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 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. **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	_____/_____	Yes:	No:	Abstain:
1.1.2.	7th Grade Boys Basketball Coach	_____/_____	Yes:	No:	Abstain:
1.1.3.	8th Grade Boys Basketball Coach	_____/_____	Yes:	No:	Abstain:
1.1.4.	Varsity Boys Basketball Coach	_____/_____	Yes:	No:	Abstain:

1.2. Recommendations for Approval:

1.2.1.	MHS WASC Coordinator	_____/_____	Yes:	No:	Abstain:
1.2.2.	MHS AVID Coordinator	_____/_____	Yes:	No:	Abstain:
1.2.3.	8th Grade Boys Basketball Coach	_____/_____	Yes:	No:	Abstain:
1.2.4.	Classified Substitute	_____/_____	Yes:	No:	Abstain:
1.2.5.	Classified Substitute	_____/_____	Yes:	No:	Abstain:
1.2.6.	Classified Substitute	_____/_____	Yes:	No:	Abstain:
1.2.7.	Certificated Substitute	_____/_____	Yes:	No:	Abstain:
1.2.8.	Varsity Girls Basketball Assistant Coach	_____/_____	Yes:	No:	Abstain:
1.2.9.	Varsity Boys Basketball Coach	_____/_____	Yes:	No:	Abstain:

1.3. Government Code § 54957:

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

2. **Negotiations:** Conference with labor negotiator pursuant to [Government Code § 54957.6]: Agency Negotiator: Rebecca Lewis; 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.

Reports

1. MHS Student Representative
2. Site Principals
3. Superintendent
4. Board Reports
5. Modoc Teachers Association
6. Teamsters Local 137
7. Director of Maintenance and Transportation

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 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)**

   _____/_____ Yes: No: Abstain:

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

   _____/_____ Yes: No: Abstain:

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

_____/_____ Yes: No: Abstain:

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.

_____/_____ Yes: No: Abstain:

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)**

_____/_____ Yes: No: Abstain:

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

_____/_____ Yes: No: Abstain:

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

_____/_____ Yes: No: Abstain:

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:

MODOC JOINT UNIFIED SCHOOL DISTRICT
Board of Trustees

Regular Board Meeting
September 9, 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 6:06 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 Shaun Wood

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

Public Comments on Closed Session Agenda:
No public comments were made on items that were on the closed session agenda.

CLOSED SESSION

The Board will now adjourn to Closed Session to discuss:

1. **Personnel - Public Employee Employment:**
   - **1.1. Resignations/Retirements/Releases**
     - 1.1.1. Junior Varsity Wrestling Coach
   - **1.2. Recommendations for Approval:**
     - 1.2.1. MHS WASC Coordinator
     - 1.2.2. MHS Varsity Wrestling Coach
     - 1.2.3. Reclassify Food Service Worker II to Food Service Worker III
     - 1.2.4. Reclassify Food Service Worker I to Food Service Worker II

1.2.5. MHS Girls Golf Coach
1.2.6. Peer Tutor
1.2.7. MHS AVID Coordinator
1.2.8. Junior 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. Junior Varsity Wrestling Coach Jodie Veverka/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

1.2. Recommendations for Approval:

1.2.1. MHS WASC Coordinator **TABLED**

1.2.2. MHS Varsity Wrestling Coach Ruth Ann Criner/Shaun Wood Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

1.2.3. Reclassify Food Service Worker II to Food Service Worker III Ruth Ann Criner/Shaun Wood Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

1.2.4. Reclassify Food Service Worker I to Food Service Worker II Ruth Ann Criner/Shaun Wood Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

1.2.5. MHS Girls Golf Coach Ruth Ann Criner/Jodie Veverka Yes:4 (Larranaga, Criner, Veverka, Wood) No: 0 Abstain: 1 (Widby)

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

1.2.7. MHS AVID Coordinator **TABLED**

1.2.8. Junior Varsity Boys Basketball Coach Monica Widby/Jodie Veverka Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

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
    - Vivian Huang and Aliayha Sevilla reported that ASB Leadership went on a retreat in August. They planned many events including the 1st day of school rally and rotations. The school theme for the year is All In All Year. Class meetings will be next Monday after Back to School Night. Sports are in full swing. There are themes for every home game. There will be a Fall Blood Drive on September 17th. Homecoming will be in October. It will have a Pixar theme.
2. MMS Student Representatives
    - The MMS leadership kids reported that they went on a leadership retreat to Lake Tahoe. They had a Survivor themed retreat. They welcomed students back to school with signs and music. There will be a Fall dance on October 24th. They had a back to school rally.
3. Site Principals
    - Amy Welch, Principal of Alturas Elementary School, reported that they had a great start to the school year. Teachers are working on positive, engaging, and supportive classroom environments. Students are learning school wide expectations. AVID strategy is Get to Know Each Other. The Character Trait is Responsibility. Schoolwide Attendance is at 96.13%.
    - Matt McCandless, Principal of Modoc Middle School, reported that there are 180 students this year. Class sizes are bigger. September 15th will start MAP testing. They will go over the results at the October 1st PLC. Volleyball has started.
    - Kristen Budmark, Principal of Modoc High School, reported that this year is All In All Year. Paul Travers is teaching a Philosophy class. Attendance has been good and tardies are minimal. MAP testing starts next week. The PLC tomorrow will be IEPs at a glance. The students are settling into the new schedule. The 1st class meetings will be on Thursday with a rally on Friday. They are utilizing Peer Tutors again this year.
    - Todd Hughes, Assistant Principal of Modoc High School, reported that Alternative Education is going well. They currently have 3 High Desert students and 8 Warner High School students.
4. Superintendent's Report
    - Beckie Lewis talked about SB88 and how it impacts our employee drivers and students. We are required to comply with this law. A letter was sent out to those students who would be impacted. TCSIG will provide impacted employees with physicals in the Spring.

