23.91
Grade 4	8.93	8.62	8.70	39.29	37.93	56.52	51.79	53.45	34.78
Grade 5	1.47	6.00	10.71	57.35	68.00	55.36	41.18	26.00	33.93
All Grades	5.82	7.73	7.60	50.26	47.51	60.82	43.92	44.75	31.58

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	1.54	4.11	2.17	67.69	56.16	71.74	30.77	39.73	26.09
Grade 4	3.57	5.17	7.25	53.57	58.62	52.17	42.86	36.21	40.58
Grade 5	5.88	4.00	7.14	63.24	70.00	62.50	30.88	26.00	30.36
All Grades	3.70	4.42	5.85	61.90	60.77	60.82	34.39	34.81	33.33

Conclusions based on this data:

1. Overall, we recognize that our math scores continue to stay in the low range across the grade levels. In 20/21 we adopted a more rigorous math curriculum (Eureka Math) in an effort to help students demonstrate grade level skills. Teachers continue to focus on closing the gaps where foundational skills are missing, while still teaching the grade level standards. The percentage of students who performed at or above grade level did increase from 21.69% in 22/23 to 23.75% in 23/24, but the percentage of students below the standard increased from 47.09% in 22/23 to 49.72% in 23/24.
2. 3rd and 4th grade students performed strongest in Communicating Reasoning, while their weakest area was in Problem solving and Modeling/Data Analysis. The 5th grade cohort showed their greatest weakness in Concepts & Procedures. The 5th grade cohort showed strength in both areas of Communicating Reasoning & Problem solving and Modeling/Data Analysis. They showed the most growth from their 4th grade performance in 22/23 with 51.79% performing below the standard to only 26% performing below the standard in 23/24 as 5th graders.
3. The 23/24 cohort of 5th grade students showed a significant decrease in overall performance from their 3rd (27.11% at or above) to 4th (16.07% at or above) grade year, but significantly increased from 16.07% at or above grade level in 4th grade to 26% in 5th grade. The 23/24 4th grade cohort showed a decrease in performance from 24.62% at or above grade level 3rd grade to 20.69% at or above grade level in 4th grade. Our 23/24 3rd grade cohort had 24.66% of students at or above grade level, which is slightly higher than the 22/23 3rd grade cohort that had 24.62% at or above grade level. However, the 23/24 cohort of 3rd graders performed lower than the 21/22 3rd grade cohort that had 27.11% of students at or above grade level.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	4
2	*	*	*	*	*	*	*	*	*	5	*	*
3	*	*	*	*	*	*	*	*	*	*	4	*
4	*	*	*	*	*	*	*	*	*	*	*	4
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										13	14	16

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	38.46	42.86	43.75	53.85	50.00	43.75	7.69	7.14	12.50	13	14	16

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.38	28.57	37.50	46.15	35.71	25.00	30.77	28.57	31.25	7.69	7.14	6.25	13	14	16

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	7.69	0.00	12.50	53.85	71.43	50.00	38.46	28.57	37.50	13	14	16

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	7.14	37.50	92.31	71.43	43.75	7.69	21.43	18.75	13	14	16

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.77	35.71	25.00	61.54	50.00	62.50	7.69	14.29	12.50	13	14	16

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	0.00	61.54	71.43	50.00	38.46	28.57	50.00	13	14	16

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.69	0.00	6.25	69.23	71.43	75.00	23.08	28.57	18.75	13	14	16

Conclusions based on this data:

1. For the overall Language test, the percentage of students who performed at a Level 3 increased, while the percentage of students performing at Levels 2 and 1 decreased from the years 22/23 to 23/24.
2. Students performed significantly better in the Oral Language Section of the ELPAC test, than in the Written Language section. 64.28% scored at level 3 or 4 in the Oral Language section, which has continuously increased from 21/22 to 22/23 to 23/24. 0% scored at the Level 3 or 4 in the Written Language section. There was a significant increase of students performing at Level 2 from the 22/23 to the 23/24 school year.

3. In comparison to 22/23, students improved in the Reading Domain (61.54% to 71.43%). However, there was a decrease in performance in the Writing (76.92% to 71.43%), Speaking (92.31% to 85.71%) and Listening Domains (92.31% to 78.57%).

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
357	66.1%	3.6%	3.9%
Total Number of Students enrolled in Alturas Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	13	3.6%
Foster Youth	14	3.9%
Homeless	9	2.5%
Socioeconomically Disadvantaged	236	66.1%
Students with Disabilities	45	12.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.6%
American Indian	20	5.6%
Asian	0	0.0%
Filipino	0	0.0%
Hispanic	77	21.6%
Two or More Races	22	6.2%
Pacific Islander	3	0.8%
White	229	64.1%

Conclusions based on this data:

1. Alturas Elementary School continues to see an increase in students who are from socioeconomically disadvantaged households, which impacts behavior, social emotional ,and academic growth. We will continue to have consistent expectations and embed social emotional learning and social skills into our daily routines.
2. We continue to work closely with our MJUSD Social Worker and community agencies to ensure there are wrap around services for our students.
3. Backwards mapping, continuous review of essential standards and pacing guides, along with emphasizing a focus on the fundementals and foundational skills in the areas of ELA and Math will help address our students' academic performance in both core areas.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. Consistency with expectations, behavior strategies, consequences, and rewards in the classroom and schoolwide may help decrease our suspension rate. We will continue to follow our Discipline Matrix, while keeping in mind our MJUSD School Board Core priorities when making decisions on student consequences.
2. Our individual, class, and grade level attendance incentives will continue to help decrease our chronic absenteeism. Having students back in class with excessive quarantining eliminated has helped decrease chronic absenteeism,

especially when looking at the data that truly reflects students being present at school. Teachers will continue to focus on closing the gaps for students who are missing foundational skills, while still appropriately pacing in order to teach the expected grade level standards.

3. Backwards mapping, continous review of essential standards and pacing guides, along with the emphasis on fundamental and foundational skills in the areas of ELA and Math will help address the academic performance in both core areas.

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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


Red

Lowest Performance


Orange


Yellow


Green


Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	2	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow 47.2 points below standard Increased 10.8 points 175 Students	 No Performance Color Less than 11 Students 9 Students	 No Performance Color 0 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Less than 11 Students 7 Students	 No Performance Color Less than 11 Students 6 Students	 Yellow 66.2 points below standard Increased 8.0 points 116 Students

Students with Disabilities	African American	American Indian
		
No Performance Color	No Performance Color	No Performance Color
106.1 points below standard	Less than 11 Students	Less than 11 Students
Increased 17.6 points	1 Student	10 Students
21 Students		

Asian	Filipino	Hispanic
		
No Performance Color	No Performance Color	Orange
0 Students	0 Students	58.6 points below standard
		Declined 4.4 points
		30 Students

Two or More Races	Pacific Islander	White
		
No Performance Color	No Performance Color	Yellow
77.5 points below standard	Less than 11 Students	39.8 points below standard
Declined 42.7 points	2 Students	Increased 19.4 points
13 Students		119 Students

Conclusions based on this data:

1. Overall, in 23/24 our students are 47.2 points below the standard in ELA, which was an increase of 10.8 points from the 22/23 school year. The State of California is 13.2 points below the standard.
2. Our Hispanic subgroup declined 4.4 points and performed 58.6% below the standard in ELA. Our subgroup with 2 or more races declined 42.7 points, which showed a performance of 77.5 points below the standard.
3. Our white population had the most growth with and increase of 19.4 points, which reflected a performance of 38.7 points below the standard.

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red — Lowest Performance | Orange | Yellow | Green | Blue — Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	3	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow 51.8 points below standard Increased 11.7 points 175 Students	No Performance Color Less than 11 Students 9 Students	No Performance Color 0 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color Less than 11 Students 7 Students	No Performance Color Less than 11 Students 6 Students	Yellow 69.0 points below standard Increased 12.4 points 116 Students

Students with Disabilities	African American	American Indian
No Performance Color 100.4 points below standard Increased 15.0 points 21 Students	No Performance Color Less than 11 Students 1 Student	No Performance Color Less than 11 Students 10 Students
Asian	**Filipino**	**Hispanic**
No Performance Color 0 Students	No Performance Color 0 Students	Yellow 58.7 points below standard Increased 5.5 points 30 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color 91.5 points below standard Declined 37.2 points 13 Students	No Performance Color Less than 11 Students 2 Students	Yellow 41.3 points below standard Increased 19.7 points 119 Students

Conclusions based on this data:

1. Overall, in 23/24 our students' performance in mathematics improved compared to their performance 22/23. They were 51.8 points below the standard in 23/24 and 63.6 points below the standard in 22/23. The State of California data reflected students performing at 47.6 points below the standard.
2. Our Hispanic population, consisting of 30 students were 58.7 points below the standard, which was an improvement from 64.2 points below the standard in 22/23. Our low socioeconomic group, consisting of 116 students performed at 69 points below the standard, which was an increase from 81.5 points below the standard in 22/23..
3. Our population in the Students with Disabilities category performed the lowest. They were 100.4 points below the standard, but increased 15 points from the 22/23 school year.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
 No Performance Color making progress. Number Students: 9 Students	 No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. Due to a low amount of students tested (7), the state did not provide a performance level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red — Lowest Performance | Orange | Yellow | Green | Blue — Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	No Performance Color	No Performance Color
11.9% Chronically Absent	14.3% Chronically Absent	0 Students
Declined 10.1	Increased 7.1	
371 Students	14 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
23.5% Chronically Absent	19% Chronically Absent	14.1% Chronically Absent
Increased 3.5	Increased 0.9	Declined 10.7
17 Students	21 Students	255 Students

Students with Disabilities	African American	American Indian
Yellow 14.5% Chronically Absent Declined 4.1 55 Students	No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	No Performance Color 28.6% Chronically Absent Declined 29.8 21 Students
Asian	**Filipino**	**Hispanic**
No Performance Color 0 Students	No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Yellow 15.2% Chronically Absent Declined 6.9 79 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color 7.4% Chronically Absent Declined 5.1 27 Students	No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Green 9.7% Chronically Absent Declined 8.4 238 Students

Conclusions based on this data:

1. Over the last 3 years, we have seen our chronic absentee rate greatly improve. Our chronic absenteeism was at 36.3% in 21/22; 22% in 22/23; and only 11.9% of our students were chronically absent in 23/24. This was a 10.1% decline in chronic absenteeism.
2. We continue to work closely with agencies in our community, such as Strong Families, RISE, Social Services, TEACH, MCOE and MCBH in order to help address the chronic absenteeism in our Native American, Foster Youth and Homeless populations. We also work closely with our SARB Board in order to alleviate truancy issues and offer support for all families who have students identified as truant.
3. We have a consistent system set up when it comes to monitoring absences and working with families to remedy truancy issues. We also have individual, class and grade level incentives in place to promote positive school attendance.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	0

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Orange	 No Performance Color	 No Performance Color
3.4% suspended at least one day	0% suspended at least one day	0 Students
Increased 0.3%	Maintained 0%	
381 Students	17 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color	 No Performance Color	 Orange
11.8% suspended at least one day	0% suspended at least one day	3.8% suspended at least one day
Increased 11.8%	Maintained 0%	Increased 0.6%
17 Students	22 Students	264 Students

Students with Disabilities	African American	American Indian
 Yellow 3.6% suspended at least one day Declined 1.4% 55 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color 14.3% suspended at least one day Increased 10.1% 21 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color 0 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 Orange 2.4% suspended at least one day Increased 1.1% 85 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 7.1% suspended at least one day Increased 7.1% 28 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	 Green 2.5% suspended at least one day Declined 1.2% 241 Students

Conclusions based on this data:

1. Overall, in 23/24 the percentage of students who had suspensions for at least 1 day was 3.4%, which was an increase from 3.1% in 22/23. The percentage of students suspended in the State of California was 3.5%.
2. In 23/24, 11.8% of Foster Youth Students at AES were suspended at least one day, which was an increase of 11.8% from 22/23. The percentage of Foster Youth students in the State of California who were suspended at least 1 day was 13.2% in 23/24. Our District office in currently checking to make sure the data in CalPads is accurate. Unfortunately, the Foster Youth data is inputted in the CalPads system by another organization and there are some discrepancies between our district data and the CalPads data. Overall, we are working with community agencies that are involved with Foster Youth to find alternative solutions to suspensions.
3. In 23/24, our Students with Disabilities who were suspended decreased by 1.4% compared to 22/23.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academics
By June 2025, the percentage of 1st-2nd grade students performing at or above grade level in the Language and Writing portion of the ELA MAP Test will increase by 10% from the Fall 2024 to the Spring 2025 testing periods; The percentage of students performing at or above grade level in the Language and Writing portion of the ELA MAP Test will increase by 5% from the Winter 2025 to the Spring 2025 testing periods. The percentage of 3rd-5th grade students performing at or above grade level in the Writing Domain of the CAASPP test will increase by 10% from the Spring 2024 to the Spring 2025 testing periods.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare all students for careers and/or college.

Identified Need

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

There is a need to strengthen students' foundational writing and language skills across all grade levels, as current assessment data indicate that many students are performing below grade level in the Language and Writing domains of both the MAP and CAASPP assessments.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State CAASPP Data		
NWEA MAP Data		

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Tier III-Small Group Intervention. Staff Will: -Provide differentiated instruction in small group settings for those students who are not meeting proficiency and have been identified with a disability. -Teacher collaboration will continue to focus on student data to monitor and adjust the skill based groups. -The use of leveled learning materials will provide scaffolded support for students as well as the use of differentiated language frames targeted at the support for academic language usage aligned to skills.	Students with Disabilities	7,959 Title I, Part A Schoolwide 4000-4999: Books And Supplies • Supplemental resources and supplies for differentiation. 57,847 Title I, Part A Schoolwide

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	-Support personnel, such as Instructional Aides will be into the classes where students are not meeting proficiency to provide reinforcement in small groups -Students are identified through Multi-Tiered System of Support(MTSS) process then referred for further supports and intervention with site team. -Push-in and/or pull-out model of support will be provided by Ed Specialist -Frequent assessing of students who are not meeting identified		2000-2999: Classified Personnel Salaries • Assist teachers in delivering small group instruction • Pull out students for one-on-one support • Assist students assigned to working lunch in completing late, missing, and/or incomplete assignments
1.2	Improve attendance by increasing family and student engagement. We will utilize our TPT process, along with attendance incentives in order to minimize absences.	Students with Disabilities	1,500 Title I, Part A Schoolwide 4000-4999: Books And Supplies Family & Student engagement activities and resources that target attendance.
1.3	Ed Specialists, Gen Ed Teachers, and Instructional Aides will utilize best practices when addressing and shaping behavior.	Students with Disabilities	57,847 Title I, Part A Schoolwide 2000-2999: Classified Personnel Salaries • Assist teachers in delivering small group instruction • Pull out students for one-on-one support • Assist students assigned to working lunch in completing late, missing, and/or incomplete assignments
1.4	Professional Development and Collaboration Time for Ed Specialist Teachers, General Education Teachers and Instructional Aides.	Students with Disabilities	15,000 Title I, Part A Schoolwide 5000-5999: Services And Other Operating Expenditures Professional development 8,562 Title I, Part A Schoolwide 1000-1999: Certificated Personnel Salaries Professional Development

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

This year, we have changed goal number 1 to a focus on writing and language skills. Our previous goal is no longer needed because our site is no longer in Differentiated Assistance and we do not have ATSI focus.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Mathematics and English Language Arts
By June of 2025, the percentage of students performing at or above grade level in math and ELA will increase by 10 or more percentage points as measured from the Fall 2024 to the Spring 2025 MAP ELA and MAP Math data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare all students for careers and/or college.

Identified Need

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

We analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following strategies, related actions, and expenditures to raise the academic performance of students not yet meeting state standards. According to our NWEA MAP Data, in the Fall of 2023, 28% of students were performing at or above grade level in Math and 33% were performing at or above grade level in ELA. In the Spring of 2024, 31% of students were performing at or above grade level in Math and 31% of students were performing at or above grade level in ELA.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	All teachers, K-5 will be using the the Eureka Math, Benchmark ELA, Benchmark Phonics Interventions and SIPPS curriculum with fidelity. Small groups will utilized for ELA and SIPPS Intervention and during our After School Reading Groups.	All Students	9,000 Title I, Part A Schoolwide 1000-1999: Certificated Personnel Salaries Training to further Eureka Math Implementation
2.2	Instructional aides work with staff members to provide services to students and teachers in such a ways as to positively impact student achievement. They will collaborate with teachers and the principal to effectively execute assigned duties. Instructional aides have been trained in and provided with our SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) in order to effectively teach small group targeted instruction.	All Students	57,847 Title I, Part A Schoolwide 2000-2999: Classified Personnel Salaries • Assist teachers in delivering small group instruction • Pull out students for one-on-one support

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			• Assist students assigned to working lunch in completing late, missing, and/or incomplete assignments 118,278 Other 2000-2999: Classified Personnel Salaries • Assist teachers in delivering small group instruction 292,238 Special Education 2000-2999: Classified Personnel Salaries • Assist teachers in delivering small group instruction
2.3	Provide teachers with PLC time to focus on student learning and achievement. Time will be provided for teachers to collaborate in PLCs and focus on student learning and achievement	All students	• Allow time for staff to participate in PLC collaborative discussions
2.4	Two Title I Coordinators work closely with the site principal, certificated staff, and Ed Specialists to target at risk students through the SST process in order to better meet their academic, social emotional, and behavioral needs through Tier II & Tier III interventions.	All Students	5,669 Title I, Part A Schoolwide 1000-1999: Certificated Personnel Salaries The Title I Coordinators provides instructional leadership for Title I programs.
2.5	Provide SIPPS Reading Intervention materials, ViewSonic Active Boards, Document Cameras, and Eureka Math and Benchmark curriculum.	All Students	18,000 Title I, Part A Schoolwide 4000-4999: Books And Supplies Materials, such as SIPPS phonics intervention materials

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We will continue to keep this as our goal in an effort to continue to close the achievement gap in both ELA and Math. Schoolwide, we did see an increase in students at or above grade level in Math (increase of 3%), but we saw a decrease in ELA (-2%).

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Social Emotional Learning
AES will strive to continuously increase parent and student engagement and provide a safe, healthy, and positive learning environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Continuous improvement in school culture and climate to maximize impact on student learning

Identified Need

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

AES understands that trusting family and community partnerships are strong predictors of positive student outcomes. No matter their income or background, students with involved parents and guardians are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. We would like to invest more time and resources in helping families become involved in their child's education, and in creating a home environment that encourages learning and communicates high, yet reasonable expectations for the child's achievement both academically and behaviorally. We plan to do this by providing meaningful opportunities for parent/guardian involvement. The communication between our schools and families continues to be imperative.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Sign In Sheets at Family Nights, TPT Meetings, SST & IEP Meetings, Parent Volunteers, Parent Teacher Conferences, Social Media, Class Dojo and Thrillshare outreach.		
Family & Student Survey Data		

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Staff will have open lines of communication with families through communication platforms such as Thrillshare, Class Dojo, Blooms, email, newsletters and phone calls. They will also meet in person as needed. Inquiries from families will be answered in a timely manner.	All students	
3.2	Our MTSS Coordinator, along with our PBIS, AVID and PTO teams will organize workshops and engagement events for families. These events will	All students	4,775 Other 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	also include community agencies that can offer support and guidance.		MTSS Coordinator 1,000 Title I, Part A Schoolwide 4000-4999: Books And Supplies Supplies for Family & Student Engagement 5,000 Title I, Part A Schoolwide 5000-5999: Services And Other Operating Expenditures Educational field trips, assemblies, and engagement/informational events for student and family engagement
3.3	Our district Social Worker helps to facilitate access to resources for families. She assists them in accessing healthcare, clothing and supplies, as well as parent education opportunities for parents to support their children succeed academically. Conduct home visits as needed.	All Students	53,588 Title I, Part A Schoolwide 2000-2999: Classified Personnel Salaries Social Worker 500 Title I, Part A Schoolwide 4000-4999: Books And Supplies Opportunities for parents
3.4	Our district's Student and Family Support Worker offers support to families with attendance, home visits, nursing services, and access to community resources.	All Students	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We will continue to invite families in at least Monthly for Family Game Nights, PTO events and for our Assemblies. We will also try to include Community Agencies in our family events.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

English Language Development- ELD

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

By June 2026, 60% of English Learners in grades K–5 will demonstrate growth in at least one of the ELPAC domains, oral language or written language, and 50% will meet or exceed grade-level standards in ELA and Math as measured by CAASPP and/or local benchmark assessments.

Identified Need

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

Data from the ELPAC, CAASPP, and local benchmark assessments indicate that English Learners (ELs) are performing below grade level in both English Language Arts (ELA) and Mathematics. There is a need for increased language development support and instructional strategies tailored to ELs.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Oral Language Growth	2023-24 Baseline: 28.57% of students scored at Level 4 35.71% scored at Level 3	Target by June 2026: Increase combined Level 3 & 4 from 64.28% to 75% Decrease Level 1 from 7.14% to =5%
Written Language Growth	2023-24 Baseline: 0.00% scored at Level 4 0.00% scored at Level 3 71.43% scored at Level 2, 28.57% at Level 1	Target by June 2026: 30% of students will score at Level 3 or 4 Decrease Level 1 to =15%
Overall Language Proficiency (Composite Score)	2023-24 Baseline: 0.00% at Level 4 42.86% at Level 3	Target by June 2026: 50% of students at Level 3 or higher Decrease Level 1 from 7.14% to =5%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Continue to assign instructional aides or intervention teachers to support ELs during small group time in ELA and Math.	English learners	47,062 Unrestricted 2000-2999: Classified Personnel Salaries Bi-lingual instructional aide
4.2	Ensure all EL students receive both integrated and designated ELD instruction daily.	English learners	
4.3	Provide professional development on effective ELD strategies for all teachers.	English learners	
4.4	Implement targeted intervention using research-based programs (e.g., SIPPS, Benchmark Phonics, Benchmark ELD, IXL)	English learners	
4.5	Utilize PLC and Staff Meeting time to analyze EL student data and plan scaffolded instruction and to monitor EL progress regularly and adjust instruction accordingly	English learners	
4.6	Provide translated communication and interpretation services at all family engagement events.	English learners	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$299,319
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$761,672.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I, Part A Schoolwide	$299,319.00

Subtotal of additional federal funds included for this school: **$299,319.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Other	$123,053.00
Special Education	$292,238.00
Unrestricted	$47,062.00

Subtotal of state or local funds included for this school: **$462,353.00**

Total of federal, state, and/or local funds for this school: **$761,672.00**

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Other	123,053.00
Special Education	292,238.00
Title I, Part A Schoolwide	299,319.00
Unrestricted	47,062.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	28,006.00
2000-2999: Classified Personnel Salaries	684,707.00
4000-4999: Books And Supplies	28,959.00
5000-5999: Services And Other Operating Expenditures	20,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Other	4,775.00
2000-2999: Classified Personnel Salaries	Other	118,278.00
2000-2999: Classified Personnel Salaries	Special Education	292,238.00
1000-1999: Certificated Personnel Salaries	Title I, Part A Schoolwide	23,231.00
2000-2999: Classified Personnel Salaries	Title I, Part A Schoolwide	227,129.00
4000-4999: Books And Supplies	Title I, Part A Schoolwide	28,959.00
5000-5999: Services And Other Operating Expenditures	Title I, Part A Schoolwide	20,000.00
2000-2999: Classified Personnel Salaries	Unrestricted	47,062.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	148,715.00
Goal 2	501,032.00
Goal 3	64,863.00
Goal 4	47,062.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Amy Welch	Principal
Quesia Alvarez	Classroom Teacher
Shauna Elder	Classroom Teacher
Katie Copp	Classroom Teacher
Alicia Prewitt	Other School Staff
Andria Cockrell	Parent or Community Member
Nicole Hinton	Parent or Community Member
Mandy Silva	Parent or Community Member
Dawn Hunter	Parent or Community Member
Sandy Main	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on emailed 10/20/25.

Attested:



Principal, Amy Welch on 10/20/2025

Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

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: 11/12/2025

SUBJECT: Approval of the MHS/WHS SPSA

I am writing to formally request your review and approval of the School Plan for Student Achievement (SPSA) for Modoc High School and Warner High School. This plan has been developed with input from key stakeholders, including site leadership, teachers, parents, and students, to ensure alignment with district priorities and the ongoing pursuit of academic excellence.

Please do not hesitate to reach out if you require any additional information or clarification prior to the review.

Thank you for your continued support of our schools and students.

Sincerely,
Kristen Budmark
Principal
Modoc High School & MJUSD Alternative Education

School Year: **2025-26**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Modoc High School and Warner Continuation High School	25735852535409 and 25735852530020		

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

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

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

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

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

Schoolwide Program
Targeted Support and Improvement

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

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Plan Description

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

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

Schoolwide Program

Targeted Support and Improvement

Ultimately, our goals at Modoc High School and Warner High School are to build and improve upon the Career and College Readiness skills and mindset of all of our students. We strive to educate the "whole" student, which encompasses academics, social emotional learning, as well as soft and hard skills that will allow our students to be life-successful when graduating from our campuses.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Administration attends monthly Student Leadership meetings in order to discuss school data and culture. These meetings allow students to be heard and allow administration to connect with students on a deeper level. Students have an open forum for input with administration and are encouraged to bring solutions to the table where problems/issues arise. We also house Parent and Community Advisory Groups (CTE Advisory Committee, Parent Advisory Group, School Site Council/Parent Engagement Committee) These groups meet at least once per semester to discuss school data and establish plans to further our school mission. Teachers meet weekly at PLCs to to review student academic performance data, discipline data, attendance data as well as student mental health issues and concerns. The hope of these discussions is to drill down into the needs of our students and create a plan to meet their needs. Our school counselors also attend these meetings.

Resource Inequities

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

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

NA

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Suspension rates and Mathematics were both in the red. Our graduation rate was in the orange. Both sites are researching and implementing alternatives to suspension. We are identifying high needs students and connecting them with community resources, such as behavioral health, probation, and we are utilizing our School Resource Officer as a deterrent, rather than as punitive measure. We are working diligently to increase the effectiveness of home-school communication; adding quarterly parent meetings in order to give parents the opportunity to partner with us in the planning and decision-making process. Math has been a continuous area of struggle. In order to combat these deficits, we have added Peer Tutors to Algebra classrooms in order to provide additional student support. We will continue offering after school tutoring three days per week as another layer of support. And, as always, teachers are available

before and after school and during lunch for extra support. Our graduation rate came as a surprise to us. Some student information was coded incorrectly in CalPads and therefore decreased our graduation rate. We will continue being intentional in diligent in ensuring that ALL students receive the skills and supports needed to successfully graduate.

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

Does not apply

Other Needs

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

The Attitudes and Behaviors survey will be given the week of February 3, 2025 in order to determine the social-emotional needs of our students. Data from this survey will assist our sites in determining SEL areas of focus and support. We also use attendance data as a measure of engagement and motivation and in determining how best to get our students to school and engaged in the curriculum and culture.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	8.37%	8.02%	8.16%	19	19	20
African American	1.76%	2.53%	2.04%	4	6	5
Asian	0.88%	0.84%	0.82%	2	2	2
Filipino	0.88%	0.84%	0.41%	2	2	1
Hispanic/Latino	17.62%	19.41%	18.37%	40	46	45
Pacific Islander	0.88%	0.84%	0.41%	2	2	1
White	65.64%	62.45%	63.67%	149	148	156
Two or More Races	2.64%	4.64%	5.71%	6	11	14
Not Reported	1.32%	0.42%	0.41%	3	1	1
			Total Enrollment	227	237	245

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 9	68	60	78
Grade 10	53	60	56
Grade 11	61	54	62
Grade 12	45	63	49
Total Enrollment	227	237	245

Conclusions based on this data:

1. Class sizes were relatively equal in the 23-24 school year.
2. Incoming class sizes are typically larger than average, however, this was not the case in the 23-24 school year.
3. Cohorts typically decrease from freshmen to senior years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	6	5	2	2.6%	2.1%	0.8%
Fluent English Proficient (FEP)	13	15	16	5.7%	6.3%	6.5%

Conclusions based on this data:

1. EL population decreased from 22-23 to 23-24 by 1.8%
2. FEP numbers increased by .3% in 23-24
3. We have had no students in RFEP category for the last two years

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	61	51	59	58	49	58	58	49	58	95.1	96.1	98.3
All Grades	61	51	59	58	49	58	58	49	58	95.1	96.1	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2554.	2560.	2555.	17.24	12.24	15.52	22.41	26.53	25.86	31.03	32.65	29.31	29.31	28.57	29.31
All Grades	N/A	N/A	N/A	17.24	12.24	15.52	22.41	26.53	25.86	31.03	32.65	29.31	29.31	28.57	29.31

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	20.69	12.24	25.86	50.00	71.43	51.72	29.31	16.33	22.41
All Grades	20.69	12.24	25.86	50.00	71.43	51.72	29.31	16.33	22.41

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	12.07	12.50	10.34	51.72	62.50	58.62	36.21	25.00	31.03
All Grades	12.07	12.50	10.34	51.72	62.50	58.62	36.21	25.00	31.03

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	10.34	8.16	8.62	72.41	75.51	82.76	17.24	16.33	8.62
All Grades	10.34	8.16	8.62	72.41	75.51	82.76	17.24	16.33	8.62

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	20.69	12.24	13.79	53.45	67.35	70.69	25.86	20.41	15.52
All Grades	20.69	12.24	13.79	53.45	67.35	70.69	25.86	20.41	15.52

Conclusions based on this data:

1. % of students who exceeded standards declined 5% in 23-24
2. The percentage of students who scored below standard in writing decreased by 11.21% in 23-24
3. % of students at or near grade level in reading increased by 21.43%

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	61	51	59	57	46	58	57	46	58	93.4	90.2	98.3
All Grades	61	51	59	57	46	58	57	46	58	93.4	90.2	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	2515.	2513.	2515.	1.75	2.17	5.17	12.28	10.87	15.52	21.05	23.91	18.97	64.91	63.04	60.34
All Grades	N/A	N/A	N/A	1.75	2.17	5.17	12.28	10.87	15.52	21.05	23.91	18.97	64.91	63.04	60.34

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	1.75	6.52	8.62	38.60	23.91	32.76	59.65	69.57	58.62
All Grades	1.75	6.52	8.62	38.60	23.91	32.76	59.65	69.57	58.62

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	7.02	6.52	8.62	63.16	71.74	53.45	29.82	21.74	37.93
All Grades	7.02	6.52	8.62	63.16	71.74	53.45	29.82	21.74	37.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 11	3.51	0.00	3.45	64.91	78.26	58.62	31.58	21.74	37.93
All Grades	3.51	0.00	3.45	64.91	78.26	58.62	31.58	21.74	37.93

Conclusions based on this data:

1. % of students meeting standard overall decreased by 2.86%
2. Overall % of students who exceeded standard increased by .42%
3. Students in the subset of concepts and procedures below standard increased by 9.92%

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*
All Grades										*	*	*

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
10	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1. No data

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
237	63.3%	2.1%	0.8%
Total Number of Students enrolled in Modoc High School and Warner Continuation High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	5	2.1%
Foster Youth	2	0.8%
Homeless	6	2.5%
Socioeconomically Disadvantaged	150	63.3%
Students with Disabilities	22	9.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	2.5%
American Indian	19	8%
Asian	2	0.8%
Filipino	2	0.8%
Hispanic	46	19.4%
Two or More Races	11	4.6%
Pacific Islander	2	0.8%
White	148	62.4%

Conclusions based on this data:

1. High percent of SED students

2. We have a low EL population

3. Our large SED population warranted the hiring of a MJUSD social worker and the need for behavioral health and child protective services to increase their presence on our campuses

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	**Graduation Rate**  Orange	**Suspension Rate**  Red
Mathematics  Red		
English Learner Progress  No Performance Color		
College/Career  Green		

Conclusions based on this data:

1. The suspension rate is a reflection of "shall" suspend incidents that disrupt the learning environment
2. Even with smaller class sizes in Algebra I and peer tutor availability in study groups, we remain in the lowest performance category in math
3. MHS & WHS will continue to focus on preparing our students for successful career and college pathways/experiences and summer school for credit recovery will continue to be offered to increase graduation rates

School and Student Performance Data

Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Yellow 22.1 points below standard Increased 14.9 points 50 Students	 No Performance Color Less than 11 Students 3 Students	 No Performance Color Less than 11 Students 3 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color 0 Students	 No Performance Color Less than 11 Students 1 Student	 Yellow 33.2 points below standard Increased 15.5 points 35 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 4 Students	 No Performance Color Less than 11 Students 1 Student	 No Performance Color Less than 11 Students 6 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 7 Students

Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students 5 Students	 No Performance Color Less than 11 Students 1 Student	 Yellow 7.6 points below standard Increased 23.0 points 30 Students

Conclusions based on this data:

1. All students increased by by 14.9 points (22.1 points below standard)
2. SED students increased by 15.5 points (33.2 points below standard)
3. White students increased by 23 points (7.6 points below standard)

School and Student Performance Data

Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Red 117.0 points below standard Maintained 1.4 points 48 Students	 No Performance Color Less than 11 Students 3 Students	 No Performance Color Less than 11 Students 3 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color 0 Students	 No Performance Color Less than 11 Students 1 Student	 Orange 124.8 points below standard Increased 14.8 points 34 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 4 Students	 No Performance Color Less than 11 Students 1 Student	 No Performance Color Less than 11 Students 6 Students

Asian	Filipino	Hispanic
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students 7 Students

Two or More Races	Pacific Islander	White
 No Performance Color Less than 11 Students 5 Students	 No Performance Color Less than 11 Students 1 Student	 No Performance Color 109.0 points below standard Increased 15.7 points 29 Students

Conclusions based on this data:

1. "All students" maintained at 1.4 points (117 points below standard)
2. SED students increased 14.8 points (124.8 points below standard)
3. White students increased by 15.7 points (109 points below standard)

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
 No Performance Color making progress. Number Students: 1 Student	 No Performance Color making progress. Number Students: 1 Student

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. No data

School and Student Performance Data

Academic Performance
College/Career Report

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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



Very Low
Lowest Performance



Low



Medium



High



Very High
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	0

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
 Green 44.6 Prepared Increased 20.7 56 Students	 No Performance Color 0 Students	 No Performance Color 0 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color 0 Students	 No Performance Color Less than 11 Students 0 4 Students	 No Performance Color 41 Prepared Increased 26.2 39 Students

Students with Disabilities	African American	American Indian
 No Performance Color Less than 11 Students 0 5 Students	 No Performance Color Less than 11 Students 0 2 Students	 No Performance Color Less than 11 Students 0 3 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color Less than 11 Students 0 1 Student	 No Performance Color Less than 11 Students 0 1 Student	 No Performance Color 50 Prepared 0 14 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students 0 2 Students	 No Performance Color Less than 11 Students 0 1 Student	 Green 46.9 Prepared Increased 16.6 32 Students

Conclusions based on this data:

1. All students Prepared increased 20.7
2. White students Prepared increased 16.6
3. SED students Prepared increased 26.2

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	0	0

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	No Performance Color	No Performance Color
84.2% graduated	0 Students	0 Students
Declined 2.7%		
57 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	No Performance Color
0 Students	Fewer than 11 students - data not displayed for privacy	82.5% graduated
	4 Students	Declined 6.4%
		40 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 No Performance Color 71.4% graduated 14 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	 Orange 87.9% graduated Declined 3% 33 Students

Conclusions based on this data:

1. The graduation rate for "ALL" students declined by 2.7% (84.2%)
2. SED Graduation rate declined by 6.4% (82.5%)
3. White population graduation rate declined by 3% (87.9%)

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
2	0	1	0	0

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Red 11.5% suspended at least one day Increased 1.2% 243 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	 No Performance Color 9.1% suspended at least one day 11 Students	 Red 14.7% suspended at least one day Increased 3.6% 156 Students

Students with Disabilities	African American	American Indian
 No Performance Color 21.7% suspended at least one day Increased 13% 23 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	 No Performance Color 25% suspended at least one day Increased 6% 20 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 Yellow 8.7% suspended at least one day Declined 2.9% 46 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 7.7% suspended at least one day Increased 7.7% 13 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	 Red 11.8% suspended at least one day Increased 2.3% 152 Students

Conclusions based on this data:

1. SED increased 3.6% (14.7%)
2. Hispanic suspension rate declined 2.9% (8.7%)
3. White suspension rate increased 2.3% (11.8%)

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

College Readiness and Enrollment After High School
100% of Modoc High School graduates will enroll/enlist in college, trade school, work force, and/or military the first semester, immediately following high school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal: Prepare all students for career and/or college
LCAP Goal: Continuous Improvement in School Culture and Climate

Identified Need

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

Rural living often does not allow students easy access to college/career opportunities outside of our community. The parents of many of our students are unemployed or and/or on public assistance and our community has an elevated addiction/substance abuse rate. As of December 2024, the Modoc County Unemployment Rate was 6% and the 2024 Modoc County Poverty Rate was 20.28% making it crucial that our students graduate with the necessary college/career skills. Doing so will enable them to be contributing members of society and break generational curses and leave behind unhealthy,detrimental lifestyles.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
National Student Clearinghouse - Percent of Students Enrolled in 4-year colleges the Fall immediately following graduation.	Class of 2023: 23% Class of 2024: 47%	Class of 2025 = 100% of graduates will enroll/enlist in college, trade school, work force, and/or military the first semester, immediately following high school.
Survey - students place of employment, branch of military, and/or trade school AERIES Query - post secondary destinations	Class of 2023 Community College:26% 4-Year College/University 23% 2023 Vocational/Trade Program:13% 2023 Military:3% 2023 Workforce: 16% Total: 81% Class of 2024: Community College 33% 4-Year College/University 31% Vocational/Trade Program 4% Military 4%	

	Workforce 12% Total: 84% Warner Continuation High School Class of 2024: Community College: 37% Workforce: 50 % Total: 87%	

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	STRATEGY: Student interest career assessment inventory of all students; including, but not limited to YouScience. These yearly survey tools will be utilized to match and connect students to careers of interest.	All Students	30,000 Other 5000-5999: Services And Other Operating Expenditures *MOU by Advancing Modoc Youth *Counseling department and appropriate teachers will be trained in tools used (Counseling department: school counselor, Career Navigator, Upward Bound Advisor, Educational Talent Search Advisor) *Students assessed annually in a variety of classes and/or programs (Freshmen Guidance, Upward Bound, Educational Talent Search) *CCGI (California College Guidance Initiative) Platform that works with school districts to help students transition from K-12 to college and career. CCGI's tools and resources help students: Discover their interests and values Find careers, colleges, or training Learn how to pay for college Launch college and financial aid applications Monitor their progress Take assessments to identify their learning styles and career goals
1.2	STRATEGY: Upload graduating senior data from National Student Clearinghouse, AERIES (completion survey), and conduct brief follow up interviews for students who enter the workforce.	Recent MHS Graduates	595 Unrestricted 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	In late Fall and Spring, MHS will receive reports on college enrollment rates of recent MHS graduates. This data will be disseminated to staff and used for curricular and planning decisions.		*Data will be used to make decision and determine effectiveness of programs *PLCs and staff meetings *Share data with MJUSD School Board, parent and advisory groups, and students
1.3	STRATEGY: Staff will provide career specific curriculum, with the heaviest focus being in Frosh Guidance and Senior Seminar courses. Seniors complete two internships in a field of their choice and then present their experience to a community panel. Seniors also complete two job interviews with a panel, which includes the completion of a resume'.	9th and 12th Grades	10,000 Other 4000-4999: Books And Supplies *Dual enrollment and A-G completion will continue to be a driving force on campus *12th graders will complete two career internships through senior seminar *All 9th grade students will complete career interest inventory assessments *Career development will be based on results of inventory *AVID Weeks at a Glance Curriculum *Accessibility to the Upward Bound and Educational Talent Search Programs and their two advisors *Various community stakeholders speak to classes about potential career paths *Career Navigator works with all students
1.4	STRATEGY: Additional supplemental instructional supplies and support will be provided along with teacher professional development	All Warner High School Students	7,864 Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies Supplemental instructional supplies 5,000 Title I Part A: Targeted Assistance Program 5000-5999: Services And Other Operating Expenditures Teacher professional development
1.5	STRATEGY: Offer and counsel students to complete college courses while enrolled in high school (Dual Enrollment)	All Students	30,000 Other 5000-5999: Services And Other Operating Expenditures *Counseling department will work with grade level specific teachers during class time to