- The Facility Use Form will be revised. The use fee may be waived for non-profits based on the number of MJUSD students participating.
- The NCSIG inspection went very well. The inspector uses our facility as a model.
- She and Nikki had a meeting with Lake County regarding interdistrict students. We have 25 students there. The Lakeview Superintendent was very impressed with our Volleyball athletes and said they had great sportsmanship.
- She met with Stacy Sphar from Public Health. They would like to focus on the vaping issue and have funds to help with family engagement.
- She also met with TEACH regarding adolescent parent classes.
- Current enrollment is 771 students.

5. Board Reports - No Reports
6. MTA
    - Katie Copp reported that they are sending 3 members to the Region 2 Conference in October. They will have a coordinated council meeting with Tulelake on September 23rd.

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. Jay Jones thanked the board for doing a good job. He encouraged the board to speak to Sonya Shaw of Chino Valley School District who is running for State Superintendent. She is an advocate for informing parents of what is going on in the schools.

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

1. Administration

1.1. Approve Minutes

1.1.1. Regular Board Meeting August 12, 2025 **(Pages 1-7)**

1.2. Approve the Agreement for 2025-26 Indian Education Tutoring Services **(Pages 8-9)**

1.3. Approve the 2025-2026 Contract for Tuition Students between Modoc Joint Unified School District and Lake County School District #7 **(Pages 10-14)**

1.4. Approve MHS Fundraisers **(Pages 15-17)**

2. Budget and Finance

2.1. Ratify Adult Meal Pricing **(Page 18)**

2.2. Approve Approve warrants to be paid from the following **(Pages 19-22)**

2.2.1. Checks dated 8/1/25 - 8/31/25
General Fund in the amount of $352,055.57
Cafeteria Fund in the amount of $9,685.68
Special Reserve Capital Outlay in the amount of $327,210.69
Warrant/Pass Through in the amount of $183,667.12

DISCUSSION/ACTION AGENDA

Public Hearing

This meeting is declared a public hearing for the purpose of allowing members of the public to discuss the State Department of Education Instructional Materials funding for Transitional Kindergarten through grade twelve.

1. Approve Resolution 25.26.1 Teacher Assignments **(Pages 23-26)**

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

2. Approve Resolution 25.26.2 Adopting the GANN Limit **(Pages 27-31)**

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

3. Approve Resolution 25.26.3 Declaring Sufficiency of Instructional Materials **(Pages 32-36)**

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

4. Ratify Addendum A1 of Keegan's IT Services Proposal **(Page 37)**

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

5. Approve Revised Music Teacher Job Descriptions **(Pages 38-47)**

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

6. Approve the 2024/2025 Unaudited Actuals Report **(Insert)**

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

7. Approve the Memorandums of Understanding between Modoc Joint Unified School District and Humboldt County Office of Education for 2 Teachers for the Teacher Residency Program. **(Pages 48-62)**

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

8. Nominate and Approve a Perry Hawkins Board Member for the 25/26 Year

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

9. Approve the Changes to the 25/26 Transportation Safety Plan & Handbook **(Pages 63-78)**

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

10. Approve the Memorandum of Understanding between Modoc Joint Unified School District and Alturas Police Department for a School Resource Officer for the 2025-2026 School Year. **(Pages 79-80)**

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

DISCUSSION

1. Construction Update - The building should be plastered before winter.

INFORMATION

1. Seamless Summer Food Service Report **(Page 81)**
2. ASB Report for the Period Ending July 31, 2025 **(Page 82)**

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

1.
2.

Next Regular Board Meeting:
October 14, 2025
5:00 p.m. Closed Session
6:00 p.m. Open Session

Adjournment: 7:07

Superintendent
Rebecca Lewis

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

Board Members
Fernand Larranaga
Ruth Ann Criner
Monica Widby
Jodie Veverka
Shaun Wood

Quarterly Report on Williams Uniform Complaints

Education Code 35186(d): A school district shall report summarized data on the nature and resolution of all complaints on a quarterly basis to the county superintendent of schools and the governing board of the school district. The summaries shall be publicly reported on a quarterly basis at a regularly scheduled meeting of the governing board of the school district. The report shall include the number of complaints by general subject area with the number of resolved and unresolved complaints. The complaints and written responses shall be available as public records.