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			enroll students in college courses *Ensure college courses will meet required graduation areas *Support students in completing college enrollment forms *Schedule students to complete their college courses in their schedules, so they are with a certificated employee or the Career Navigator *Order and pay for required textbooks/curriculum *Dual enrollment in some CTE and academic courses through Shasta College and College of Siskiyous *Partnership with Advancing Modoc (AM) initiates & supports college course enrollment *Accessibility to the Upward Bound and Educational Talent Search Programs and their two advisors
1.6	Provide counseling supports to expose students to college and career opportunities in CTE areas	All Students	46,531 Other 4000-4999: Books And Supplies *Principal, CTE teachers and counseling department will work to offer courses that lead to pathway completion *When scheduling students and completing their 4-year plan, we will ensure students are enrolled in necessary courses to meet pathway completion, specifically students who are not on a UC/A-G track. *The principal and CTE teachers will work to continually improve the programs, equipment, and curriculum *The CTE teachers, principal and counseling department will work to recruit new students and encourage pathway completion *The CTE teachers and principal will apply for grants as they are available to build the programs

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			*The counseling department, principal and CTE teachers will continue to grow dual enrollment courses with local colleges 40,000 Other 5000-5999: Services And Other Operating Expenditures *CTE teachers will continue to attend professional development relevant to their courses and developing pathways *Expanding learning opportunities and field trips
1.7	Strategy: Increase of Instructional Aide coverage at WHS in order to individualize instruction and create student-specific learning plans. We have also added a Wellness Coach who serves as a case manager and mental health advocate. (MCOE)	Warner High School	
1.8	Strategy: Continue building programs such as M-Corps that encompass specific pathways with the personnel who work in these careers	All Students	
1.9	Strategy: Implement and sustain CCGI as a virtual record keeping platform for college and career planning and success	All Students	*Helps students discover their interests and strengths *Helps students learn how their interests connect to careers *Helps students understand the steps they need to take to achieve their goals *Helps students track their progress towards graduation and beyond *Helps students prepare for post-secondary education and training *Helps students apply to colleges and other post-secondary institutions *Helps students access financial aid How CCGI works *CCGI manages CaliforniaColleges.edu *CCGI provides student accounts to 6th–12th grade public school students *CCGI shares student records with California's public higher education systems and the

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			California Student Aid Commission (CSAC) *CCGI provides districts with data to help increase student access to college preparatory coursework CCGI's goals *Ensure that all high school seniors in California have a post-secondary plan *Increase student success within K-12 and as they transition to post-secondary institutions
1.10	STRATEGY: Students are eligible for work experience, as long as they meet the requirements.	All students	*Class enrollment required *Work Experience Classes are built into the school day *A work permit is required, weekly timecards must be completed and turned in (signed by the employer)

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We were 16% short at MHS and 13% short at WHS of achieving our goal. We set an incredibly lofty goal of 100% post-graduation productivity and we have repeated that goal.

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

N/A

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

We will continue to to identify the strengths and weaknesses of our students and their interests as we assist them in preparing for post-secondary life. Making community connections, utilizing industry/career speakers, facilitating college and trade school visits, requiring internships and work-based learning are just a few of the methods we will use to achieve this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Math and ELA Measured Academic Progress
Increase the percent of students who meet their expected math and ELA RIT growth goals from Fall 2024 to Spring 2025 by 5% per grade level. (According to NWEA MAP Testing)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal: Prepare all students for career and/or college
LCAP Goal: Continuous Improvement in School Culture and Climate

Identified Need

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

Fall '20-spring '21 Results: students who has positive growth towards RIT growth goal
9th - Math 45%/ELA 42%
10th - Math 34%/ELA 33%
11th - Math 44%/ELA 37%
12th - Math (Not enough in national norm to compare) ELA 40%

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentages of Students Who Met MAP Math and ELA RIT Growth Goals from Fall to Spring - Using Achievement Status and Growth Report	Fall '22-spring '23 Results for targeted RIT Goal Growth: 9th- 47% for math, 46% ELA +5% for math; -4% for ELA 10th- 39% Math 44% ELA +0% for math; -3% for ELA 11th- 39% Math/ 44% ELA -10% for math;+14% for ELA 12th- 42% Math 30% ELA; +9% for math; -22% for ELA (10 students tested) Fall 2023-Spring 2024 Results for Targeted RIT Goal Growth: RESULTS: 9th Grade 54% Math - (+7%) 47% ELA - (+1%) 10th Grade 67% Math - (+28%) 55% ELA - (+11%) 11th Grade 57% Math - (+18%) 36% ELA - (-8%) 12th Grade 21% Math - (-21%) 20% ELA - (-10%)	Increase the percent of students who meet their expected math and ELA RIT growth goals from Fall 2023 to Spring 2024 by 5% per grade level. (According to NWEA MAP Testing)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategic Master Schedule Building: *Academic Support: Attempt to schedule fewer students in Algebra I classes *IA support in all core classes *Peer tutoring in Math & English classes *Study Groups available on Monday, Tuesday and Thursdays from 3:15-4:15 PM in the the MHS Library and on site at Warner Continuation High School	All Students, increased focus on students who've failed math and/or ELA courses or struggle in these core subjects	*Continue offering an AP calculus course *Evaluation of student success will be conducted regularly through PLCs and ongoing teacher collaboration *Evaluation of MAP results will be conducted at PLCs, following fall and spring assessments *Instructional aides will be utilized in core classes, as needed

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			*Continued PD on the use of AVID and best instructional strategies *Staffing of After-School Tutorial at both sites 6,000 Other 2000-2999: Classified Personnel Salaries *Continue with Peer tutors during class time *Students will be selected for advanced courses and Algebra I using MAP scores, academic readiness and teacher recommendation
2.2	Intentionally build a culture that embraces, promotes and celebrates assessment data for better student buy-in and performance outcomes MHS Staff/Teachers: *Administer assessments with fidelity and strong understanding of intended/expected outcomes *Disaggregate assessment data in a timely manner *ALL teaching staff analyze data to best understand students areas of strengths/weaknesses and then strategically inform instruction *Communicate testing results to students and families - ensure understanding of results and next steps *Foster an environment that allows optimum test taking outcomes *Educate students on the "why" behind the importance of attaining accurate assessment data MHS Students: *Help inform testing events for best student outcomes *Peer & schoolwide discussion as to the importance of achieving growth in test scores, both personally and as a school site	All Students and Staff at MHS	*MAP Data *CAASPP Data *Student surveys *IEP/SST/504 review for student testing needs *PLC discussions and planning encompassing assessment data that serves to drive instruction
2.3	STRATEGY: Faculty will participate in on-going professional development. *Continued opportunities for on-going professional development based on staff requests and need *Professional Learning Communities utilized to review student performance data and effective instructional strategies	All Students	8,000 Other 5000-5999: Services And Other Operating Expenditures *Attend AVID Summer Institute annually, AVID trainings during PLC time via the MCOE Instructional Coach/DD *Offer SEL, CKH, UDL training throughout the year *Two scheduled professional development days will focus

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			on SEL and Academic strategies *MHS will analyze student data at weekly PLCs and develop strategies for effective and differentiated instruction *PLCs will be used for professional development bi-weekly with a focus on AVID strategies, determined by the professional development and AVID committees *Plan and review effectiveness of professional development during WASC, and ongoing PLC and faculty meetings *Professional Development Committee will work with the entire faculty to determine needs of professional development and its implementation *Utilize expertise of site staff, MCOE instructional coaches and paid professional developers in various trainings throughout the year *Teachers will have a chance to conduct classroom visits on and off site *MCOE coaching will be used to provide support to specific teachers via the Coaching Request Process
2.4	STRATEGY: MHS will offer special services to remediate student performance. *Academically struggling students in math and ELA will be placed back in a failed course or credit recovery to remediate student performance. *Students who lack room in their schedules to retake the failed course, will be placed in a concurrent education/credit recovery class and enrolled in the on-line learning platform Accellus. Teacher assistance is available in this course.	All students	*MMS and MHS faculty will collaborate to identify needs and placement of incoming freshmen *Develop a bell schedule that will support the learning needs of all students *Place students in specific ELA courses to provide more individualized learning, with instructional aid support *The counseling department will collaborate with the alternative education teacher for proper course placement in credit recovery (Accelus)

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			*The principal, counseling department and teachers will monitor student progress *SSTs will be conducted for any student in need (academic, behavior, and/or social/emotional) *Students may be placed in remedial courses
2.6	*STRATEGY: Study groups provided three days per week, staffed by a certificated teacher *Additional support will be provided through certificated teachers and/or instructional aides before & after school and during lunch	All Students	*Attendance at study groups will be promoted by all teachers *Intentional climate created to foster a welcoming environment for an increase in students who desire to attend study groups *Attendance at after-school study groups will be monitored and recorded *Paid faculty will provide assistance during study groups *An ongoing review of after-school study groups will be conducted to determine the effectiveness of the services *Grade checks will be conducted bi-weekly for students participating in extra-curricular activities *Students will be placed in study groups as a result of SST meetings and/or grade checks that determine poor performance of students *Athletes will not be admitted to practice without attending study groups when determined by the Athletic Director, as evidenced in their bi-weekly grade checks Development of norms/expectations for students while in study groups; consistency across the staff

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

9th Grade, 10th and 11th grade math achieved the goal, while 10th grade was the only class to achieve the growth goal in ELA. The

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

We added the use of A-G paid Peer Tutors to the Spring Semester of 2025 in order to offer additional supports in math and English

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

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

CAASPP Improvement
Students will increase their CAASPP scores in math by 20%, decreasing the Below Standard Category from 117 to 94 points

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal: Prepare all students for college and career readiness

Identified Need

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

Our students have consistently struggled in the area of mathematics and the CAASPP scores reflect this.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores	Our 2023-24 CAASPP scores reflect that we are 117 points below standard.	The 2024-2025 CAASPP mathematics CAASPP scores will improve by 20%; reducing the BELOW STANDARD category to 94 points.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Implement a schoolwide focus on engaging instructional methods aligned with CAASPP-tested standards and skills Teaching Strategies Focus on engaging instructional methods aligned with CAASPP-tested standards and skills. a. Intentional Data-Driven Instruction *Conduct frequent benchmark assessments using the interim CAASPP assessments, NWEA MAP assessment, and other formal and informal classroom assessments/projects/assignments *Analyze data to identify standards needing reinforcement and individual student growth areas. *Implement targeted small-group instruction for differentiated support.	All Students	6,000 Other 2000-2999: Classified Personnel Salaries *Intentional use of Instructional Aides within the classroom *Implement targeted small-group instruction for differentiated support. *Use of Peer Tutors 8,000 Other 5000-5999: Services And Other Operating Expenditures *AVID Walkthroughs *Smarter Balance Training

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	b. Integration of Test-Like Practice *Familiarize students with CAASPP question formats (e.g., multi-select, drag-and-drop, short response, and performance tasks). *Incorporate test-aligned questions into daily lessons and homework. *Use the CAASPP Practice and Training Tests during instruction. c. Develop Critical Thinking and Writing Skills *Use AVID strategies (e.g., WICOR: Writing, Inquiry, Collaboration, Organization, Reading). *Incorporate frequent argumentative and explanatory writing assignments across all subjects. *Teach evidence-based reasoning and justification, which align with Smarter Balanced scoring rubrics. d. Cross-Curricular Learning *Integrate ELA and Math standards across disciplines, such as science, social studies, and CTE courses. *Include real-world applications to make skills relevant (e.g., data analysis in science or budgeting in math).		*AVID SI *PD focused on improving CAASPP scores
3.2	Professional Development (PD) with a focus on empowering your educators to master strategies that align with CAASPP goals. a. Focus on Instructional Strategies *Train teachers in using Depth of Knowledge (DOK) questioning to deepen critical thinking. *Offer PD sessions on teaching with Universal Design for Learning (UDL) to address diverse learner needs. b. Collaboration and Coaching *Professional Learning Communities (PLCs) focused on reviewing student work and discussing data trends. *Provide instructional coaching for integrating high-impact instructional strategies. c. Equity and Access *Provide training on scaffolding strategies for English learners, SPED students, and low-performing students. *Emphasize cultural relevancy in teaching materials to engage all learners. d. Technology for Test Prep *Offer PD on digital tools that mimic CAASPP interfaces	All Students	*SMARTER Balance Training/PD across the sites

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	*Provide training on how to integrate digital literacy into lessons to build students' confidence with online assessments. *Offer PD on the use of AI for formative and summative assessment and lesson development		
3.3	Improve School Testing Culture Build a positive mindset around assessments to foster student motivation and effort. a. School-Wide Awareness Campaign *Educate students and parents about the importance of CAASPP and how scores reflect academic progress. *Highlight how assessments align with college and career readiness goals. b. Motivate Students *Set achievable testing goals for classes, grade levels, and individual students. *Use of incentives such as recognition, prizes, or privileges for students who show effort or growth. *Gamify testing preparation to make practice more engaging. c. Build Staff Buy-In *Celebrate staff and student successes with data growth between benchmark or CAASPP tests. *Share concrete ways each subject area contributes to CAASPP success. d. Test Day Readiness *Create a calming test day environment: encourage healthy habits (sleep, nutrition) and reduce stress with mindfulness techniques. *Minimize test-day distractions, ensuring smooth technology operation and well-trained proctors. *Celebrate testing days with a "spirit week" or fun themes to encourage participation. e. Continuous Feedback Loop *Hold post-assessment debriefs with students and staff to discuss lessons learned and areas for improvement. *Use reflection surveys to identify student and teacher needs for the next assessment cycle.	All students	*Leadership Class spearheads a "Show What You Know" CAASPP testing campaign (Student-fueled) *Refreshments during testing week *Student Survey to determine incentives
3.4	Employment of Peer Tutors as an additional support in the lower division math classes	Algebra I & II students	6,000 Other 1000-1999: Certificated Personnel Salaries *Use of Peer Tutors
3.5			

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

MHS will improve outcomes for ELD students
We will achieve this goal by providing ongoing opportunities:
* for teacher efficacy by collaborating on student achievement
* for students to self-assess - at any point a student will be able to articulate his/her continuum of achievement (MAP/STAR levels)
* for individual teachers to create/utilize/evaluate formative assessments and data collected

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics

Identified Need

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

MHS needs to improve student proficiency in English language acquisition for ELD students as measured by ELPAC testing

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Scores	Only ???% of current students have increased their ELPAC score level in the past three years	MHS will improve student performance on the ELPAC by: 1. Providing 15 minutes of structured language practice daily within students' ELA classes. 2. Provide training for staff and incorporate best practices for English Language Development in core academic classes.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	15 minutes of structured language practice daily within students' ELA classes	English Learners	
4.2	Provide training for staff and incorporate best practices for English Language Development in core academic classes	English Learners	

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$12,864
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$203,990.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Part A: Targeted Assistance Program	$12,864.00

Subtotal of additional federal funds included for this school: $12,864.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
Other	$190,531.00
Unrestricted	$595.00

Subtotal of state or local funds included for this school: $191,126.00

Total of federal, state, and/or local funds for this school: $203,990.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Other	190,531.00
Title I Part A: Targeted Assistance Program	12,864.00
Unrestricted	595.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,000.00
2000-2999: Classified Personnel Salaries	12,000.00
4000-4999: Books And Supplies	64,395.00
5000-5999: Services And Other Operating Expenditures	121,595.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Other	6,000.00
2000-2999: Classified Personnel Salaries	Other	12,000.00
4000-4999: Books And Supplies	Other	56,531.00
5000-5999: Services And Other Operating Expenditures	Other	116,000.00
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	7,864.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Targeted Assistance Program	5,000.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	595.00

Expenditures by Goal

Goal Number	Total Expenditures

Goal 1	169,990.00
Goal 2	14,000.00
Goal 3	20,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Kristen Budmark	Principal
Todd Hughes	Other School Staff
Noelle Knight	Parent or Community Member
Cindy Potter	Other School Staff
Natasha Floerke	Classroom Teacher
Johanna Shea	Classroom Teacher
Raven Sparks	Parent or Community Member
Dominique Bickford	Classroom Teacher
Ari Nesbitt	Secondary Student
Jayden Main	Secondary Student
Cassondra Gali	Parent or Community Member
Mackenzie Diven	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on January 24, 2025.

Attested:



Principal, Kristen Budmark on January 24, 2025



SSC Chairperson, Todd Hughes on January 24, 2025

Instructions

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

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

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

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

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Superintendent
Rebecca Lewis

MODOC
Joint Unified School District

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Board Members
Fernand Larranaga
Ruth Ann Criner
Monica Widby
Shaun Wood
Jodie Veverka

October 31, 2025

MEMORANDUM

To: Beckie Lewis, Superintendent
From: Elizabeth Nikki Guzman, Business Manager
Subject: SMAA Claiming Services Agreement with Glenn County Office of Education

School-Based Medi-Cal Administrative Activities (SMAA) is a federal reimbursement program that helps schools get funding for the administrative tasks they do to support the Medi-Cal program for students and families. This is done through a random moment time survey (RTMS) that happens a few times a year based on one-minute moments to track time spent on specific tasks such as informing eligible students and families about Medi-Cal and helping them complete applications.

We have been working with Glenn County Office of Education (GCOE), Region 2, Local Educational Consortium (LEC) to help us participate in the SMAA program by ensuring compliance with policies, providing training and technical assistance, and processing reimbursement claims for several years. Our previous agreement automatically renewed for successive one (1) year periods.

A new agreement has been developed to reflect updates from the Department of Health Care Services (DHCS), which administers the California Medical Assistance Program. Additionally, GCOE has consolidated the SMAA and Local Education Agency (LEA) Billing Option into a single agreement.

Board approval of this agreement is requested to ensure continued receipt of SMAA reimbursement funding.

SCHOOL-BASED MEDI-CAL ADMINISTRATIVE ACTIVITIES (SMAA) AND LOCAL EDUCATION AGENCY BILLING OPTION (LEA BOP) CLAIMING SERVICES AGREEMENT

This School-based Medi-Cal Administrative Activities and Local Education Agency Billing Option Claiming Services Agreement (hereinafter referred to as "Agreement") is made and entered into this First day of **July 1, 2025,** (hereinafter "Commencement Date") by and between the **School District** (hereinafter referred to as "local educational agency" or "LEA") having an address at **District Address** and the Glenn County Office of Education, Region 2, Local Educational Consortium (hereinafter referred to as "LEC") having an address at 311 South Villa Avenue, Willows, California 95988. LEA and LEC shall be hereinafter referred to individually, the "Party" and collectively, the "Parties".

RECITALS

A. The Department of Health Care Services ("DHCS") is the single agency for the State of California ("State") responsible for administering the California Medical Assistance Program ("Medi-Cal"). Medi-Cal also consists of the School-based Medi-Cal Administrative Activities ("SMAA") and Local Education Agency Billing Option ("LEA BOP") programs, both of which include the Random Moment Time Survey ("RMTS"), for Local Educational Consortia, Region 2, in accordance with California Welfare and Institutions Code Section 14132.47(c)(l). The catalog of Federal Domestic Assistance ("CFDA") number for this federal program is 93.778.

B. LEC, in accordance with California Welfare and Institutions Code Section 14132.47(c)(l), is the agency responsible for coordination of SMAA, LEA BOP, and RMTS for the California County Superintendents Educational Services Association ("CCSESA") LEC Region 2.

C. LEC has been designated by DHCS to represent local education agencies located within LEC Region 2 that are participating in the SMAA and LEA BOP programs, pursuant to an agreement dated February 19, 2019(Evergreen) entered into by and between LEC and DHCS (the "DHCS Contract"), which is incorporated herein by this reference.

D. Pursuant to the DHCS Contract, LEC has agreed to act as the administrative agency for Region 2 providing certain services related to SMAA and LEA BOP programs, including RMTS, in accordance with California Welfare & Institutions Code Section 14132.47.

LEC desires to enter into this Agreement with LEA to provide certain services as described in this Agreement related to the SMAA and/or LEA BOP programs.

NOW, THEREFORE, in consideration of the foregoing Recitals, and the terms and conditions contained herein, the Parties hereby agree as follows:

1. EXCLUSIVE APPOINTMENT AND RESPONSIBILITIES

Subject to the terms and conditions of this Agreement, LEA appoints LEC as its exclusive representative and service provider within LEC Region 2 for the services related to the administration of (check all that apply):

☐**The SMAA program**. LEC and LEA shall have the responsibilities as stated in **Exhibit A**.
☐**The LEA BOP program**. LEC and LEA shall have the responsibilities as stated in **Exhibit B**.
☐The SMAA **and** LEA BOP programs. LEC and LEA shall have the responsibilities as stated in **Exhibit A and Exhibit B**.

2. COMMENCEMENT, DURATION AND TERMINATION OF SERVICES

The initial term of this Agreement shall be for a period of one (1) year from the Commencement Date. Thereafter, this Agreement shall automatically renew for successive one (1) year periods unless this Agreement is terminated as follows:

i. Mutual Termination: This Agreement may be terminated at least ninety (90) days prior to the end of the then existing term upon mutual agreement of the Parties.

ii. Termination by Law: In addition, the Agreement shall automatically terminate if LEA's participation in the SMAA and/or LEA BOP programs, as applicable, terminates or expires.

iii. Termination by LEC: LEC may terminate this Agreement if (a) LEA fails to pay LEC any amounts when due or, (b) LEA is in material breach or default of any other provision of this Agreement and such default has not been cured within fifteen (15) days after LEC gives LEA written notice describing the breach or default or, (c) for any reason or no reason, at its sole discretion, upon providing thirty (30) days prior written notice to LEA. Upon termination in accordance with this section, LEC may declare all amounts owed to it from LEA for the entire then-current term to be immediately due and payable, terminate access to LEC provided software and third-parties, and cease performance of all of LEC's responsibilities, as applicable, under this Agreement without liability to LEA.

iv. Termination by LEA: LEA may terminate this Agreement with cause upon ninety (90) days advanced written notice prior to the beginning of any RMTS claiming quarter, as defined below, and LEA agrees to pay all LEC fees for services provided through the effective date of termination. The "RMTS claiming quarters" are the three-month periods of October - December, January - March, and April - June. "With cause" as used in this paragraph shall mean LEC is in material breach or default of any provision of this Agreement and such breach or default has not been cured within thirty (30) days after LEA gives LEC written notice describing the breach or default. Notwithstanding the foregoing, once the LEC has submitted an RMTS participant roster report to DHCS, LEA may not terminate this Agreement until the next RMTS claiming quarter survey period. If, for any reason the LEA decides to no longer participate in the SMAA or LEA BOP programs LEA agrees to pay LEC a minimum fee of $25 per TSP (defined below) for the year.

Upon termination of this Agreement under any circumstances described above, LEC will be entitled to payment for any and all outstanding undisputed invoices for LEC's responsibilities performed under this Agreement. LEC shall return all LEA data or other property given by LEA to LEC to effect the purposes of this Agreement.

3. FEE SCHEDULES

[***Applicable to SMAA reimbursements***] Before distribution of the LEA's SMAA reimbursement, LEC shall deduct and retain from LEA's SMAA reimbursement the mutually agreed upon applicable base rate for the number of the LEA's RMTS quarterly per-time survey participants ("TSP(s)") and any applicable service components provided by LEC to LEA, as LEC's fee for its services pursuant to this Agreement, in amounts consistent with the then current statewide fee structure, attached hereto as

Exhibit C, not to exceed fifteen percent (15%) of the total reimbursement received by the LEA ("SMAA Fee"). After deducting the SMAA Fee, LEC will issue reimbursement to LEA on claims approved and paid by DHCS within 45 days receipt of LEA's SMAA reimbursement.

[***Applicable to LEA BOP reimbursements***] LEC will invoice LEA for its services rendered on LEA BOP claims approved by DHCS, and paid or released to LEA, at the rate of eighteen dollars ($18.00) per TSP for RMTS participation less than 50 TSPs and twenty-eight dollars ($28.00) per TSP for RMTS participation of 50 or more TSPs. LEC's invoice is payable within 30 days receipt.

The fees discussed in this Section 3 may be reviewed and/or adjusted, upon mutual written agreement, on a yearly or shorter basis, so that all applicable fees are sufficient to compensate LEC for services performed hereunder, and, for LEC's obligations to DHCS.

4. DISALLOWED INVOICES

In the event LEA's SMAA reimbursement is disallowed after disbursement, the LEA must repay the disallowed amount to DHCS via the LEC and develop a revised invoice for LEC's review and submittal to DHCS. LEC will submit the revised invoice and repayment to DHCS for reconsideration pursuant to California Welfare & Institutions Code Section 14132.47, subsection (k). Should LEC take action to collect disallowed costs not paid by the LEA, the LEA shall reimburse LEC for all costs associated with such action, including, but not limited to any attorney's fees. Under this Section 4, LEA agrees to reimburse LEC within thirty (30) days of receipt of an invoice from LEC evidencing LEC'S payment to DHCS for LEA's revised or disallowed invoice.

5. CHANGES

If LEA requests changes after LEC's initial submission to DHCS of any SMAA claims submitted pursuant to this Agreement, at LEA's request, LEC shall prepare and submit a request to DHCS to process such change.

6. LATE FEES

LEA shall submit its SMAA reimbursement claims to LEC on the due date provided by LEC to LEA ("Claims Due Date"). LEA shall pay to LEC twenty-five dollars ($25.00) per SMAA claim submitted late by LEA after the Claims Due Date.

7. OWNERSHIP OF INTELLECTUAL PROPERTY

All computer hardware, operating system software, application software, programs, documentation, specifications, tapes, instruction manuals and similar material utilized and/or developed or supplied by LEC, in connection with its systems and any patents, trade secrets, copyrights, trademarks, and other intellectual property rights are, as between LEC and LEA, the sole and exclusive property of LEC. LEA agrees to make no unauthorized use of these materials and systems and to preserve these materials and maintain the confidentiality of any and all of these materials in its possession. All such material developed jointly with LEC and LEA, if any, shall remain the property of LEC.

8. CONTRACTS WITH THIRD PARTY FOR SOFTWARE

Pursuant to California Welfare & Institutions Code Section 14132.47, subdivision (d), the LEC may subcontract with one or more third-party vendors for the provision of administrative activities

necessary for the proper and efficient administration of the Medi-Cal program. These services may include software and/or tools including, but not limited to, a web-site, which can be used by LEC and LEA for the collection of data, records and information, for the maintenance of the data, records and information, and for the applicable services provided pursuant to this Agreement.

LEC contracts with PCG (Public Consulting Group) to provide software and other services to administer RMTS services. LEA understands and acknowledges that the LEC has heretofore entered into a license agreement with PCG, a third-party vendor ("Vendor"), for the provision of software and/or billing tools including, but not limited to, a web-site, (hereinafter "SSP Vendor") which may be utilized by both Parties to transmit and store information in connection with this Agreement. In an agreement with the SSP Vendor ("SSP Vendor Agreement"), LEC, as the licensee, has agreed not to interfere with SSP Vendor's proprietary rights, to maintain the confidentiality of certain information and to restrictions on use of the SSP Vendor's product. LEC shall allow the LEA to use the licensed software and/or tools on the condition that the LEA also agrees to be bound by and comply with the licensee's obligations as set forth in the SSP Vendor Agreement. LEC will provide LEA with a copy of licensee's obligations upon request.

Notwithstanding the foregoing, LEC shall not be in breach of this Agreement in the event that the current SSP Vendor Agreement is terminated for any reason. If LEC enters into another third-party contract for the provision of software and/or tools to LEA and that third-party contractor will have access to LEA's student records or be required to maintain the student records of LEA, LEC shall include in the third-party contract provisions reasonably necessary to protect the confidentiality and LEA's ownership of such records.

9. CONFIDENTIALITY OF DATA

The Parties agree that, because of the sensitive nature of data and in view of the proprietary nature of medical and student information, it is essential that all information, data and materials, whether transmitted in hard copy or in electronic media form, be maintained in each Party's confidence. Each Party agrees for itself, its employees, agents and independent contractors, that all information and/or data and/or materials received from the other Party shall be held in confidence to the extent held by law and each Party agrees not to reproduce, disclose, or relinquish any data, information or materials to any party other than an authorized representative of the other Party except as required by law.

The Parties agree that, because of the unique nature of the data and/or information and/or materials to be transmitted that money damages for breach of the foregoing provision shall be wholly inadequate to fully compensate the aggrieved Party and therefore the aggrieved Party shall be entitled to full temporary and/or permanent injunctive relief against any breach or threat of breach of the foregoing provisions.

10. DATA INPUT

Providing accurate, complete, and correct data necessary for LEC to perform its services hereunder shall be the responsibility of LEA. LEC shall not be responsible for any delays or failure to prepare a claim because of incomplete, inaccurate, or incorrect data provided by LEA.

LEC shall submit information given to LEC by LEA in a reasonable manner. Any errors, mistakes or liability in connection with the failure of LEC to input such data accurately, provided such data has been accurately, completely and correctly transmitted by LEA to LEC, shall be the responsibility of LEC to correct.

11. LEA AUTHORIZED USERS.

LEA shall designate those employees and other personnel ("Users") who shall be given access to LEC approved SSP Vendor web-site for completion of the RMTS moments. LEA shall ensure that its Users are familiar with and will comply with the terms and conditions for use of the web-site as set forth in this Agreement. LEA shall be responsible for any unauthorized use by its employees and other personnel. LEA agrees that unauthorized use of passwords issued by LEC or SSP Vendor is prohibited. LEA understands that Users and the LEA may be held liable for any unauthorized use and distribution of passwords.

12. LIMITATION OF LIABILITY

LEC shall not be liable for damages or losses to LEA, it's employees, agents, or students, relating to lost medical services or data. LEC shall not be liable or deemed to be in default for any delays or failure in performance or non-performance or interruption of service under this Agreement resulting from any cause beyond the reasonable control of LEC. LEC's liability, under this Agreement, is limited to the amount paid by LEA for the services under this agreement. LEC shall not be liable for any indirect, consequential, or incidental damages arising out of this Agreement.

13. INSURANCE AND WORKERS' COMPENSATION

If an insurance policy is utilized, general comprehensive public liability insurance, encompassing personal injury and replacement value property damage insurance, shall be provided in an amount not less than $1,000,000 combined single limit personal injury and property damage for each occurrence endorsed with the following specific language:

Each party is named as additional insured for all liability arising out of the operations by or on behalf of the named insured; and this policy protects the additional insured, its officers, agents, and employees against liability for bodily injuries, deaths, or property damage or destruction arising in any respect directly or indirectly in the performance of the Agreement.

The public liability policy specified above shall be endorsed with the following specific language:

(1) The inclusion of more than one insured shall not operate to impair the rights of one insured against another insured and the coverage afforded shall apply as though separate policies have been issued to each insured.

(2) The insurance provided is primary and no insurance held or owned by LEC shall be called upon to contribute to a loss.

(3) Coverage provided by this policy shall not be reduced or be canceled without a thirty (30) day written notice given by certified mail.

(4) The certificates must state that the insurance is under an occurrence based, and not a claims-made, policy/ies.

Certificates of insurance showing the limits of insurance provided, certified copies of all policies, and signed copies of the specified endorsements for each policy shall be submitted to each party and approved prior to receipt of the notice to proceed.

For the purpose of workers' compensation coverage, LEC shall be the employer and shall bear the responsibility of providing workers' compensation insurance or coverage for any person providing services covered by this Agreement in sufficient amounts required by law.

14. HOLD HARMLESS AND MUTUAL INDEMNIFICATION

LEC and LEA shall each defend, indemnify, and hold the other Parties and their officials, officers, employees, consultants, subcontractors, volunteers, and agents free and harmless from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury, in law or equity, to property or persons, including wrongful death, to the extent arising out or incident to any negligent acts, omissions, or willful misconduct of the indemnifying Party or its officials, officers, employees, consultants, subcontractors, volunteers, and agents arising out of or in connection with the performance of this Agreement, including without limitation, the payment of consequential damages and attorney's fees and other related costs and expenses.

15. WARRANTY LIMITATION

LEC makes no representation or warranties expressed or implied, including, but not limited to, the warranties of merchantability and fitness for a particular purpose, arising by operation of law or otherwise, except as expressly stated herein.

16. SANCTIONS

The SMAA RMTS methodology requires that the overall pool of moments have at least an 85% return rate of valid moments. If the return rate of valid moments is less than 85%, then all non-returned moments will be coded as non-allowable.

To ensure that enough moments are met for the entire pool of moments, the moments assigned each LEA must have a minimum of 85% compliance. If LEA has non-returns greater than 15% of the total moments assigned for a quarter, the claiming unit will receive a warning letter. LEA's Superintendent or equivalent will be copied on all warning letters sent to the LEA Coordinator. If the LEA is in default the next quarter after being warned, they will not be able to participate for the remainder of that fiscal year.

17. DISPUTE RESOLUTION

Any dispute arising under this Agreement shall first be addressed through mediation. If a dispute arises, either Party may demand mediation by filing a written demand with the other Party. If the Parties cannot agree upon a neutral mediator, each Party, within twenty (20) days after the Parties fail to agree on one mediator, at its own cost shall appoint one mediator and those mediators shall select an impartial mediator to conduct the mediation. The Parties shall equally share the cost of the mediator conducting the mediation.

If the parties are unable to resolve any dispute through mediation as set forth herein, or if any party fails to respond to a demand for mediation, all questions and disputes with respect to the rights and obligations of the parties arising under the terms of this Agreement shall be resolved by binding arbitration. Any Party may demand arbitration by filing a written demand with the other Party. If the parties cannot agree on one arbitrator, each of the Parties, within twenty (20) days after the Parties fail to agree on one arbitrator, at its own cost, shall appoint one arbitrator and those arbitrators shall select an impartial arbitrator to conduct the arbitration.

A hearing on the matter to be arbitrated shall take place before the arbitrator in the County where LEC is located. The arbitrator shall select the time and place promptly and shall give each Party written notice of the time and place at least ninety (90) days before the date selected. The Parties

shall be entitled to conduct discovery by agreement or by order of the arbitrator. Each Party may present any relevant evidence at the hearing. The formal rules of evidence applicable to judicial proceedings shall not govern. Evidence shall be admitted or excluded in the sole discretion of the arbitrator. The arbitrator shall hear and determine the matter and shall execute and acknowledge the award in writing and cause a copy of the writing to be delivered to each of the parties.

The Parties shall share equally the expense of arbitration, and each Party shall bear its own attorney fees and costs incurred in connection with the arbitration.

The arbitrator's decision shall be binding and conclusive on the Parties. A judgment confirming the award may be given by any Superior Court having jurisdiction.

18. GENERAL

A. COMPLIANCE WITH APPLICABLE LAWS - The Parties agrees to comply with all Federal, State and local laws, rules, regulations, school district and/or governing board policies and regulations now in effect or which may become effective in the future that pertain to the purposes and obligations of this Agreement.

B. ENTIRE AGREEMENT - This Agreement constitutes the entire Agreement between the Parties pertaining to the subject matter hereof, and supersedes all prior and contemporaneous agreements and understandings of the Parties in connection therewith.

C. SUCCESSORS - This Agreement shall be binding upon and inure to the benefit of the successors, assigns and legal representatives of the respective Parties hereto. Each Party agrees that there are no third-party beneficiaries to this Agreement except to the extent provided herein. Neither Party may assign this Agreement in whole or in part, without the prior written consent of the non-assigning Party except in connection with the sale of all or substantially all of its assets or outstanding capital stock.

D. SEVERABILITY - In the event that any term or provision of this Agreement is held to be illegal, invalid or unenforceable under the laws, regulations or ordinances of the federal, state or local government, such term or provision shall be deemed severed from this Agreement and the remaining terms and provisions shall remain unaffected thereby.

E. NOTICES - Any notice sent pursuant to this Agreement shall be sent by certified mail to the Parties at their respective addresses as follows:

(1) FOR LEA: [ADDRESS]

(2) FOR LEC: Glenn County Office of Education
311 South Villa Avenue
Willows, California 95988
Attn: RMTS/SMAA Program

F. STATE LAW - This Agreement shall be governed by and construed in accordance with the laws of California.

G. ANTI-FRAUD AND ABUSE - Notwithstanding anything to the contrary herein, this Agreement shall be subject to all applicable federal, state and local laws, regulations and directives concerning the Medicare and Medicaid and other medical reimbursement fraud and abuse limitations. To the extent anything contained herein purportedly or actually violates or is challenged as violating any of the above laws, statutes, regulations or

interpretations, then the provision in question or this entire Agreement, if necessary, shall be automatically void and of no effect whatsoever.

H. DESCRIPTIVE HEADINGS - The descriptive headings in this Agreement are for convenience and reference only and in no way affect or alter the intent or effect of this Agreement.

I. INTEGRATION - This Agreement, including all exhibits and other documents incorporated herein or made applicable by reference, contains the complete and final understanding of the Parties' rights, duties and obligations with respect to the transaction discussed in the Agreement and supersedes all prior agreements, contracts, understandings and commitments, whether written or oral.

J. AMENDMENT - The Parties agree to negotiate in good faith any amendment to this Agreement that may be required from time to time as necessary for the Parties to comply with the requirements of the DHCS, Medi-Cal, or other applicable law.

19. LEA GOVERNING BOARD AUTHORIZATION

If applicable, the LEA affirms that this Agreement has been approved by the Governing Board of LEA at its meeting on [MONTH ___, 2025] and that the individual signing on behalf of the LEA below is authorized by the Governing Board to execute this Agreement. Upon request, the LEA shall provide the LEC with a copy of the resolution evidencing such approval by the Governing Board.

[*Signature Page Follows*]

IN WITNESS WHEREOF, the Parties execute this Agreement as of the Commencement Date.

SCHOOL DISTRICT (LEA)	GLENN COUNTY OFFICE OF EDUCATION
LEA: [Name]	
By: _____	By: _____
Title: _____	Title: _____
Signature: _____	Signature: _____
Date: _____	Date: _____

Please return with original signature to:

Glenn COE
311 S Villa Ave.
Willows, Ca. 95988-2959
Attention: RMTS/SMAA Program

The LEA should retain a copy of this page for your file along with the entire Agreement.

EXHIBIT A - SMAA Claiming Responsibilities

1. **LEC Responsibilities:** As it relates to claims submitted under the SMAA program, LEC shall have the following responsibilities to LEA:
    a. Act as the liaison between LEA and DHCS.
    b. Administrative support for LEA's Medi-Cal outreach activities that are eligible for SMAA reimbursement.
    c. Comply with federal Family Educational Rights and Privacy Act (FERPA) and HIPAA regulations as it relates to student information.
    d. Give direction to LEA's for gathering necessary audit materials for each claiming quarter.
    e. Perform necessary aspects of the Random Moment Time Study (RMTS) methodology processing and provide reasonable administrative support, programs, and processes for LEA participation.
    f. Provide access to SSP Vendor website and/or software for completion of RMTS.
    g. Provide LEA's designated SMAA coordinator or designee access to trainings according to DHCS requirements.
    h. Provide reasonably necessary oversight, monitoring, and audit compliance to LEA.
    i. Provide the data match to provide the Medi-Cal eligibility percentage rate to LEA.
    j. Review and code at least ten percent (10%) of RMTS "moments", to ensure the moments are complete and assist participating LEA's to finalize incomplete moments.