- X 1st Quarter July 1 to September 30
- ❑ 2nd Quarter October 1 to December 31
- ❑ 3rd Quarter January 1 to March 31
- ❑ 4th Quarter April 1 to June 30

Date for information to be reported publicly at governing board meeting: October 14, 2025

X No complaints were filed with any school in the district during the quarter indicated above.

❑ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0		

Print Name of Superintendent: Beckie Lewis

Signature Of Superintendent: Beckie Lewis **Date:** 9/30/25

Submit report quarterly to: **Mike Martin, County Superintendent of Schools**
Modoc County Office of Education
139 Henderson Street
Alturas, CA 96101

MODOC HIGH SCHOOL

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

MEMORANDUM

To: Beckie Lewis, Superintendent

From: Kristen Budmark, Principal

Date: September 11, 2025

Subject: Surplus

I am requesting the Board surplus the following items:

- 3 GE Dishwashers – MJUSD # 160579, #160580, #160581
- 1 Maytag Dishwasher – Serial # F82214626
- 4 GE Ovens – MJUSD # 160575, #160576, # 160577, #160578
- 2 Whirlpool Refrigerators – Serial #'s VST4179840 and VST4492831
- 3 GE Microwaves – Serial #'s GV944538Z, GV945531Z, GV944533Z
- 1 Fellowes Power Shred220 Paper Shredder– MJUSD #9210

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

Consulting Services Agreement
Annual Debt Transparency Report & Continuing Disclosure

This CONSULTING SERVICES AGREEMENT (this "Agreement") is dated as of the latest date set forth on the signature page hereto (the "Effective Date") and is entered into by and between Isom Advisors, a Division of Urban Futures Inc., a California corporation ("Advisor"), and Modoc Joint Unified School District ("District").

Advisor agrees to:

Annual Debt Transparency Report

1. Review ongoing District's Annual Debt Transparency Report ("ADTR") requirements.
2. Submit to CDIAC the necessary filings and documentation to remain compliant with SB 1029 including the ADTR by Jan 31st of each year.

Continuing Disclosure

1. Review ongoing District's Continuing Disclosure ("CD") requirements.
2. Submit to MSRB the necessary filings and documentation to remain compliant with CD requirements including the annual report as well as other material event filings throughout the year.

District agrees to:

1. Fully cooperate and assist Advisor in providing appropriate data for the development of the ADTR and the Continuing Disclosure on behalf of District.

Consideration:

Annual Debt Transparency Report

1. In consideration for the above services, District agrees to pay Advisor pursuant to the following:
   a. An annual fee of $250 per report filing, with a maximum total of $3,000, for the preparation and submission of required filings pursuant to SB 1029, which mandates individual filings for each debt issuance. Payment shall be made within 30 days of receipt of invoice.
   b. The District may, at its discretion, choose not to engage Advisor for ADTR services in future years. If so, the District shall notify Advisor prior to July 1, the start of the next filing year. For example, to cancel services for the FY 2024-25 Report (due by January 31, 2026), the District must provide notice by July 1, 2025.
   c. This Agreement may be terminated by either party with 30 days' written notice sent via certified mail. Any outstanding expenses incurred by Advisor shall be paid promptly by the District.

Continuing Disclosure

2. In consideration for the above services, District agrees to pay Advisor pursuant to the following:
   a. An annual fee of $2,000, plus $500 for each additional reportable series with a maximum cost of $5,000, plus any expenses incurred to prepare the Annual Report paid within 30 days of receipt of invoice.
   b. In any future year, the District may, at its own discretion, choose not to have Advisor complete the Continuing Disclosure Services, and shall inform Advisor no later than July 1 of said filing year.
   c. This agreement shall terminate with 30 days written notice from either party sent via certified mail; any outstanding expenses incurred shall be paid immediately by the District.

Arbitration:

In the event of a dispute between the parties regarding the terms or performance of this Agreement, the parties agree to decide this dispute under the rules of the American Arbitration Association.

Complete Agreement:

The parties agree that this Agreement is the complete agreement between the parties superseding all prior written or oral agreements between the parties. The parties further agree that this Agreement can be altered or modified only through a writing signed and dated by both parties.

Modoc Joint Unified School District		Isom Advisors, a Division of Urban Futures, Inc.	
_____	_____	_____	_____
Rebecca Lewis District Representative	Date	Jon Isom Managing Principal	Date

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: **September 29, 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:

- Baseball hats- The fundraised money will be deposited into the ASB baseball account.
- Freshmen, Sophomore, Junior, Senior Homecoming Booths- proceeds will be deposited into each classes' ASB account.
- 9th-Horchata; 10th-Baked Potatoes; 11th-Cookies 12th-"Dirty" Sodas (Soda, with extra flavors and toppings and cream)

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: **September 29, 2025**

SUBJECT: **Request for Board Approval – Ag Advisory Committee**

I would like the Board to consider the approval of the following members for the Agriculture Advisory Committee at Modoc High School.