2. **LEA Responsibilities:** As it relates to claims submitted under the SMAA program, LEA shall have the responsibilities to LEC related to the:
    a. Submit all forms, documentation, and fiscal data in a manner prescribed by LEC and as required for the successful preparation and submission of SMAA claims.
    b. Initially and for every quarter thereafter, provide a list of participants with job titles and standardized work hours or "shifts" as defined for the RMTS SSP uploads and updates.
    c. Quarterly, provide the LEC approved school calendars and notify the LEC of any changes in the approved school calendar throughout the school year.
    d. Designate a contact person or persons who shall serve as coordinator for all programmatic and fiscal LEA SMAA RMTS activities ("SMAA coordinator(s)").
    e. Arrange for the LEA SMAA coordinator(s) or designee to attend required training sessions related to the SSP and RMTS methodology and oversees the completion of the RMTS process.
    f. Immediately notify LEC of any errors and/or omissions in information sent to LEC by LEA.
    g. Maintain a minimum response rate of 85% of the RMTS moments assigned to the LEA's time survey participants ("TSPs").
    h. LEA will certify to the LEC and DHCS that:
        i. The amount of LEA'S general funds or any other funds allowed under Federal law and regulations are expended on the allowable SMAA activities.
        ii. The availability and expenditure, from allowable non-Federal funding sources, of one hundred percent (100%) of the cost of performing SMAA activities.
    i. Expenditures represent costs that are eligible for Federal financial participation for that fiscal year.
    j. Federal regulations require that LEA maintain all records in support of allowable SMAA activities for a minimum of five (5) fiscal years after the end of the quarter in which the LEC receives reimbursement from DHCS for the expenditures incurred. If an audit is in progress, or is identified as forthcoming, all records relevant to the audit must be retained throughout the audit's duration or final resolution of all audit exceptions, deferrals, and/or disallowances whichever is greater. All records retained must be stored ready-to-review and such records must be available to LEC, State, and Federal reviewers and auditors upon request in accordance with record retention requirements set forth under Title 42 of the Code of Federal Regulations (CFR), Section 433.32. Similarly, the documents that support the construction of a SMAA claim must be

kept five years after the last claim revision. Such records should include at a minimum the following:

i. Training materials.
ii. RMTS reports and TSP rosters, including validation of time survey participant attendance and entries.
iii. Time certification and supporting documentation for direct charge staff.
iv. Job descriptions.
v. Medi-Cal percentage documentation.
vi. Invoice documents and supporting documentation.
vii. Organizational charts.
viii. School calendar.
ix. Outreach materials.

k. Respond to LEC requests for corrected documents and information and cooperate with LEC to resolve any outstanding matters.
l. Ensure no duplicative billings.
m. Provide LEC with student data files required for calculation of the LEA data match percentage.

EXHIBIT B – LEA BOP Claiming Responsibilities

1. **LEC Responsibilities:** As it relates to claims submitted under the LEA BOP program, LEC shall have the following responsibilities to LEA:

    a. Perform necessary aspects of the Random Moment Time Study (RMTS) methodology processing and provide reasonable support and trainings to LEA for LEA's Medi-Cal activities that are eligible for LEA BOP reimbursement and LEA participation in the LEA BOP program.

    b. Provide LEA's designated LEA BOP program coordinator or designee access to trainings according to DHCS' RMTS requirements.

    c. Review and code at least ten percent (10%) of RMTS "moments", to ensure the moments are complete and assist LEA to finalize incomplete moments.

    d. Provide access to SSP Vendor website and/or software for completion of RMTS.

    e. Work with the LEA to gather the financial data necessary for program oversight and monitoring for RMTS.

    f. Provide the data match to provide the Medi-Cal eligibility percentage rate to LEA.

2. **LEA Responsibilities:** As it relates to claims submitted under the LEA BOP program, LEA shall have the following responsibilities to LEC:

    a. Designate an LEA BOP program coordinator.

    b. Ensuring that all staff the LEA intends to bill for under the LEA BOP program are entered into the RMTS pool of participants.

    c. Determine whether the services provided to students are eligible for reimbursement through the LEA Medi-Cal Billing Option Program and so advise LEC.

    d. Maintain all LEA BOP billing documentation and records in support of allowable LEA BOP activities for a minimum of three (3) fiscal years after the end of the quarter in which the LEC receives reimbursement from DHCS for the expenditures incurred. If an audit is in progress, or is identified as forthcoming, all records relevant to the audit must be retained throughout the audit's duration or final resolution of all audit exceptions, deferrals, and/or disallowances whichever is greater. All records retained must be stored ready-to-review and such records must be available to LEC, State, and Federal reviewers and auditors upon request in accordance with record retention requirements of the State and Federal laws, rules, and regulations. Similarly, the documents that support the construction or revision of a LEA BOP claim must be kept 3 years after the last claim revision. Such records should include at a minimum the following:

        i. Training materials.
        ii. RMTS reports and TSP rosters, including validation of time survey participant attendance and entries.
        iii. Time certification and supporting documentation for direct charge staff.
        iv. Job descriptions.
        v. Medi-Cal percentage documentation.
        vi. Invoice documents and supporting documentation.
        vii. Organizational charts.
        viii. School calendar.
        ix. Outreach materials.

    e. Maintain a minimum response rate of 85% of the RMTS moments assigned to the LEA's time survey participants ("TSPs").

    f. LEA will certify to the LEC and DHCS that:

i. The amount of LEA's general funds or any other funds allowed under Federal law and regulations are expended on the allowable LEA BOP activities.

ii. The availability and expenditure, from allowable non-Federal funding sources, of one hundred percent (100%) of the cost of performing LEA BOP activities.

g. Expenditures represent costs that are eligible for Federal financial participation for that fiscal year.

h. LEA will ensure it complies with all areas of participation in the LEA BOP including active participation in the Random Moment Time Study (RMTS) process.

i. Prepare the annual Cost and Reimbursement Schedule ("CRCS") in accordance with the claim guidelines approved by DHCS.

EXHIBIT C – STATEWIDE FEE STRUCTURE

Proposed
2022-23 SMAA Standardized Fee Structure

	Statewide SMAA Fee Structure	Fee/TSP
1	Base Rate (Standard)	$ 24
2	Base Rate (Reduced)	$ 14
	Service Components	**Fee/TSP**
3	RMTS Web-Based Platform	$ 2
4	TSP List Development Assistance	$ 1
5	Quality Assurance Assistance of Program	$ 1
6	QA Assistance - TSP Lists and Calendars, Financials, Invoicing	$ 9
7	LEC Technical Assistance	$ 1
8	Invoicing Component	$ 5
9	Invoicing Component	$ 18
10	LEA Data Match	$ 1
11	Audit Support Documentation Storage	$ 1
12	Additional Fees: Sample per Pool	$ 1
13	Additional Fees: Coding	$ 1
14	Additional Fees: Consortia Fee	$ 1

1	**Base Rate (Standard)** - consists of the expenses incurred by the LECs to run the SMAA program. - including Salaries & Benefits, DHCS Fees, Travel, and Misc. Office Expenses.
2	**Base Rate (Reduced)** - Quarterly TSP Count less than or equal to 50 - Low Medi-Cal Eligibility Rate (MER) - Rural Areas - Other circumstantial factors to ensure LEAs are receiving the best rate available
3	**RMTS Web-Based Platform** - consists of fees incurred in-house or paid by the LECs to third-party vendors for running the RMTS Platform via the internet, which is configured to meet current DHCS/CMS system requirements.
4	**TSP List Development Assistance** -- consists of fees incurred in-house or paid by the LECs to a third-party to perform Quality Assurance (QA) on Time Survey Participant (TSP) lists, which includes, but is not limited to, identification of duplicate and missing information, verification of staff job classifications, and calendar verification of student non-attendance days.

5	**Quality Assurance Assistance of Program** - consists of fees incurred in-house or paid by the LECs to a third-party to perform Quality Assurance (QA) on TSP's. Entering or Reviewing TSP list in the RMTS platform.
6	**QA Assistance - TSP Lists and Calendars, Financials, and Invoicing** consists of fees incurred in-house or paid by the LECs to a third-party to Review the invoice and perform cost analyses of all invoice documents to ensure that all costs meet the standards for Certified Public expenditures. Reviewing or Entering TSP List into RMTS platform.
7	**LEC Technical Assistance** - consists of fees incurred in-house or paid by the LECs to a third-party to assist the LEC with DHCS compliance inside the platform.
8	**Invoicing Component -** - Prepare the Invoice Template - Collect the Data from the Districts - Perform Quality Assurance Analysis on the Data
9	**Invoicing Component** - Prepare the Invoice Template - Collect, Review, and Verify the Data from the Districts - Preparation of Final Invoice for Signature and Submittal - Work with LEAs for Timely Reporting - Policy Support for DHCS-Related Policy Updates
10	**LEA Data Match Capabilities-**consists of the expenses incurred by the LECs to define the Medi-Cal Eligibility Rate
11	**Audit Support Documentation Storage-**Provide electronic secure storage via web-based platform
12	**Additional Fees: Sample per Pool** - consists of fees incurred in-house or paid by the LECs to a third party for generating moments, including a review of moments and clarifying questions.
13	**Additional Fees: Coding** - consists of fees incurred in-house or paid by the LECs to a third party for coding of random moments.
14	**Additional Fees** - Consortia Fee

- LEC has discretion of rate of charge so long as annual totals adhere to fee structure guidelines.
- LEA may not be charged more than 15% of their reimbursement.

MODOC
Joint Unified School District

906 W. 4th Street, Alturas, Ca 96101
(530) 233-7201, extension 101

Superintendent
Beckie Lewis

Board Members
Fernand Larranaga
Ruth Ann Criner
Monica Widby
Shaun Wood
Jodie Veverka

TO: MJUSD Board of Trustees

FROM: Beckie Lewis, Superintendent

DATE: October 8, 2025

SUBJECT: Recommended updates to Board Policy & Administrative Regulation 6145 Extracurricular and Co-Curricular Activities

Background

Board Policy (BP) and Administrative Regulation (AR) 6145 govern extracurricular and co-curricular activities, including student participation, eligibility requirements, and district oversight. Students who participate in extracurricular and athletic programs should maintain meaningful, daily engagement in the instructional program. This recommendation aligns with the expectation that in order for students to be eligible for participation in extracurricular and athletic activities, including practices, contests, performances, rehearsals, and meetings, students must be enrolled in and attending a minimum of two (2) on-campus, in-person classes each school day. These revisions to BP/AR 6145 clarify eligibility expectations, strengthen alignment with Education Code, and reaffirm the district's commitment to balancing student learning with extracurricular opportunities.

Recommendation
It is recommended that the Board of Trustees approve the proposed revisions to BP 6145 and AR 6145 as highlighted. These updates will provide clearer guidance to staff and families.

Policy 6145: Extracurricular And Cocurricular Activities

Status: ADOPTED

Original Adopted Date: 08/08/2017 | Last Reviewed Date: 08/08/2017

The Board of Trustees recognizes that extracurricular and cocurricular activities enrich the educational and social development of students and enhance students' feelings of connectedness with the schools. The district shall encourage and support student participation in extracurricular and cocurricular activities without compromising the integrity and purpose of the educational program.

Prerequisites for student participation in extracurricular and cocurricular activities shall be limited to those that have been demonstrated to be essential to the success of the activity. No extracurricular or cocurricular program or activity shall be provided or conducted separately on the basis of any actual or perceived characteristic listed as a prohibited category of discrimination in state or federal law, nor shall any student's participation in an extracurricular or cocurricular activity be required or refused on those bases. (5 CCR 4925)

Any complaint alleging unlawful discrimination in the district's extracurricular or cocurricular programs or activities shall be filed in accordance with BP/AR 1312.3 - Uniform Complaint Procedures.

Unless specifically authorized by law, no student shall be charged a fee for his/her participation in educational activities, including extracurricular and cocurricular activities and materials or equipment related to such activities. (Education Code 49010, 49011)

Eligibility Requirements

To be eligible to participate in extracurricular and cocurricular activities, students in grades 7-12 must demonstrate satisfactory educational progress in the previous grading period, including, but not limited to: (Education Code 35160.5)

1. Maintenance of a minimum of 2.0 grade point average on a 4.0 scale in all enrolled classes
2. Maintenance of minimum progress toward meeting high school graduation requirements
3. The Governing Board recognizes the importance of ensuring that students who participate in extracurricular and athletic programs maintain meaningful, daily engagement in the instructional program.

   In order to be eligible for participation in extracurricular and athletic activities, including practices, contests, performances, rehearsals, and meetings, students shall be enrolled in and attending **a minimum of two (2) on-campus, in-person classes each school day. Student must maintain compliance with all independent study program requirements as well.**

   This requirement shall apply to all students, including those enrolled in independent study, concurrent enrollment, or other alternative instructional programs. Online or off-campus courses shall not count toward this minimum unless specifically approved by the Superintendent or designee. Attendance is defined as being physically present and engaged in the scheduled class for the full instructional period. Students who fail to meet this daily attendance requirement shall be deemed ineligible for extracurricular and athletic activities until compliance is restored.

   The Superintendent or designee may grant exceptions for students with documented medical conditions, individualized education program (IEP) requirements, Section 504 plans, or other

circumstances as deemed appropriate. Exceptions for medical accommodations or other extenuating circumstances may be reviewed and approved by the Superintendent or designee.

The Superintendent or designee may grant ineligible students a probationary period not to exceed one semester. Students granted probationary eligibility must meet the required standards by the end of the probationary period in order to remain eligible for participation. (Education Code 35160.5)

Any decision regarding the eligibility of a homeless student, foster youth, or child of an active duty military family for extracurricular or cocurricular activities shall be made by the Superintendent or designee in accordance with Education Code 48850 and 49701.

The Superintendent or designee may revoke a student's eligibility for participation in extracurricular and cocurricular activities when the student's poor citizenship is serious enough to warrant loss of this privilege.

Student Conduct at Extracurricular/Cocurricular Events

When attending or participating in extracurricular and cocurricular activities on or off campus, district students are subject to district policies and regulations relating to student conduct. Students who violate district policies and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, or denial of participation in extracurricular or cocurricular activities in accordance with Board policy and administrative regulation. When appropriate, the Superintendent or designee shall notify local law enforcement.

Annual Policy Review

The Board shall annually review this policy and implementing regulations. (Education Code 35160.5)

Regulation 6145.2: Athletic Competition

Status: ADOPTED

Original Adopted Date: 09/10/2019 | Last Reviewed Date: 09/10/2019

Nondiscrimination and Equivalent Opportunities in the Athletic Program

No student shall be excluded from participation in, be denied the benefits of, be denied equivalent opportunity in, or otherwise be discriminated against in interscholastic, intramural, or club athletics on the basis of any actual or perceived characteristic specified in law and BP 0410 - Nondiscrimination in District Programs and Activities. (Education Code 220, 221.5, 230; 5 CCR 4920; 34 CFR 106.41)

The Superintendent or designee may provide single-sex teams when selection for the teams is based on competitive skills. (5 CCR 4921; 34 CFR 106.41)

Each student shall be allowed to participate in any single-sex athletic program or activity consistent with the student's gender identity, irrespective of the gender listed on the student's records, for which the student is otherwise eligible to participate. (Education Code 221.5)

When a school provides only one team in a particular sport for members of one sex, but provides no team in the same sport for members of the other sex, and athletic opportunities in the total program for that sex have been previously limited, members of the excluded sex shall be allowed to try out and compete with the team. The same standards for eligibility shall be applied to every student trying out for the team, regardless of sex, sexual orientation, gender, gender identity, gender expression, or other protected group status. (5 CCR 4921; 34 CFR 106.41)

The Superintendent or designee shall ensure that equivalent opportunities are available to both sexes in athletic programs by considering, among other factors: (5 CCR 4922; 34 CFR 106.41)

1. Whether the offered selection of sports and levels of competition effectively accommodate the interests and abilities of both sexes

   The athletic program may be found to effectively accommodate the interests and abilities of both sexes using any one of the following tests: (Education Code 230)

   a. Whether the interscholastic-level participation opportunities for male and female students are provided in numbers substantially proportionate to their respective enrollments

   b. Where the members of one sex have been and are underrepresented among interscholastic athletes, whether the district can show a history and a continuing practice of program expansion that is demonstrably responsive to the developing interests and abilities of the members of that sex

   c. Where the members of one sex are underrepresented among interscholastic athletes and the district cannot show a history and continuing practice of program expansion as required in item #1b above, whether the district can demonstrate that the interests and abilities of the members of that sex have been fully and effectively accommodated by the present program

2. The provision and maintenance of equipment and supplies

3. Scheduling of games and practice times, selection of the season for a sport, and location of the games and practices

4. Travel and per diem allowances

5. Opportunities to receive coaching and academic tutoring

6. Assignment and compensation of coaches and tutors

7. Provision of locker rooms, practice facilities, and competitive facilities

8. Provision of medical and training facilities and services

9. Provision of housing and dining facilities and services

10. Publicity

11. Provision of necessary funds

Each school that offers competitive athletics shall, at the end of the school year, post on its school web site, or on the district web site if the school does not have a web site, the following information: (Education Code 221.9)

1. The total enrollment of the school, classified by gender

2. The number of students enrolled at the school who participate in competitive athletics, classified by gender

3. The number of boys' and girls' teams, classified by sport and by competition level

The data reported for items #1-3 above shall reflect the total number of players on a team roster on the official first day of competition. The materials used to compile this information shall be retained by the school for at least three years after the information is posted on the web site. (Education Code 221.9)

Daily Attendance and Enrollment Requirements

1. Minimum Enrollment

a. Each student participating in athletics or extracurricular activities must be enrolled in at least **two on-campus, in-person classes per school day** in addition to any independent study or online coursework.

2. Daily Attendance

a. A student must attend the entirety of both on-campus classes each day in order to remain eligible. Partial attendance (e.g., tardiness or early departure) may be considered non-compliance unless excused by the Superintendent or designee.

3. Verification

a. Site administration shall monitor student schedules and attendance records to ensure compliance.

b. Coaches, advisors, and activity sponsors shall receive notification when a student is declared ineligible.

4. Exceptions

a. Exceptions for medical accommodations or other extenuating circumstances may be reviewed and approved by the site principal or designee. Any exceptions shall be documented in writing and retained in the student's file.

5. Restoration of Eligibility

a. Eligibility shall be restored when the student demonstrates compliance with the daily enrollment and attendance requirement.

Concussions and Head Injuries

The Superintendent or designee shall annually distribute to student athletes and their parents/guardians an information sheet on concussions and head injuries. The student and parent/guardian shall sign and return the information sheet before the student initiates practice or competition. (Education Code 49475)

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding concussion symptoms, prevention, and appropriate response. (Education Code 35179.1, 49032)

If a student athlete is suspected of sustaining a concussion or head injury in an athletic activity, the student shall be immediately removed from the activity for the remainder of the day. The student shall not be permitted to return to the activity until the student is evaluated by a licensed health care provider trained in the management of concussions and receives the health care provider's written clearance to return to the activity. If the health care provider determines that the student sustained a concussion or a head injury, the student shall also complete a

graduated return-to-play protocol of no less than seven days in duration under the supervision of a licensed health care provider. (Education Code 49475)

A middle school or high school football team shall not hold a full-contact practice during the off-season and shall not conduct more than two full-contact practices per week during the preseason and regular season (from 30 days before the commencement of the regular season until the completion of the final interscholastic football game of that season). In addition, the full-contact portion of a practice shall not exceed 90 minutes in any single day. For these purposes, full-contact practice means a practice where drills or live action is conducted that involves collisions at game speed, where players execute tackles and other activity that is typical of an actual tackle football game. (Education Code 35179.5)

Heat Illness

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding the signs and symptoms of, and the appropriate response to, heat illness, including heat cramps, heat syncope, heat exhaustion, and exertional heat stroke. (Education Code 35179.1, 49032)

To assist in the prevention of heat illness, coaches and/or athletic trainers shall gradually increase the intensity and duration of exercise to acclimate student athletes to practice in the heat, provide adequate rest breaks, make water available during all athletic activities, and alter practice plans in extreme environmental conditions.

Sudden Cardiac Arrest

The Superintendent or designee shall distribute the California Interscholastic Federation (CIF) information sheet on sudden cardiac arrest to all student athletes who will be participating in a CIF-governed athletic activity and to their parents/guardians. The student and parent/guardian shall sign and return the information sheet prior to the student's participation in the athletic activity. If an athletic activity is not covered by CIF, the student and parent/guardian shall, prior to the student's participation in the athletic activity, sign and return an acknowledgement that they have received and reviewed the sudden cardiac arrest information posted on the California Department of Education's web site. (Education Code 33479.2, 33479.3)

The Superintendent or designee shall provide training to coaches and/or athletic trainers regarding the nature and warning signs of sudden cardiac arrest. (Education Code 33479.6, 33479.7, 35179.1, 49032)

If a student athlete passes out or faints, or is known to have passed out or fainted, while participating in or immediately following participation in an athletic activity, the student shall be removed from participation at that time. If a student exhibits any other symptoms of sudden cardiac arrest, including seizures during exercise, unexplained shortness of breath, chest pains, dizziness, racing heart rate, or extreme fatigue, the student may be removed from participation by a coach or other employee who observes these symptoms. If any such symptoms are observed, notification shall be given to the student's parent/guardian so that the parent/guardian can determine the treatment, if any, the student should seek. A student who has been removed from participation shall not be permitted to return until the student is evaluated and given written clearance to return to participation by a health care provider. (Education Code 33479.2, 33479.5)

Automated External Defibrillators

The Superintendent or designee shall acquire at least one automated external defibrillator (AED) for each district school and shall make the AED(s) available to coaches, athletic trainers, and/or other authorized persons at athletic activities or events for the purpose of providing emergency care or treatment to students, spectators, and other individuals in attendance at athletic activities and events. (Education Code 35179.6)

The district shall comply with all requirements of Health and Safety Code 1797.196 pertaining to any AED acquired by the district, including, but not limited to, regular maintenance and testing of the AED and the provision and posting of information regarding the proper use of the AED. (Education Code 35179.6; Health and Safety Code 1797.196)

Additional Notifications

Before students participate in practice or competition as part of interscholastic athletic activities, the Superintendent or designee shall, in addition to providing the students and their parents/guardians with the notices described above, send a notice to the students and their parents/guardians which:

1. Contains information about the procedures for filing a discrimination complaint that arises out of an interscholastic athletic activity, including the name of the district's Title IX Coordinator

2. Includes a copy of students' Title IX rights pursuant to Education Code 221.8

3. Explains that there is an element of risk associated with all athletic competitions and that the district cannot guarantee that students will not be injured, despite a commitment to every participant's health and welfare

4. Provides information about insurance protection pursuant to Education Code 32221.5

5. Requests parental permission for the student to participate in the program and, if appropriate, to be transported by the district to and from competitions

6. States the district's expectation that students adhere strictly to all safety rules, regulations, and instructions, as well as rules and guidelines related to conduct and sportsmanship

7. Includes a copy of the local CIF league rules

8. Includes information about the CIF bylaw and district policy requiring any student athlete and the student's parent/guardian to sign a statement that the student will not use steroids, unless prescribed by a licensed health care practitioner, and will not use prohibited dietary supplements that include substances banned by the U.S. Anti-Doping Agency

9. Includes the opioid fact sheet published by the Centers for Disease Control and Prevention in accordance with Education Code 49476. The district shall provide this fact sheet annually to each student athlete and shall require the student and the student's parent/guardian to sign a document acknowledging receipt of the fact sheet.

Memorandum

To: Modoc Joint Unified School District Board of Trustees

From: Beckie Lewis
Superintendent, MJUSD

Date: October 8, 2025

Subject: Summary of Board Policy & Administrative Regulation Updates

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Based on the attached June 2025 CSBA Policy Guide, I have reviewed and at this time I am recommending the following policy updates for board adoption. These updates ensure district policies remain compliant with current state and federal laws, recent court decisions, and guidance from relevant agencies.

- BP 0410
- BP 1312.3 & AR 1312.3 with Option 2
- AR 3542
- BP 4030 & AR 4030
- BP 4033
- BP 4119.11 & AR 4119.11
- BP 4219.11 & AR 4219.11
- BP 4319.11 & AR 4319.11
- AR 4119.12
- AR 4219.12
- AR 4319.12
- BP 5125.1; AR 5125.1; E(1) 5125.1
- BP 5145.3 & AR 5145.3
- BP 5145.7 & AR 5145.7
- AR 5145.71

I have also reviewed the following Exhibit updates, which are not mandated and I do not recommend…

- E(1) 1312.3
- E(2) 1312.3
- E(1) 4119.12
- E(1) 4219.12
- E(1) 4319.12
- E(1) 5145.71

I have not had a chance to review the remaining policy updates on the CSBA Guide Sheet. I will review them and make a recommendation in the near future.

CSBA POLICY GUIDE SHEET
June 2025

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Board Policy 0410 - Nondiscrimination in District Programs and Activities

Policy updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, policy updated to reflect **NEW LAW (SB 1137, 2024)** which provides that prohibited discrimination includes discrimination not just because of one protected class under state law, but also because of the combination of two or more protected bases. In addition, policy updated to clarify, in accordance with various provisions of state and federal law and related court cases, the actual or perceived characteristics of an individual or group that may serve as a basis for unlawful discrimination in education programs and activities. Policy also updated to reflect **NEW LAW (AB 3074, 2024)** which prohibits public schools, except public schools operated by an Indian tribe or a tribal organization, from using the term "Redskins" as a school or athletic team name, mascot, or nickname, and, beginning July 1, 2026, prohibits public schools, other than those operated by an Indian tribe or a tribal organization, from using any derogatory Native American term for school or athletic team names, mascots, or nicknames without the written consent of a local federally recognized Indian tribe.

Board Policy 0420.4 - Charter School Authorization

Policy updated to reflect that the prohibition from approving a petition for the establishment of a new charter offering nonclassroom-based instruction extends to January 1, 2026. Additionally, policy updated to add the section "Material Revisions to Charter," which was moved from Board Policy 0420.41 - Charter School Oversight, as that section is more appropriately placed with material related to authorization of charter schools.

Administrative Regulation 0420.4 - Charter School Authorization

Regulation updated to reflect the inclusion of long-term English learners as a numerically significant subgroup, and to include the location of the charter school to the list of items to be described in the charter petition. Additionally regulation updated to reflect the requirement for comprehensive school safety plans (CSSP) to include adaptations for students with exceptional needs, **NEW LAW (AB 2887, 2024)** which requires CSSPs to include procedures for responding to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds, and **NEW LAW (AB 1858, 2024)** which requires CSSPs to include a provision relating to active shooter and armed assailant drills. In addition, regulation updated to expand upon the material related to suspensions and expulsions in the list of items to be described in the charter petition.

Board Policy 0420.41 - Charter School Oversight

Policy updated to add that the Superintendent or designee and the governing bodies of charter schools review new laws and regulations applicable to charter schools, and delete the section "Material Revisions to Charter," which was moved to Board Policy 0420.4 - Charter School Authorization, as that section is more appropriately placed with material related to authorization of charter schools.

Exhibit(1) 0420.41 - Charter School Oversight

Exhibit updated to include that the exhibit will not be updated after June 1, 2025. Additionally, exhibit updated to reflect (1) **NEW LAW (AB 3216, 2024)** which requires the governing body of a charter school to, by July 1, 2026, adopt policy that limits or prohibits student use of smartphones while at a school site or under the supervision and control of district employee(s), and subsequently, to update the policy every five years, (2) the requirement for charter schools to, by July 1, 2026, develop, adopt, implement, and annually review weather protocols for extreme weather conditions, (3) the requirement for members of the governing body in service as of January 1, 2025, except for members whose term of office ends before January 1, 2026,

to receive ethics training before January 1, 2026, and at least once every 2 years thereafter, (4) **NEW LAW (SB 153, 2024)** which requires, if the governing body is unable to review local indicator due to any specified emergency, to review such data at its next meeting, adopt a resolution describing the emergency event and the date on which the local indicator data was reviewed, and submit the resolution to the California Department of Education (CDE), (5) **NEW LAW (SB 1318, 2024)**, which requires the governing body to, on or after July 1, 2026, update its policy to include best practices identified in CDE's updated Model Youth Suicide Prevention Policy related to crisis intervention protocols in the event of a student suicide crisis, (6) **NEW LAW (SB 1137, 2024)** which provides that prohibited discrimination includes discrimination not just because of one protected class under state law, but also because of the combination of two or more protected bases, (7) **NEW LAW (SB 153, 2024)** which prohibits the governing body from adopting or approving the use of any textbook, instructional material, supplemental instructional material, or curriculum for classroom instruction if the use would subject a student to unlawful discrimination, (8) **REVISED GUIDANCE** from the California Attorney General related to responding to immigration enforcement in K-12 schools, (9) **NEW LAW (AB 1955, 2024)** which prohibits a charter school or a member of the governing body of a charter school, from enacting or enforcing any policy, rule, or administrative regulation that would require an employee or a contractor to disclose any information related to a student's sexual orientation, gender identity, or gender expression to any other person without the student's consent, unless otherwise required by state or federal law, (10) **NEW LAW (SB 153, 2024)** which requires the annual update to the local control and accountability plan (LCAP) to be presented as a nonconsent item at the meeting of the governing body, and that all Learning Recovery Emergency Funds received by the charter school to be included in the LCAP/annual update to the LCAP for the period of July 1, 2025 through June 30, 2028, (11) **NEW LAW (SB 1429, 2024)** which adds snowstorms to the list of emergencies for which a charter school may apply to the Superintendent of Public Instruction to obtain apportionment credit, (12) **NEW LAW (AB 2429, 2024)** which requires the governing body of a charter school that has elected to require its students to complete a course in health education for graduation from high school to include instruction in the dangers associated with fentanyl use, (13) **NEW LAW (AB 1796, 2024)** which requires charter schools to annually notify parents/guardians of students admitted to, or advancing to, grades 7-12, of any dual enrollment or International Baccalaureate courses offered by the local educational agency, (14) **NEW LAW (SB 153, 2024)** which authorizes charter schools, until July 1, 2031, to extend the exemption from all coursework and other requirements adopted by the charter school governing body that are in addition to the statewide course requirements, and award a high school diploma, to an eligible student with exceptional needs who was enrolled in grade 10 or higher in the 2022-23 school year, (15) **NEW LAW (AB 2345, 2024)** which prohibits the charter school from hiring any person for purposes of a short-term staff permit, provisional internship permit, or a teaching permit for statutory leave, unless that person has a certification in cardiopulmonary resuscitation that meets the standards established by the American Heart Association or the American Red Cross, (16) **NEW LAW (AB 2534, 2024)** which requires charter schools, when considering an applicant for a certificated position, to inquire with each local educational agency that previously employed the applicant if the applicant was the subject of any credible complaints of, substantiated investigations into, or discipline for, egregious misconduct that were required to be reported to the Commission on Teacher Credentialing, (17) **NEW LAW (AB 1913, 2024)** which requires charter schools to provide annual training to employees on the prevention of abuse, including sexual abuse, of children on school grounds, by school personnel, or in school-sponsored programs, (18) **NEW LAW (AB 2316, 2024)** which prohibits charter schools, beginning December 31, 2027, from offering or selling, except for food items sold as part of a school fundraising event, foods containing artificial food dyes that have been linked to hyperactivity and behavioral issues in some children, (19) **NEW LAW (SB 1063, 2024)** which requires charter schools that serve students in grades 7-12 and issue or reissue student identification cards to have printed on either side of the card the telephone number for the 988 Suicide and Crisis Lifeline and the National Suicide Prevention Lifeline (1-800-273-8255), (20) **NEW LAW (SB 939, 2024)** which requires charter schools to ensure that specified resources related to neurodiversity are readily accessible in a prominent location on the school's website in a manner that is easily accessible to parents/guardians and students, (21) **NEW LAW (SB 997, 2024)** which provides that a charter school may not prohibit a student in middle school, junior high school, or high school, while on a school site or participating in school activities, from carrying fentanyl test strips or a federally approved opioid antagonist for the emergency treatment of persons suffering, or reasonably believed to be suffering, from an opioid overdose, (22) **NEW LAW (AB 2998, 2024)** which provides that a charter school may not prohibit students 12 years of age or older, while on a school site or participating in school activities, from carrying or administering, for the purposes of providing emergency treatment to persons who are suffering,

or reasonably believed to be suffering, from an opioid overdose, a naloxone hydrochloride nasal spray or any other opioid overdose reversal medication, (23) **NEW LAW (AB 1984, 2024)** which requires, commencing with the 2026-27 school year, charter schools to provide to CDE data on student transfers due to disciplinary reasons, including whether the student transferred to an alternative school based on a referral by the school, (24) **NEW LAW (AB 2711, 2024)** which provides that students who voluntarily disclose their use of a tobacco product, controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports may not be suspended solely for that disclosure, (25) **NEW LAW (AB 2565, 2024)** which requires charter schools serving students in grades kindergarten-12 that undertake an addition, alteration, reconstruction, rehabilitation, or retrofit of a school building, to install interior locks on each door of any room with an occupancy of 5 or more persons in that school building.

Board Policy 0440 - District Technology Plan

Policy updated to revise the philosophical paragraph to acknowledge, in addition to the benefits gained from technological resources, potential negative consequences. Additionally, policy updated to add material related to the alignment of technological resources with other district goals, objectives, and academic standards, the safe use of technological resources, the use of technology in accordance with district policy, and the use of artificial intelligence, as applicable. In addition, policy updated to (1) reflect that state law and the California Department of Education no longer requires districts to have a technology plan and (2) maintain the requirement for the Superintendent to develop and regularly propose revisions to a technology plan. Policy also updated to list the components to be included in the district technology plan.

Delete - Administrative Regulation 0440 - District Technology Plan

Regulation deleted as unnecessary since the California Department of Education no longer requires districts to have a technology plan.

New - Board Policy 0441 - Artificial Intelligence

New policy provides principles for the district regarding the use of artificial intelligence (AI) by students and staff, and requires the Superintendent to ensure that the use of AI is consistent with district policy.

Board Policy 0450 - Comprehensive Safety Plan

Policy updated to include in the philosophical statement that, in addition to high expectations for student conduct, there are high expectations for staff conduct. Additionally, policy updated to reflect legislative intent to provide staff training on the comprehensive school safety plan.

Administrative Regulation 0450 - Comprehensive Safety Plan

Regulation updated to reflect **NEW LAW (AB 2887, 2024)** which (1) provides legislative intent that districts develop a comprehensive school safety plan (CSSP) in consultation with local medical services personnel and other persons who may be interested in the health and safety of students, and (2) requires CSSPs to include procedures to respond to incidents involving an individual experiencing a sudden cardiac arrest or a similar life-threatening medical emergency while on school grounds. Additionally, regulation updated to reflect **NEW LAW (AB 2968, 2024)** which requires, beginning with the 2026-27 school year, the disaster procedures in CSSPs to include a procedure to identify appropriate refuge shelter for all students and staff for use in the event of an evacuation order and, for any school in a high or very high fire hazard severity zone, a communication and evacuation plan to be used in the event of an early notice evacuation warning that allows enough time to evacuate all students and staff, and **NEW LAW (AB 1858, 2024)** which requires, if the CSSP includes procedures to prepare for active shooters or other armed assailants by conducting a drill, the drill to be in accordance with specified components. In addition, regulation updated for reflect **NEW LAW (SB 153, 2024)** which requires CSSPs to include an instructional continuity plan to establish communication and provide instruction to students when in-person instruction is disrupted due to an emergency.

Board Policy 1113 - District and School Websites

Policy updated to make the philosophical paragraph more current by assuming that districts have websites and to recognize the value of district and school websites for communication purposes. Additionally, policy updated to **NEW LAW (AB 1785, 2024)** which prohibits districts from publicly posting online specified

information of any elected or appointed official, such as a Governing Board member, without first obtaining the written permission of that individual.

Administrative Regulation 1113 - District and School Websites

Regulation updated to reflect **NEW REGUATION (89 Fed.Reg. 31337)** which establishes requirements and technical standards for making web content offered by government entities accessible to the public. Additionally, regulation updated to provide minor clarifications, and revisions to style.

Exhibit(1) 1113 - District and School Websites

Exhibit updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, exhibit updated to reflect **NEW LAW (SB 939, 2024)** which requires districts to ensure that specified resources related to neurodiversity are readily accessible in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. In addition, exhibit updated to include the requirement, beginning January 1, 2027, for districts to post a notification of the hearing date and location for inspection for the district's proposed budget prominently on the district's website homepage at least three days before the availability of the proposed budget for public inspection. Exhibit also updated to reflect **NEW LAW (AB 2690, 2024)** which requires districts to post information about the risks of social media being used as a way to market and sell synthetic drugs.

Board Policy 1312.3 - Uniform Complaint Procedures

Policy updated to reflect **NEW LAW (SB 1137, 2024)** which provides that prohibited discrimination includes discrimination not just because of one protected class under state law, but also because of the combination of two or more protected bases. Additionally, policy updated to clarify, in accordance with various provisions of state and federal law and related court cases, the actual or perceived characteristics of an individual or group that may serve as a basis for unlawful discrimination in education programs and activities. In addition, policy updated to reflect the California Department of Education's federal program monitoring instrument which now lists "Instructional Materials and Curriculum: Diversity" as its own item, and **NEW LAW (AB 3074, 2024)** which requires the use of the uniform complaint procedures to resolve complaints related to school or athletic team names, mascots, or nicknames. Policy also updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024, and clarify that the Title IX regulations as they existed prior to August 1, 2024 are required to be used to address any complaint alleging sexual harassment, as defined, based on conduct that occurred between August 14, 2020 and July 31, 2024, and after January 9, 2025.

Administrative Regulation 1312.3 - Uniform Complaint Procedures

Regulation updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, regulation updated to delete language which is not required by law related to receipt of an investigation report by respondent and consideration of an appeal by the Governing Board. In addition, regulation updated to delete material which is no longer supported related to an alleged victim receiving information in the notice of the investigation report about sanction(s) to be imposed upon a respondent that relates directly to an alleged victim.

Exhibit(1) 1312.3 - Uniform Complaint Procedures

Exhibit updated in conjunction with accompanying Board policy and administrative regulation.

Exhibit(2) 1312.3 - Uniform Complaint Procedures

Exhibit updated in conjunction with accompanying Board policy and administrative regulation, with minor revisions to more closely align with law.

Administrative Regulation 3512 - Equipment

Regulation updated to clarify that (1) district equipment may only be used for an approved district-related purpose, (2) the Superintendent or designee is required to maintain property records as specified in Administrative Regulation 3440 - Inventories, including updating property records when there is a change in the status of the property, (3) the Superintendent or designee is required to obtain prior approval from the California Department of Education or other awarding agency before disposing or encumbering equipment purchased with federal funds, and (4) persons involved in the selection, award, or administration of a contract supported by federal funds comply with the requirements specified in 2 CFR 200.13 and 200.318, and in accordance with Administrative Regulation 3230 - Federal Grant Funds and Board Bylaw 93270 - Conflict of Interest.

Exhibit(1) 3512 - Equipment

Exhibit updated in conjunction with accompanying administrative regulation, with the condition of equipment included in the description of loaned equipment.

Administrative Regulation 3542 - School Bus Drivers

Regulation updated to include in the philosophical statement that in order to administer safe and efficient transportation of students, the district may employ its own school bus or student activity bus drivers or contract with an agency to provide such drivers. Additionally, regulation updated to reflect specified qualification and training requirements for all drivers employed to operate school buses or student activity buses. In addition, regulation updated to add, to the list of required training for drivers, training related to the district's transportation safety plan. Regulation also updated to include additional requirements for drivers employed to operate school buses or student activity buses related to length of driving time, daily log sheets, and pretrip inspections. Additionally, regulation updated to add that the Superintendent or designee retain records of school bus accident reports, including a report of each accident that occurred on public or private property involving a school bus with students aboard, including pertinent details of the accident, for 12 months from the date of the accident, and that if the accident was not investigated by the California Highway Patrol (CHP), the Superintendent or designee forward a copy of the report to the local CHP within five business days of the date of the accident.