Dominique DeMoss – Ag Teacher, MHS
Holly Silvey - Ag Teacher, MHS, Advisory Secretary
Bryon Hadwick - NRCS, Family Farm, Advisory Chair
Susan Hughes – County Office of Education – 4-H Leader
Bekki Ingraham – Modoc County Courthouse, Rancher, FFA Alumni, Parent
Rachel Flournoy – Flournoy Ranch, Big Valley FFA Alumni
Alison O'Sullivan – Rancher
Leslie Boyle – Alturas Ranches
Corey Wolter – Cal Fire, FFA Alumni, JLS/4H, BBQ, FFA Parent, MVC, Community Partner
Christine Garcia – Rovetta – Modoc Veterinary Center
Casey Cockrell – C8 Custom Metal

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

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: September 23, 2025

SUBJECT: BASKETBALL SCHEDULES

Please see the attached boys and girls basketball schedules for the 25-26 school year. Please consider taking these to the board for approval.

Modoc Middle School

MODOC JOINT UNIFIED SCHOOL DISTRICT

906 West 4th Street, Alturas, California 96101

Beckie Lewis, Superintendent

MODOC MIDDLE SCHOOL

2025 Girls Basketball Schedule

8th Grade Coach: James Brogan, **7th Grade Coach:** Erin Brogan,
6th Grade Coach: Anthony Peppars
Athletic Director: John Haines

Date	Hosting School	Time
October 25	Modoc	TBD
November 1	Fall River	TBD
November 8	Surprise Valley	TBD
November 15	Big Valley	TBD
November 22	Burney	TBD
December 6	MVA (@ Tulelake)	TBD

Matt McCandless, Principal

(530)233-7201 ext. 301

Modoc Middle School

MODOC JOINT UNIFIED SCHOOL DISTRICT

906 West 4th Street, Alturas, California 96101

Beckie Lewis, Superintendent

MODOC MIDDLE SCHOOL

2026 Boys Basketball Schedule

8th Grade Coach: TBD, **7th Grade Coach:** Bill Hall, **6th Grade Coach:** TBD

Athletic Director: John Haines

Date	Hosting School	Time
January 24	Fall River	TBD
January 31	Burney	TBD
February 7	Big Valley	TBD
February 14	Modoc	TBD
February 21	Surprise Valley	TBD
February 28	MVA (@ Fall River)	TBD

Matt McCandless, Principal

(530)233-7201 ext. 301

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: October 8, 2025
SUBJECT: MHS Winter Athletics Schedules

Please review and approve the attached proposed schedules for Basketball and Wrestling for the 2025-2026 Modoc High School Winter Athletics season. Schedules are subject to change due to weather conditions or any other unforeseen circumstances. Please let me know if you have any questions or concerns.

Thank you,

Rafael Sevilla
Modoc High School Athletic Director

MODOC HIGH SCHOOL

Home of the Braves

KRISTEN BUDMARK, PRINCIPAL
TODD HUGHES, ASST. PRINCIPAL
RAFAEL SEVILLA, ATHLETIC DIRECTOR

2025/26 BASKETBALL SCHEDULE

VARSITY BOYS HEAD COACH: **VARSITY GIRLS HEAD COACH:** Calvin Albright
JV BOYS COACH: Anthony Peppars **JV GIRLS COACH:** Jodi Boudreaux

NOVEMBER 25	ENTERPRISE @ LASSEN	1:00/2:30 (JV/V GIRLS) 6:00/7:30 (JV/V BOYS)
DECEMBER 2	@ LASSEN	6:00/7:30 (JV/V GIRLS)
DECEMBER 4-6	@ BLOCK F-FALL RIVER	TBD (JV/V BOYS)
DECEMBER 4-6	@ ANDERSON TOURNEY	TBD (V GIRLS)
DECEMBER 11-13	@ TRINITY HOLIDAY CLASSIC	TBD (ALL TEAMS)
DECEMBER 15	BONANZA	3:00/4:30/6:00/7:30
DECEMBER 16	@ LAKEVIEW	4:00/5:30/7:00/8:30
DECEMBER 18-20	68TH BLOCK M TOURNAMENT	TBD (ALL TEAMS)
JANUARY 1-3	@ LADY HORNET CLASSIC	TBD (JV/V GIRLS)
*JANUARY 6	@ WEED	4:00/5:30/7:00/8:00
JANUARY 8-10	@ CORNING SHOOTOUT	TBD (JV/V BOYS)
*JANUARY 13	FALL RIVER	4:00/5:30/7:00/8:30
*JANUARY 16	ETNA	4:00/5:30/7:00/8:30
*JANUARY 20	@ MT. SHASTA	4:00/5:30/7:00/8:30
*JANUARY 23	TRINITY	4:00/5:30/7:00/8:30
*JANUARY 27	WEED	4:00/5:30/7:00/8:30
*JANUARY 30	@ ETNA	4:00/5:30/7:00/8:30
*FEBRUARY 2	MT. SHASTA (SENIOR NIGHT)	4:00/5:30/7:00/8:30
*FEBRUARY 7	@ TRINITY	1:00/2:30/4:00/5:30
*FEBRUARY 12	@ FALL RIVER	4:00/5:30/7:00/8:30