Board Policy 4030 - Nondiscrimination in Employment

Policy updated to align those who are included as "employees" for purposes of the policy and accompanying administrative regulation with analogous language in related sample Board policies and administrative regulations. Additionally, policy updated to reflect **NEW LAW (SB 1137, 2024)** which provides that prohibited discrimination includes discrimination not just because of one protected class under state law, but also because of the combination of two or more protected bases. In addition, policy updated to clarify, in accordance with various provisions of state and federal law and related court cases, the actual or perceived characteristics of an individual or group that may serve as a basis for unlawful discrimination in the course of employment. Policy also updated to reflect **NEW LAW (SB 1100, 2024)** which makes it an unlawful employment practice to include a statement in a job advertisement, posting, application, or other material that an applicant is required to have a driver's license, unless specified conditions are satisfied. Additionally, policy updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024, and clarify that the Title IX regulations as they existed prior to August 1, 2024 are required to be used to address any complaint alleging sexual harassment, as defined, based on conduct that occurred between August 14, 2020 and July 31, 2024, and after January 9, 2025. In addition, policy updated to include material related to sex discrimination, which had been moved to Board Policy and Administrative Regulation 4119.11/4219.11/4319.11 - Sex Discrimination and Sex-Based Harassment when last revised based on the now vacated Title IX regulations, in order to keep material related to all forms of discrimination together.

Administrative Regulation 4030 - Nondiscrimination in Employment

Regulation updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX

based on the regulations as they existed prior to August 1, 2024, and clarify that the Title IX regulations as they existed prior to August 1, 2024 are required to be used to address any complaint alleging sexual harassment, as defined, based on conduct that occurred between August 14, 2020 and July 31, 2024, and after January 9, 2025. Additionally, regulation updated to delete material related to Title IX sexual harassment, which was added when last revised based on the now vacated Title IX regulations, and include in Board Policy and Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment to keep material related to sexual harassment, including Title IX sexual harassment, together.

Board Policy 4033 - Lactation Accommodation

Policy updated to clarify that required lactation accommodations apply to expressing breast milk, rather than breastfeeding an infant child, and that these accommodations are required for at least a year after the birth of the child. Additionally, policy updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024, and delete references to Title IX because lactation accommodations, although required by state law and other federal law, are not required by the Title IX regulations as they existed prior to August 1, 2024.

Board Policy 4112.9/4212.9/4312.9 - Employee Notifications

Policy updated in conjunction with the accompanying exhibit, with no substantive changes made.

Exhibit(1) 4112.9/4212.9/4312.9 - Employee Notifications

Exhibit updated to reflect (1) **NEW LAW (AB 2473, 2024)** which requires districts to comply with specified notice requirements related to transfer of coursework and credits for students participating in a newcomer program, as defined, (2) **NEW LAW (AB 2499, 2024)** which requires districts to provide notice of the rights pertaining to leaves and accommodations for victims of qualifying acts of violence, (3) **NEW LAW (AB 1870, 2024)** which requires notice of the district's current compensation insurance carrier, or if appropriate, that the district is self-insured, and who is responsible for claims adjustment, (4) the requirement to post a notice explaining the California Family Rights Act provisions and procedures for filing complaints of violations of the Act with the Civil Rights Department, (5) **NEW LAW (SB 153, 2024)** which requires notice to certificated employees on existing school site and community resources related to the support of students who may face bias or bullying, and (6) **NEW LAW (AB 2499, 2024)** which requires the district to provide notice, when an employee informs the district that the employee or the employee's family member is a victim of a qualifying act of violence, of accommodations and leave for victims of a qualifying act of violence. Additionally, exhibit updated to delete the notification related to potential exposure to COVID-19 as this notification is no longer required.

Board Policy 4119.11/4219.11/4319.11 - Sexual Harassment

Policy updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, policy updated to delete material related to sex discrimination, which was added when last revised based on the now vacated Title IX regulations, and include in Board Policy and Administrative Regulation 4030 - Nondiscrimination in Employment to keep material related to discrimination, including sex discrimination, together. In addition, policy updated to add general statement related to the prohibition of discrimination on the basis of sex and compliance with Title IX, which was moved from the accompanying administrative regulation. Policy also updated to align those who are included as "employees" for purposes of the policy and accompanying administrative regulation with analogous language in related sample Board policies and administrative regulations.

Administrative Regulation 4119.11/4219.11/4319.11 - Sexual Harassment

Regulation updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, regulation updated to delete material related to sex discrimination, which was added when last revised based on the now vacated Title IX

regulations, and include in Board Policy and Administrative Regulation 4030 - Nondiscrimination in Employment to keep material related to discrimination, including sex discrimination, together. In addition, regulation updated to delete general statement related to the prohibition of discrimination on the basis of sex and compliance with Title IX, which was moved to the accompanying Board policy. Regulation also updated to reflect **NEW LAW (SB 1137, 2024)** which provides that prohibited discrimination or harassment includes discrimination or harassment not just because of one protected class under state law, but also because of the combination of two or more protected bases. Additionally, regulation updated to clarify, in accordance with various provisions of state and federal law and related court cases, the actual or perceived characteristics of an individual or group that may serve as a basis for sexual harassment in the course of employment. In addition, regulation updated to delete examples of actions that may constitute sexual harassment as it is nuanced regarding when the action(s) amount to sexual harassment.

Administrative Regulation 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures

Regulation updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024, and clarify that the Title IX regulations as they existed prior to August 1, 2024 are required to be used to address any complaint alleging sexual harassment, as defined, based on conduct that occurred between August 14, 2020 and July 31, 2024, and after January 9, 2025. Additionally, regulation updated to delete material related to sex discrimination, which was added when last revised based on the now vacated Title IX regulations, as the Title IX regulations as they existed prior to August 1, 2024 only require complaints alleging sexual harassment to follow the Title IX grievance procedures. In addition, regulation updated to require that records of insurance which evidence the district's coverage for acts of sexual assault be maintained indefinitely.

Exhibit(1) 4119.12/4219.12/4319.12 - Title IX Sexual Harassment Complaint Procedures

Exhibit updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024, and revise the notification requirements accordingly.

Board Policy 5125.1 - Release of Directory Information

Policy updated to include that a student's directory information may only be included in the minutes of the Governing Board's meeting in accordance with Board Bylaw 9324 - Minutes and Recordings. Additionally, policy updated to delete options regarding access to directory information to employers, colleges, and military recruiters and instead provide that colleges and prospective employers, including military recruiters, have access to a student's name, address, email address, and telephone number, unless the student's parent/guardian, or the student, if the student is 18 years of age or older, has specified that the information not be released.

Administrative Regulation 5125.1 - Release of Directory Information

Regulation reviewed in conjunction with accompanying Board Policy, with minor clarifications and rearrangement of material.

Exhibit(1) 5125.1 - Release of Directory Information

Exhibit updated to clarify when a student's identification number, user identification, or other unique personal identifier may be used to communicate in electronic systems, and add that the district may disclose a student identification number or other unique personal identifier that is displayed on a student identification badge, but only if the identifier cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a PIN, password, or other factor known or possessed only by the authorized user. Additionally, exhibit updated to reflect **REVISED GUIDANCE** from the California Attorney General related to responding to immigration enforcement in K-12 schools, clarifying that the district may not disclose a student's Social Security number.

Administrative Regulation 5131.41 - Use of Seclusion and Restraint

Regulation updated to reflect **NEW LAW (SB 483, 2024)** which prohibits the use of prone restraint and prone containment, and add the requirement that the district's data on the use of seclusion and behavioral restraint be reported on the district's website.

Board Policy 5145.3 - Nondiscrimination/Harassment

Policy updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, policy updated to reflect **NEW LAW (SB 1137, 2024)** which provides that prohibited discrimination includes discrimination not just because of one protected class under state law, but also because of the combination of two or more protected bases. In addition, policy updated to clarify, in accordance with various provisions of state and federal law and related court cases, the actual or perceived characteristics of an individual or group that may serve as a basis for unlawful discrimination in education programs and activities. Policy also updated to make permissive, when a student has been suspended or other means of correction have been implemented for an incident of racist bullying, harassment, or intimidation the (1) engagement of a victim and perpetrator in restorative justice practices, (2) engagement of the perpetrator in culturally sensitive programs, and (3) regular checks on the victim to ensure the victim is not in danger of suffering from any long-lasting mental health issues, as these measures are encouraged rather than required by state law.

Administrative Regulation 5145.3 - Nondiscrimination/Harassment

Regulation updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024, and clarify that the Title IX regulations as they existed prior to August 1, 2024 are required to be used to address any complaint alleging sexual harassment, as defined, based on conduct that occurred between August 14, 2020 and July 31, 2024, and after January 9, 2025. Additionally, regulation updated to reflect **NEW LAW (SB 939, 2024)** which requires districts to ensure that specified resources related to neurodiversity are readily accessible in a prominent location on the district's website in a manner that is easily accessible to parents/guardians and students. In addition, regulation updated to delete material related to Title IX sexual harassment, which was added when last revised based on the now vacated Title IX regulations, and include in Board Policy and Administrative Regulation 5145.7 - Sexual Harassment to keep material related to sexual harassment, including Title IX sexual harassment, together. Regulation also updated to add section "Support for Intersex, Nonbinary, Transgender and Gender-Nonconforming Students," which was moved from Administrative Regulation 5145.7 - Sexual Harassment and updated in accordance with various provisions of state and federal law and related court cases.

Board Policy 5145.6 - Parent/Guardian Notifications

Policy updated in conjunction with the accompanying exhibit, with minor stylistic changes.

Exhibit(1) 5145.6 - Parent/Guardian Notifications

Exhibit updated to reflect (1) **NEW LAW (AB 2179, 2024)** which requires notification on local apprenticeship and preapprenticeship programs, (2) **NEW LAW (AB 1796, 2024)** which requires notification of any dual enrollment or International Baccalaureate courses offered by the district, (3) **NEW LAW (AB 2690, 2024)** which requires notification of the risk of social media platforms being used as a way to market and sell synthetic drugs such as fentanyl, (4) **NEW LAW (AB 2473, 2024)** which requires districts to comply with specified notice requirements related to transfer of coursework and credits for students participating in a newcomer program, as defined, (5) **NEW LAW (AB 2630, 2024)** which defines "kindergarten" for purposes of proof of having received an oral health assessment as both transitional kindergarten and kindergarten, (6) **NEW LAW (SB 153, 2024)** which requires notification regarding the Californiacolleges.edu platform and that student data may be shared with the California College Guidance Initiative, (7) **NEW LAW (SB 691, 2024)** which requires revised and additional notifications related to truancy, (8) **NEW LAW (AB 3262, 2024)** which requires students to be notified of the location of all automated external defibrillators on campus, (9) **NEW LAW (AB 543, 2024)** which requires the district to

display a poster that notifies students of the applicable written policy on sexual harassment required by Education Code 231.5, and (1) the requirement for signage identifying a bathroom facility as being open to all genders and in conformity with Title 24 of the California Code of Regulations, that the bathroom is available during school hours and school functions when students are present, and designated point of contact.

Board Policy 5145.7 - Sexual Harassment

Policy updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, policy updated to delete material related to sex discrimination, which was added when last revised based on the now vacated Title IX regulations, and include in Board Policy and Administrative Regulation 5145.3 - Nondiscrimination/Harassment to keep material related to discrimination, including sex discrimination, together. In addition, policy updated to add general statement related to the prohibition of discrimination on the basis of sex and compliance with Title IX, which was moved from the accompanying administrative regulation.

Administrative Regulation 5145.7 - Sexual Harassment

Regulation updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, regulation updated to delete material related to sex discrimination, which was added when last revised based on the now vacated Title IX regulations, and include in Board Policy and Administrative Regulation 5145.3 - Nondiscrimination/Harassment to keep material related to discrimination, including sex discrimination, together. In addition, regulation updated to delete general statement related to the prohibition of discrimination on the basis of sex and compliance with Title IX, which was moved to the accompanying Board policy. Regulation also updated to reflect **NEW LAW (SB 1137, 2024)** which provides that prohibited discrimination or harassment includes discrimination or harassment not just because of one protected class under state law, but also because of the combination of two or more protected bases. Additionally, regulation updated to clarify, in accordance with various provisions of state and federal law and related court cases, the actual or perceived characteristics of an individual or group that may serve as a basis for sexual harassment in district programs and activities. In addition, regulation updated to delete examples of actions that may constitute sexual harassment as it is nuanced regarding when the action(s) amount to sexual harassment. Regulation also updated to delete section "Issues Unique to Intersex, Nonbinary, Transgender and Gender-Nonconforming Students," as this section was moved to Administrative Regulation 5145.3 - Nondiscrimination/Harassment and amended.

Administrative Regulation 5145.71 - Title IX Sexual Harassment Complaint Procedures

Regulation updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024, and clarify that the Title IX regulations as they existed prior to August 1, 2024 are required to be used to address any complaint alleging sexual harassment, as defined, based on conduct that occurred between August 14, 2020 and July 31, 2024, and after January 9, 2025. Additionally, regulation updated to delete material related to sex discrimination, which was added when last revised based on the now vacated Title IX regulations, as the Title IX regulations as they existed prior to August 1, 2024 only require complaints alleging sexual harassment to follow the Title IX grievance procedures. In addition, regulation updated to clarify that when a student is a respondent and is removed from school on an emergency basis, the removal may not constitute discipline for other purposes. In addition, regulation updated to require that records of insurance which evidence the district's coverage for acts of sexual assault be maintained indefinitely.

Exhibit(1) 5145.71 - Title IX Sexual Harassment Complaint Procedures

Exhibit updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department

of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024, and revise the notification requirements accordingly.

Board Policy 5146 - Married/Pregnant/Parenting Students

Policy updated to reflect **NEW COURT DECISION (Tennessee v. Cardona)** which vacated nationwide the Title IX regulations which took effect August 1, 2024, and **NEW GUIDANCE** from the U.S. Department of Education's Office for Civil Rights (OCR) which clarified that OCR will enforce Title IX based on the regulations as they existed prior to August 1, 2024. Additionally, policy updated to identify rights and privileges of a student under 18 years of age who enters into a valid marriage. In addition, policy updated to clarify the period of time of parental leave, and that failure to notify the district of the student's intent to take parental leave does not abridge a student's rights in this regard.

Board Policy 6142.91 - Reading/Language Arts Instruction

Policy updated to add to the philosophical statement "listening, speaking, and composition" as effective communication skills. Additionally, policy updated to clarify that the Governing Board adopt instructional materials that meet or exceed the Common Core State Standards. In addition, policy updated to add new section "Screening for Risk of Reading Difficulties" that provides for required (1) Board adoption of screening instruments to assess students in grades kindergarten-2 for risk of reading difficulties and (2) annual assessment each student in grades kindergarten-2 for risk of reading difficulties, unless exempted. Policy also updated to add requirement for (1) the provision of specified information to parents/guardians of students eligible for screening for risk of reading difficulties, and (2) that employees administering screening instruments for risk of reading difficulties be appropriately trained to administer the instrument.

Board Policy 6145.2 - Athletic Competition

Policy updated to reflect **NEW LAW (AB 3074, 2024)** which (1) prohibits public schools, except public schools operated by an Indian tribe or a tribal organization, from using the term "Redskins" as a school or athletic team name, mascot, or nickname, (2) beginning July 1, 2026, prohibits public schools, other than those operated by an Indian tribe or a tribal organization, from using any derogatory Native American term for school or athletic team names, mascots, or nicknames without the written consent of a local federally recognized Indian tribe, (3) requires any district school using or in which any such derogatory term is being used, to complete the implementation of a new school or athletic team name, mascot, or nickname before the start of the 2028-2029 school year, and (4) provides if a school selects a new school or athletic team name due to this prohibition, then any purchases or replacements of materials or fixtures due required by the implementation of the new name be completed before the start of the 2028-2029 school year. Additionally, policy updated to require that the district post on its website the California Department of Education's standardized incident form to track racial discrimination, harassment, or hazing that occurs at high school sporting games or events, including information on how to submit a completed incident form. In addition, policy updated to state that student athletes, coaches, parents/guardians, spectators, and others are required to teach, enforce, advocate, and abide by the applicable Code of Conduct adopted by the California Interscholastic Federation (CIF). Policy also updated to require the written emergency action plan to include the location of emergency medical equipment, procedures to be followed in the event of concussion and heat illness, and a description of the manner and frequency at which the procedures to be followed in the event of medical emergencies will be rehearsed, pursuant to coaches training requirements as specified in law. Additionally, policy updated to include that that coaches and/or athletic trainers comply with any training required by law and in accordance with the accompanying administrative regulation and Administrative Regulation 4127/4227/4327 - Temporary Athletic Team Coaches.

Administrative Regulation 6145.2 - Athletic Competition

Regulation updated to clarify that the Superintendent or designee (1) provide training to coaches and/or athletic trainers regarding the signs and symptoms of, and the appropriate response to, concussions and sudden cardiac arrest, and (2) acquire at least one automated external defibrillator (AED) for each district school that participates in any interscholastic athletic program. Additionally, regulation updated to reflect **NEW LAW (AB 3262, 2024)** which requires students to be notified of the location of any AED, and to clarify that notice provided to students and their parents/guardians related to the filing a discrimination complaint that arises out of an interscholastic athletic activity include the name of the district's Compliance Officer, in addition to the district's Title IX Coordinator.

Administrative Regulation 6159.4 - Behavioral Interventions for Special Education Students

Regulation updated to reflect the requirement for the district's data on the use of seclusion and behavioral restraint to be reported on the district's website and submitted to the California Department of Education, and **NEW LAW (SB 483, 2024)** which prohibits the use of prone restraint and prone containment.

Board Bylaw 9011 - Disclosure of Confidential/Privileged Information

Bylaw updated to expand and clarify definition of confidential information to include (1) information acquired by being present in a closed session that is specifically related to the basis for the Governing Board to meet lawfully in closed session, (2) information acquired in anticipation of a closed session, or as follow-up to a closed session, that is specifically related to the basis for the Board to meet lawfully in closed session, (3) information contained in communications provided to Board members from the district's attorney, and (4) information deemed confidential by the Board. Additionally, bylaw updated to clarify that confidential information does not include information that is already publicly disclosed, provided that the initial disclosure did not violate law or Board bylaws or policies. In addition, bylaw updated to expand material related to (1) a Board member willfully and knowingly using or disclosing for pecuniary gain information acquired in the course of the Board member's official duties, and (2) actions the Board may pursue if a Board member threatens to disclose or discloses confidential information. Bylaw also updated to remove reference to employees, which are governed by Board Policy 4119.23/4219.23/4319.23 - Unauthorized Release of Confidential/Privileged Information.

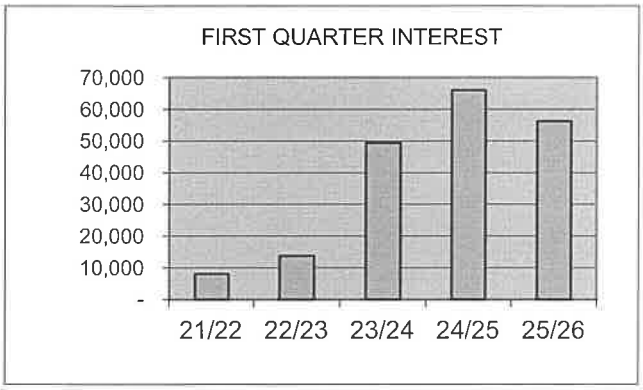
QUARTERLY & HISTORICAL INTEREST EARNED ON MJUSD INVESTMENTS

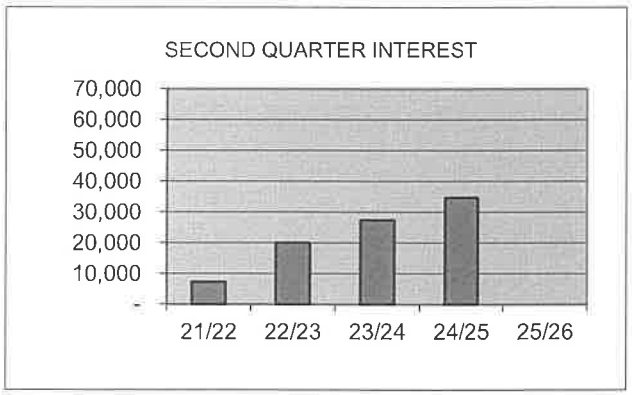
MJUSD earns interest from the following: Community Local Agency Special Sweep (CLA$$) account, certificates of deposit (CDs) with Edward Jones Investments, and Local Agency Agency Investment Fund (LAIF).

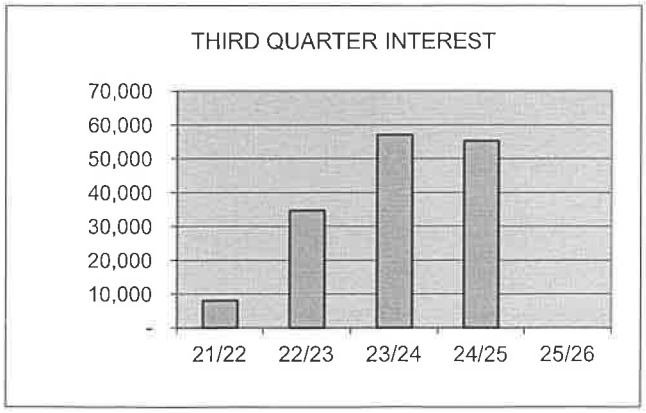
2025-26 fiscal year interest earned during the 1st quarter:

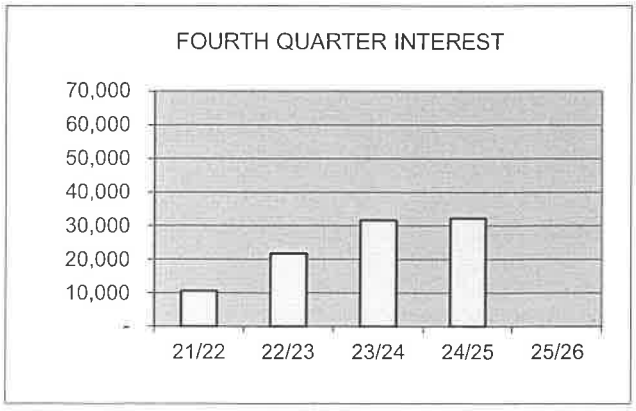
	July	August	September	1st Qtr Totals
CLA$$ Acct	284.85	284.94	275.84	845.63
Edward Jones	1,637.32	5,515.89	21,551.79	28,705.00
LAIF				26,732.84
				56,283.47

	21/22	22/23	23/24	24/25	25/26
1ST QTR	8,054.29	13,751.12	49,408.60	66,104.47	56,283.47
2ND QTR	7,264.49	19,964.35	27,337.77	34,679.65	-
3RD QTR	8,009.07	34,650.30	57,099.33	55,228.21	-
4TH QTR	10,533.37	21,945.61	31,631.54	32,209.88	-
	33,861.22	**90,311.38**	**165,477.24**	**188,222.21**	**56,283.47**









Superintendent
Rebecca Lewis

MODOC
Joint Unified School District

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Board Members
Fernand Larranaga
Ruth Ann Criner
Monica Widby
Shaun Wood
Jodie Veverka

ASSOCIATED STUDENT BODY (ASB) REPORT

PERIOD ENDING:

September 30, 2025

To: Beckie Lewis, Superintendent
From: Elizabeth Nikki Guzman, Business Manager
Date: October 13, 2025

A financial summary report for each school's ASB account is provided below

School Site	Beginning Balance	Deposits	Withdrawals	Ending Balance
Modoc Middle School	$7,895.04	+$0.00	-$455.00	$7,440.04
Modoc High School	$184,111.42	+$25,265.28	-$16,116.01	$193,260.69

2025-26 MJUSD GENERAL FUND BUDGET
As of November 12, 2025

Enrollment: 767 ~ Est. P2 ADA: 698.11 ~ COLA: 2.30%

	Object Codes	Unrestricted	Restricted	Total
REVENUES:				
LCFF Sources	8010-8099	11,534,800	0	11,534,800
Federal Revenues	8100-8299	38,000	713,447	751,447
Other State Revenues	8300-8599	170,764	2,263,409	2,434,173
Other Local Revenues	8600-8799	282,102	597,419	879,521
TOTAL REVENUES		**12,025,666**	**3,574,275**	**15,599,941**
EXPENDITURES:				
Certificated Salaries	1000-1999	4,176,893	659,981	4,836,874
Classified Salaries	2000-2999	1,231,307	1,424,742	2,656,049
Benefits	3000-3999	2,650,079	1,436,299	4,086,378
Books and Supplies	4000-4999	628,413	686,516	1,314,929
Services, Other Operating	5000-5999	1,438,067	1,464,934	2,903,001
Capital Outlay	6000-6999	0	330,507	330,507
Other Outgo	7100-7299	104,178	105,319	209,497
Direct/Indirect	7300-7399	-222,814	222,814	0
TOTAL EXPENDITURES		**10,006,123**	**6,331,112**	**16,337,235**
EXCESS (DEFICIENCY)		2,019,543	-2,756,837	-737,294
OTHER FINANCING:				
Transfers In	8900-8929	0	0	0
Transfers Out	7600-7629	-208,234	-244,447	-452,681
Other Sources	8930-8979	0	0	0
Contributions to Rest.	8980-8999	-1,778,326	1,778,326	0
TOTAL OTHER FINANCING		**-1,986,560**	**1,533,879**	**-452,681**
INCREASE (DECREASE)		32,983	-1,222,958	-1,189,975
FUND BALANCE:				
Beginning Balance		7,524,734	2,502,445	10,027,179
ENDING FUND BALANCE		**7,557,717**	**1,279,487**	**8,837,204**

Components of Fund Balance			
Revolving Fund	*2,500*		*2,500*
Restricted Carryover		*1,279,487*	*1,279,487*
Other Assignments	*4,700,931*		*4,700,931*
Economic Uncertainties: 17% Minimum Reserve	*2,854,286*		*2,854,286*
Ending Fund Balance	***7,557,717***	***1,279,487***	***8,837,204***

Board Approved: Added $19,998 from insurance payments, added $500 one-time grant, reduced Lottery by $13,982, changed transfer between Title II and Title IV by $5,258, and added $1,200 donation.

Modoc Joint Unified School District
2025-26 CASH FLOW PROJECTION: GENERAL FUND

Updated 11/12/25

	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Adjustments	TOTAL
Beginning Cash	6,498,679.56	6,147,825.71	5,784,754.28	6,853,623.66	7,232,849.63	6,095,966.20	7,868,681.96	7,204,301.46	6,440,585.06	6,347,717.66	6,785,951.26	5,857,326.66			
RECEIPTS															
LCFF															
State Aid	875,305.00	875,308.00	875,308.00	875,308.00	0.00	0.00	350,123.00	337,924.00	337,924.00	337,924.00	337,924.00	0.00	337,924.00	0.00	5,540,972.00
Education Protection Acct	0.00	0.00	595,697.00	0.00	0.00	595,697.00	0.00	0.00	595,697.00	0.00	0.00	526,737.00	0.00	0.00	2,313,828.00
Property Tax	1,965.42	36,496.89	0.00	0.00	0.00	2,400,000.00	0.00	70,000.00	0.00	1,120,000.00	0.00	51,537.69	0.00	0.00	3,680,000.00
Federal Rev.	0.00	0.00	66,921.79	84,377.52	0.00	0.00	100,200.00	14,089.00	150,000.00	55,068.00	0.00	162,033.69	118,757.00	0.00	751,447.00
State Rev.	135,209.00	135,206.00	573,382.15	312,136.00	63,645.00	64,929.00	70,287.00	80,573.00	213,410.00	93,140.00	85,550.00	407,679.93	199,025.92	0.00	2,434,173.00
Local Rev.	34,182.97	10,370.44	25,191.20	105,915.02	9,287.91	6,001.60	41,166.27	9,101.60	5,101.60	35,101.60	10,901.40	233,264.09	353,935.30	0.00	879,521.00
Interfund Transfers In	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS	1,046,662.39	1,057,381.33	2,136,500.14	1,377,736.54	72,932.91	3,066,627.60	561,776.27	511,687.60	1,302,132.60	1,641,233.60	434,375.40	1,381,252.40	1,009,642.22	0.00	15,599,941.00
DISBURSEMENTS															
Certificated Salaries	53,473.15	429,894.92	391,466.92	395,588.30	394,203.51	450,000.00	425,000.00	425,000.00	450,000.00	425,000.00	425,000.00	572,247.20	0.00	0.00	4,836,874.00
Classified Salaries	98,110.79	245,761.55	203,939.35	207,171.30	209,196.19	280,000.00	210,000.00	210,000.00	210,000.00	210,000.00	280,000.00	291,869.82	0.00	0.00	2,656,049.00
Employee Benefits	97,350.09	317,407.93	308,192.68	289,456.75	300,000.00	345,000.00	328,000.00	328,000.00	345,000.00	328,000.00	328,000.00	771,970.55	0.00	0.00	4,086,378.00
Subtotal Salaries & Benefits	248,934.03	993,064.40	903,598.95	892,216.35	903,399.70	1,075,000.00	963,000.00	963,000.00	1,005,000.00	963,000.00	1,033,000.00	1,636,087.57	0.00	0.00	11,579,301.00
Books & Supplies	12,801.66	90,460.65	87,983.76	93,758.97	70,000.00	70,000.00	90,000.00	95,000.00	90,000.00	80,000.00	100,000.00	179,923.96	255,000.00	0.00	1,314,929.00
Services	331,895.28	130,184.21	160,102.23	80,531.58	160,000.00	160,000.00	160,000.00	200,000.00	200,000.00	150,000.00	230,000.00	340,287.70	600,000.00	0.00	2,903,001.00
Capital Outlay	31,408.63	0.00	0.00	0.00	87,048.00	0.00	6,076.00	0.00	100,000.00	0.00	0.00	105,974.37	0.00	0.00	330,507.00
Other Outgo	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	209,497.00	0.00	0.00	209,497.00
Interfund Transfers Out	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	452,681.00	0.00	0.00	452,681.00
All Other Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS	625,039.60	1,213,709.26	1,151,684.94	1,066,506.90	1,220,447.70	1,305,000.00	1,219,076.00	1,258,000.00	1,395,000.00	1,193,000.00	1,363,000.00	2,924,451.60	855,000.00	0.00	16,789,916.00
BALANCE SHEET ITEMS															
Investments/Cash not in Treasury	-18,435.33	0.00	0.00	-47,743.67	0.00	0.00	-15,000.00	0.00	0.00	-10,000.00	0.00	-5,000.00	96,176.22	4,145,187.29	4,145,184.51
Accounts Receivable	198,247.76	12,397.84	538,056.02	115,500.00	10,631.36	11,088.16	9,400.00	820.00	0.00	0.00	0.00	240,283.07	0.00	0.00	1,136,424.21
Due From Other Funds	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	0.00	0.00	22,247.46	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	22,247.46
Subtotal Assets	179,812.43	12,397.84	560,303.48	67,756.33	10,631.36	11,088.16	-5,600.00	820.00	0.00	-10,000.00	0.00	235,283.07	96,176.22	0.00	1,158,668.89
Use Tax	0.00	27.37	415.18	240.00	0.00	0.00	-682.55	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Payable	-952,289.07	-219,168.71	1,456.85	0.00	0.00	0.00	-798.22	-18,224.00	0.00	0.00	0.00	-108,212.26	0.00	0.00	-1,297,235.41
Unearned Revenues	0.00	0.00	-478,121.33	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	-478,121.33
Subtotal Liabilities	-952,289.07	-219,141.34	-476,249.30	240.00	0.00	0.00	-1,480.77	-18,224.00	0.00	0.00	0.00	-108,212.26	0.00	0.00	-1,775,356.74
TOTAL BALANCE SHEET ITEMS	-772,476.64	-206,743.50	84,054.18	67,996.33	10,631.36	11,088.16	-7,080.77	-17,404.00	0.00	-10,000.00	0.00	127,070.81	96,176.22	4,145,187.29	4,186,768.90
Net Increase/Decrease	-350,853.85	-363,071.43	1,068,869.38	379,225.97	-1,136,883.43	1,772,715.76	-664,380.50	-763,716.40	-92,867.40	438,233.60	-928,624.60	-1,416,128.39	250,818.44	4,145,187.29	2,996,793.90
Ending Cash	**6,147,825.71**	**5,784,754.28**	**6,853,623.66**	**7,232,849.63**	**6,095,966.20**	**7,868,681.96**	**7,204,301.46**	**6,440,585.06**	**6,347,717.66**	**6,785,951.26**	**5,857,326.66**	**4,441,198.27**			
Ending Cash, Plus Accruals															
														Ending Fund Balance	*8,837,204.00*

REPORT: Projections based on historical, budgeted and estimated revenue allocations and expenditures.

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Annual Report Template for Four Required Areas and Optional Reporting of Uniform Complaints Data and Related Audit Findings

November 10, 2025

Dear Mr. Larranaga and Members of the District Board of Trustees:

California *Education Code* Section 1240 requires that I visit schools identified in our county, review information in the areas noted below, and report to you the results of my visits and reviews. I am pleased to provide, for submission to your governing board at a regularly scheduled November meeting, the annual report for fiscal year 2024-2025 as required by *Education Code* section 1240(c)(2)(A)(i) pursuant to the Williams Settlement. This report presents the results of my visits and reviews at Alturas Elementary School, Modoc Middle School, and Modoc High School.

The purpose of my visit(s) as specified in California Education Code 1240 was to:

1. Determine if students have "sufficient" standards-aligned instructional materials in four core subject areas (English language arts, mathematics, history/social science, and science (including science laboratory equipment in grades 9-12)) and, as appropriate, in world languages and health;

2. Determine if there is any facility condition that "poses an emergency or urgent threat to the health or safety of pupils or staff"; and

3. Determine if the school has provided accurate data on the annual school accountability report card related to the sufficiency of instructional materials and the safety, cleanliness, and adequacy of school facilities, including "good repair."

The law further requires that the county superintendent:

1. Annually monitor and review teacher misassignments and teacher vacancies;

2. Receive quarterly reports on complaints filed within the school district concerning insufficient instructional materials, teacher vacancies and misassignments, and emergency or urgent facilities issues under the Uniform Complaint Procedure; and

3. Review audit exceptions under expanded authority in the areas of use of instructional materials program funds, teacher misassignments, and information reported on the school accountability report card and determine whether the exceptions are either corrected or an acceptable plan of correction has been developed.

While the Uniform Complaint data and audit findings are not mandated to be a part of this report to you, they are being included so that you and the citizens of our community will have a complete understanding of the environment in which Alturas Elementary School, Modoc Middle School and Modoc High School are functioning.

Before proceeding with the report, let me define some basic terms:

- "Sufficient textbooks or instructional materials" means each pupil, including English learners, has a standards-aligned textbook or instructional materials, or both, to use in class and to take home.

- A school facility condition that poses an "emergency or urgent threat" is a "condition that poses a threat to the health or safety of pupils or staff while at school." [Note: this definition and quote is drawn from EC 17592.72(c)(1) because it is incorporated by reference in EC 1240(c)(2)(E)(ii).]

- "Good repair" means the school facilities are clean, safe, and functional as determined pursuant to the school facility inspection and evaluation instrument developed by the Office of Public School Construction or a local evaluation instrument that meets the same criteria.

My findings were as follows:

AES K-5th Review

- **Instructional Materials: Listed below are areas that were found insufficient or not state-approved:**
    - Kindergarten through fifth have a sufficient amount of math curriculum, Great Minds-Eureka Math, 2018, but it **is not state-approved.**

    ***It is recommended that Alturas Elementary School purchase state-approved curriculum for all grades listed above.**

- **School Facilities:** Exemplary

- **School Accountability Report Card:** Upon review of the School Accountability Report Card (SARC) regarding instructional materials, please see the curriculum listed on the SARC report review below:

    - Kindergarten through Fifth grade have a sufficient amount of ELA curriculum, Benchmark Education Company, Benchmark Advance, 2022, Gr. TK–6 & Phonics Intervention.
    - Kindergarten through fifth have a sufficient amount of math curriculum Great Minds-Eureka Math, 2018, but it **is not state-approved.**
    - Kindergarten through fifth grades have a sufficient amount of History/Social Science curriculum, K-5th, Savvas My World Interactive.

- Kindergarten through Fifth grade have a sufficient amount of curriculum, K - 3 - Delta Science, Full Option Science Series; Grades 4-5 McMillan McGraw Hill, CA Science & TK-5th Benchmark Advance.

- **Teacher Misassignments and Teacher Vacancies:** For the 2025/26 school year, there were zero misassignments and five vacancies.

MMS 6th-8th Review

- **Instructional Materials: Listed below are areas that were found insufficient or not state-approved:**
  - None found

- **School Facilities:** Exemplary

- **School Accountability Report Card:** Upon review of the School Accountability Report Card (SARC) regarding instructional materials, please see the curriculum listed on the SARC report review below:

  - Sixth through eighth grades have a sufficient amount of ELA curriculum, Houghton Mifflin Harcourt - California Collections Grades 6th-8th, 2017.
  - Sixth through eighth grades have a sufficient amount of math curriculum CPM Educational Program: Core Connections, Courses 1-3, 2013.
  - Sixth through eighth grades have a sufficient amount of History/Social Science curriculum:
    - HA! Ancient World
    - HA! Medieval World & Beyond
    - HA! The US Through Industrialism
  - Sixth through eighth grades have a sufficient amount of science curriculum, Amplify Science AC Grades 6th - 8th Integrated Course Digital License & Model Kits.

- **Teacher Misassignments and Teacher Vacancies:** For the 2025/26 school year, there were zero misassignments and two vacancies.

MHS 9th-12th Review

- **Instructional Materials: Listed below are areas that were found to be insufficient:**
  - non-applicable

- **School Facilities:** Good

- **School Accountability Report Card:** Upon review of the School Accountability Report Card (SARC) regarding instructional materials, please see the curriculum listed on the SARC report review below:

- **Ninth through Twelfth have a sufficient amount of the following curriculum:**
  - **ELA**
    - Grades 9-12: Holt Literature & Language Arts- 3rd, 4th, 5th and 6th courses
  - **Math**
    - 9th Grade- Core Connections Integrated I
    - 10th Grade- Core Connections Geometry
    - 11th Grade- Core Connections Algebra 2
    - 12th Grade- McGraw-Hill- AP Calculus AB
  - **History/Social Science**
    - 9th Grade- Geography, Prentice Hall Geography
    - 10th Grade- World History, Houghton Mifflin History
    - 11th Grade- US History, Houghton Mifflin History
    - 12th Grade- Government and Economics, Houghton Mifflin History
  - **Science**
    - 9th Grade - Biology, Prentice Hall Biology: Miller Levine
    - 10th Grade - Chemistry, Prentice Hall Chemistry
    - 11th Grade- Ag Food Science, Goodheart-Wilcox: Principles of Food Science
    - 12th Grade- Anatomy,/Physiology, Human Anatomy & Physiology- Mareb

- **Teacher Misassignments and Teacher Vacancies:** For the 2025/26 school year, there were no misassignments and two vacancies.

In conclusion, let me assure each of you receiving this report, especially the Modoc Joint Unified District Board and administration, that the Modoc County Office of Education is available to support the actions that need to be taken to address the needs identified in my report.

Sincerely,

Mike Martin,
Modoc County Superintendent of Schools

cc: Mrs. Camacho and Members of the County Board of Education