PLAYOFFS: BOYS: 2/18,20,25 GIRLS: 2/17,19,24 SECTION CHAMPIONSHIP: 2/28
STATE PLAYOFFS: 3/3 STATE CHAMPIONSHIP 3/14
*LEAGUE CONTESTS
* SCHEDULES SUBJECT TO CHANGE * LAST UPDATED OCTOBER 8, 2025

(530) 233-7201
900 NORTH MAIN STREET, ALTURAS, CA 96101

MODOC HIGH SCHOOL

Home of the Braves

KRISTEN BUDMARK, PRINCIPAL
TODD HUGHES, ASST. PRINCIPAL
RAFAEL SEVILLA, ATHLETIC DIRECTOR

2025-26 WRESTLING SCHEDULE

VARSITY HEAD COACH: CODY TIFFANY

JV HEAD COACH ASSISTANT HC: TYLER STAHNS

DECEMBER 5-6	@ TRINITY	TBD
DECEMBER 10	@ LAKEVIEW (DUEL)	TBD
DECEMBER 12-13	SHAUN WOOD NE CLASSIC	TBD
DECEMBER 19-20	@ GRANTS PASS	TBD
DECEMBER 26-28	@ SIERRA NEVADA	TBD
JANUARY 2-3	@ ANDERSON	TBD
JANUARY 9-10	@ MAZAMA	TBD
JANUARY 17	@ CORNING	TBD
JANUARY 24	@ CORNING (GIRLS)	TBD

JANUARY 30-31	SCL CHAMPIONSHIPS(TBA)	TBD
FEBRUARY 14	DIVISIONS (TBA)	TBD
FEBRUARY 20-21	MASTERS (TBA)	TBD
FEBRUARY 26-28	STATE (BAKERSFIELD)	TBD

LAST UPDATED: OCTOBER 8, 2025

(530) 233-7201
900 NORTH MAIN STREET, ALTURAS, CA 96101

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: Modoc Athletic Boosters Telephone Number: (530) 640-1735

Address: PO Box 1032 City & State: Alturas CA

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

1. 50% of Vidswap MAX Preps Program/Software
2.
3.
4.

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

1. N/A
2.
3.
4.

Approximate value of the item (s):

1. $ 1,200-
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.

Kristin DeKeel — Donor's Signature — 8/27/25 — Date

Principal's Signature — 9.3.25 — Date

District Official's Signature — Date

Superintendent
Rebecca Lewis

MODOC
Joint Unified School District

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

Board Members
Fernand Larranaga
Ruth Ann Criner
Monica Widby
Shaun Wood
Jodie Veverka

October 9, 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:

- Add $15,545 to local revenues and transportation repairs from insurance payment to fix a bus.
- Add $4,453.64 to local revenues and maintenance repairs from insurance payment to fix a fence
- Add $500 from AWI Education Foundation (AWOEF) grant for high school woodworking curriculum.
- Reduce Unrestricted Lottery by $6,097 from 4th quarter revenues received coming in less than CDE projected.
- Reduce Restricted Lottery by $7,885 from 4th quarter revenues received coming in less than CDE projected.
- Revise transfer from Title II to Title IV by $5,258 to cover induction costs in Title II.

Checks Dated 09/01/2025 through 09/30/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
30074991	09/03/2025	Guardian	76-9570	Dental Claims Aug 2025		6,321.60
30075028	09/05/2025	Boudreaux, Jodi C	01-5200	MMS Leadership Trip Fuel		208.21
30075029	09/05/2025	Aaron Moss	01-5800	Band Equiptment Maint and Repair		1,615.00
30075030	09/05/2025	NAPA Sierra	01-4300	Maintenance Supplies	179.99	
			01-4314	Transportation Supplies	610.14	790.13
30075031	09/05/2025	Alturas Tire Center	01-4300	Maintenance Supplies/Services	151.22	
			01-5800	Maintenance Supplies/Services	130.00	281.22
30075032	09/05/2025	City of Alturas Water Department	01-5800	Summer School swimming		1,490.00
30075033	09/05/2025	Amazon Capital Services, Inc.	01-4300	District Meeting Supplies	265.88	
				District Office Supplies	121.17	
				Maintenance Sprinkler Supplies	1,560.81	
				Office Supplies/IA Training Supplies	276.22	
				Paint Shaker	625.69	
				Technology Supplies	32.13	
			01-9210	Refund PO21-00654	60.05-	
				Refund PO25-00931	36.45-	2,785.40
30075034	09/05/2025	Big Dog Electric Aaron Teuscher	01-5800	Install electric for HVAC		487.69
30075035	09/05/2025	BSN Sports LLC	01-4300	Boys Basketball Uniforms	3,215.04	
				Girls Basketball Warm Up Jerseys	1,113.62	4,328.66
30075036	09/05/2025	CenturyLink	01-5901	Phone SLES		58.53
30075037	09/05/2025	Cook's Direct Inc.	01-4400	Kitchen equipment		4,333.90
30075038	09/05/2025	Department of Justice Accounting Office	01-5800	Fingerprint Services		145.00
30075039	09/05/2025	Ed Staub & Sons Petroleum, Inc	01-4311	Bus Tank Fuel Delivery	786.96	
				Fuel for vehicles	1,804.40	
			01-5800	Fuel for vehicles	24.34	2,615.70
30075040	09/05/2025	Everway, LLC	01-4300	SPED supplemental curriculum		830.99
30075041	09/05/2025	Frontier	01-5901	Phone Service		2,342.34
30075042	09/05/2025	Grainger	01-4300	Custodial Supplies	209.76	
				Maintenance supplies	526.95	736.71
30075043	09/05/2025	North State Grocery, Inc.	01-4300	Open PO for July Summer School	45.07	
				Superintendent Mtg Supplies	22.36	
			13-4700	Food Service Supplies	16.08	83.51
30075044	09/05/2025	Juniors Automotive	01-4313	Mechanic Services	2,039.97	
			01-5800	Mechanic Services	509.99	2,549.96
30075045	09/05/2025	Keegan Richardson	01-5800	Technology services 25/26		7,362.50
30075046	09/05/2025	Kendall's Mobile Mechanic Joshua Troy Kendall	01-4314	Mechanic Services	58.66	
			01-5800	Mechanic Services	221.34	

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 09/01/2025 through 09/30/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
30075046	09/05/2025	Kendall's Mobile Mechanic Joshua Troy Kendall	01-9510	Mechanic Service AP	445.00	
				Mechanic Services AP	275.00	1,000.00
30075047	09/05/2025	Les Schwab Tire Center	01-4313	Bus 3 Tires		3,789.24
30075048	09/05/2025	Mandy Lynne Larranaga	01-5800	Sped Case Management Services		2,112.50
30075049	09/05/2025	Card Service Center	01-5200	Superintendent Travel AVID	19.41	
			01-5800	Grant Writing Program	199.00	
				Uber Services AVID SI	31.03	249.44
30075050	09/05/2025	McDougal Boehmer Foley Lyon Mitchell & Erickson	01-5800	Superintendent Legal Fees		4,115.00
30075051	09/05/2025	Modoc Medical Center	01-9510	DOT Physical Bus Driver		220.00
30075052	09/05/2025	Swank Movie Licensing USA	01-5800	Movie Licensing		602.00
30075053	09/05/2025	MRC Smart Technology Solutions	01-5620	AES Copier		873.68
30075054	09/05/2025	NAESP Attn: A/R	01-5300	NAEPS Membership		259.00
30075055	09/05/2025	Plumas Bank -Scholarship Trust Acct.	01-5800	Board Scholarship		138.92
30075056	09/05/2025	Resources for Indian Student Education, Inc.	01-5800	K-12 SWP grant services		22,000.00
30075057	09/05/2025	Scholastic Inc.	01-4300	Subscription for Math	280.17	
				Subscription renewal ELA	659.34	
				Subscription renewal Science	329.67	1,269.18
30075058	09/05/2025	SHN Consulting Engineers & Geologists, Inc.	01-9510	Geothermal Well Testing		1,218.75
30075059	09/05/2025	SmithBates Marcomm Solutions	01-4300	Office Supplies	1,088.72	
				Unpaid Sales Tax	73.60-	1,015.12
30075060	09/05/2025	Sweetwater Music Instruments and PRO Audio	01-4300	Ukulele cases and Strigs		2,186.33
30075061	09/05/2025	United States Academic Decathlon	01-4300	Aca Dec Supplies		1,730.14
30075062	09/05/2025	Wayne C. Bethel Refrigeration & Heating	01-5800	HVAC Latchkey Repairs	733.97	
			13-5800	Refrigerator Repairs	250.00	983.97
30075063	09/05/2025	Xerox Financial Services	01-5620	AES Copier		482.53
30075118	09/15/2025	Alvarez, Quesia M	01-5800	Avid Reimb Exp Title V		211.25
30075119	09/15/2025	Fourie, Kaylee A	01-5800	CLAD Reimb for 9.9.25		775.00
30075120	09/15/2025	Accrediting Commission for Schools, WASC	01-5300	WASC Annual Membership		500.00
30075121	09/15/2025	AED Brands, LLC	01-4300	AED battery		216.69
30075122	09/15/2025	NAPA Sierra	01-4400	Transportation Pressure Washer		5,357.14
30075123	09/15/2025	City of Alturas Water Department	01-5503	Water/Sewer		4,496.71
30075124	09/15/2025	Amazon Capital Services, Inc.	01-4300	District Office Supplies		320.99
30075125	09/15/2025	ArmorZone Athletic	01-5800	Football Helmet Lease	4,626.16	
				Unpaid Sales Tax	312.72-	4,313.44
30075126	09/15/2025	Bidwell Canyon Farm	01-4700	produce for cafeteria		142.50
30075127	09/15/2025	CDW Government	01-4400	Replacement Chromebox		1,167.11
30075128	09/15/2025	Clayful, Inc.	01-5800	Student Wellness Coaching		5,000.00

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Checks Dated 09/01/2025 through 09/30/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
30075129	09/15/2025	CSF/CJSF Central Office	01-5300	CSF Dues		75.00
30075130	09/15/2025	Ed Staub & Sons Petroleum, Inc	01-4311	Fuel for vehicles	1,118.30	
			01-5800	Fuel for vehicles	6.98	
			13-4311	Fuel for vehicles	41.40	1,166.68
30075131	09/15/2025	Follett Content Solutions, LLC	01-4100	Textbooks		394.57
30075132	09/15/2025	Four Seasons Supply Center	01-4300	4th Street Fence Repairs		3,162.08
30075133	09/15/2025	FSI Tech	01-4300	Go Guardian Access Online		2,256.00
30075134	09/15/2025	HMH Education Company	01-4100	MHS textbooks	16,397.90	
			01-5200	MHS textbooks	440.14	16,838.04
30075135	09/15/2025	Juniors Automotive	01-4313	Mechanic Services	104.00	
			01-5800	Mechanic Services	26.00	130.00
30075136	09/15/2025	K & K Distributing	13-4300	Food Service Supplies	313.54	
			13-4700	Food Service Supplies	2,262.00	2,575.54
30075137	09/15/2025	KLAI-Co Identification Products, Inc.	01-4300	Laminator rollers	481.93	
				Unpaid Sales Tax	28.86-	453.07
30075138	09/15/2025	Card Service Center	01-5200	Conference Flights Superintendent	65.99	
				Superintendent Lodging AVID	166.51	232.50
30075139	09/15/2025	Modoc County Record	01-5800	Help Wanted Ads		34.00
30075140	09/15/2025	2080 Media dba Playon! Sports	01-5800	Athletic Video		2,400.00
30075141	09/15/2025	Nourish Food Hub	01-4700	Cafeteria Food Supplies		308.88
30075142	09/15/2025	NWEA	01-5800	MAP Licensing		12,337.50
30075143	09/15/2025	ODP Business Solutions, LLC	01-4300	Class supplies	56.63	
				Custodial Supplies	179.83	236.46
30075144	09/15/2025	Pacific Power & Light	01-5501	Power Service		19,011.60
30075145	09/15/2025	Modoc Transportation Agency	01-5800	Transportation Cross Age Tutor Passes		300.00
30075146	09/15/2025	Shasta Union High School District	01-5800	Security Monitoring Software		11,250.00
30075147	09/15/2025	Sportsmen's Den	01-4300	Volleyball Uniforms		1,240.22
30075148	09/15/2025	Sysco Food Services of Sacramento	13-4300	Food Service Supplies	81.40	
			13-4700	Food Service Supplies	5,162.19	5,243.59
30075149	09/15/2025	U.S. Cellular	01-5902	Social Worker Phone		47.67
30075150	09/15/2025	Wayne C. Bethel Refrigeration & Heating	01-5800	HVAC AES Replacement		6,531.82
30075159	09/17/2025	Pacific Power Klamath Falls Operations	40-6200	Remove power poles		4,872.00
30075180	09/18/2025	WM Corporate Services, Inc. as Payment Agent	01-5504	Garbage Service All Sites		3,171.61
30075181	09/18/2025	Apple Inc.	01-4400	MacBook		2,749.68
30075182	09/18/2025	Canon Financial Services, Inc	01-5620	MHS/MMS Copiers	1,398.98	
			01-5800	MHS/MMS Copiers	130.51	1,529.49
30075183	09/18/2025	Modoc Steel & Supply	01-4300	Maintenance Supplies		36.21

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 09/01/2025 through 09/30/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
30075184	09/18/2025	CDW Government	01-4400	Replacement Monitors		1,287.33
30075185	09/18/2025	Coole School	01-4300	Magnets for Parent Engagement	426.87	
				School Magnets	682.66	1,109.53
30075186	09/18/2025	Department of Justice Accounting Office	01-5800	Fingerprint Services		228.00
30075187	09/18/2025	Ed Staub & Sons Petroleum, Inc	01-4311	Bus Tank Fuel Delivery		3,163.61
30075188	09/18/2025	Four Seasons Supply Center	01-4300	Custodial Supplies	895.09	
				Football Field Paint	636.94	
				Maintenance Supplies	1,977.00	3,509.03
30075189	09/18/2025	Great Minds PBC	01-4300	Great Minds workbooks		4,580.66
30075190	09/18/2025	Home Campus	01-5800	Athletic Clearance		995.00
30075191	09/18/2025	IXL Learning, Inc.	01-5800	IXL License		3,981.25
30075192	09/18/2025	Juniors Automotive	01-4300	Maintenance Vehicles Service		325.00
30075193	09/18/2025	K & K Distributing	01-4300	Bottled Water for Testing/Promotion		127.50
30075194	09/18/2025	Klamath County Volleyball Officials Association	01-5800	Volleyball Officials		572.72
30075195	09/18/2025	Keegan Richardson	01-5800	Technology services 25/26		3,487.50
30075196	09/18/2025	Les Schwab Tire Center	01-4313	Bus 5 Tires		3,631.59
30075197	09/18/2025	The Lincoln Electric Company	01-4300	CNC Machine Parts		148.35
30075198	09/18/2025	Card Service Center	01-5200	Soccer Lodging	1,064.75	
			01-5800	Finance Charge	52.43	1,117.18
30075199	09/18/2025	MCOE	01-5800	GASB-68 Reports & Schedules	350.00	
				School Services of CA	3,001.11	3,351.11
30075200	09/18/2025	Modoc Jt Unified School Dist Revolving Fund	01-5800	Cross Country Registration-Mt. Shasta	75.00	
				Cross Country Registration-Triniry	84.00	159.00
30075201	09/18/2025	MJUSD, Food Service	01-5800	District Meeting Supplies		280.23
30075202	09/18/2025	ODP Business Solutions, LLC	01-4300	Classroom Supplies	704.06	
				Staff room supplies	1,166.83	1,870.89
30075203	09/18/2025	Renaissance Learning, Inc.	01-5200	PD for AR reading program		600.00
30075204	09/18/2025	Scholastic	01-4300	Scholastic Renewal		2,686.25
30075205	09/18/2025	SchoolMate	01-4300	AES Planners		829.35
30075206	09/18/2025	Vestis	01-5505	Maint/Cafe Laundry		537.98
30075239	09/25/2025	Guardian	76-9570	Dental Insurance Oct 2025		568.80
30075240	09/25/2025	Tri County Schools Ins. Group	76-9558	Workers' Comp Sep 2025	10,604.92	
			76-9572	Health Insurance Oct 2025	113,149.92	123,754.84
30075247	09/25/2025	Northern CA General Teamsters Security Fund	76-9572	Health Insurance Oct 2025		30,907.00
30075248	09/25/2025	Northern CA General Teamsters Security Fund	76-9572	IA Health Insurance Oct 2025		17,981.00
30075292	09/29/2025	Fidelity Security Life/EyeMed FSL/EyeMed Premiums	76-9571	Vision Insurance Oct 2025		1,057.81

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 09/01/2025 through 09/30/2025

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
				Total Number of Checks	103	417,546.40

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	94	224,371.92
13	Cafeteria	5	8,126.61
40	Sp Rsrv Capt Outly	1	4,872.00
76	Warrant/Pass Through	6	180,591.05
	Total Number of Checks	103	417,961.58
	Less Unpaid Sales Tax Liability		415.18
	Net (Check Amount)		**417,546.40**

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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.

MODOC
Joint Unified School District

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

PLEASE READ THE FOLLOWING BEFORE COMPLETING THE FACILITY USE FORM

RULES AND REGULATIONS FOR USE OF SCHOOL PROPERTY

1. Use of school facilities shall NOT interfere with the regular school work or the activities of the school. School activities will take precedent over non-school groups.
2. The hours specified on the permit shall determine the length of time the school property may be used, and special permission must be obtained from the Permit Approver's office issuing the permit before any extension of time may be allowed.
3. Gambling, fighting, or use of profane language is not permitted on school property.
4. No alcoholic beverages may be consumed on grounds or in buildings, nor will smoking be permitted in school building. (Business and Professional Code 25608)
5. The responsible party will maintain proper order. Further permits may not be granted to groups damaging buildings or grounds, or violating these rules and regulations.
6. No part of building will be used other than that requested.
7. The user agrees to pay for damages beyond normal wear, and to pay for the loss or damage of School equipment or materials.
8. The use of scotch tape, thumbtacks, staples, or nails on any wood or painted surface is not permitted. Decorations will be removed and the premises left reasonably clean. (Special decorations shall be approved by the Superintendent or Permit Approver before setting up.)
9. No cars or trucks are to be parked on the school grounds except in parking lots.
10. All fire laws shall be observed. All decorations must be flame retardant treated.

THE FOLLOWING ARE NOT ALLOWED

- **Hot Air or Gas Bag Balloons**
- **Paint Ball** wars and equipment
- **No Firearms or Weapons on Premises**
- **Explosives, fireworks or pyrotechnic devices**
- **Bounce Houses, water slides or other inflatable equipment**
- **Gun or Archery Clubs/After School Programs.**
- **High Ropes courses or any climbing, swinging, balancing, etc. apparatus over eight (8) feet high.**
- **Mountain Climbing using climbing gear or Wall or Rock Climbing exceeding eight (8) feet in height, with or without climbing gear.**
- **No Trampolines**
- **All-terrain vehicles including go-carts not licensed for highway use or used in recreation activities.**
- **Model rocketry** not part of regular curriculum.
- **Horseback Riding**
- **Rodeo activities and/or rodeo competitions. This exclusion includes any exhibition of cowboy skills, such as bronco riding, calf roping, or a roundup, steer wrestling, Brahma bull riding or the use of any mechanical rodeo apparatus.**

MODOC JOINT UNIFIED SCHOOL DISTRICT
APPLICATION AND PERMIT FOR USE OF FACILITIES

Name of Applicant: _____ Representative's Name: _____

(Organization, Group, Individual)

Telephone: _____

Address of Applicant: _____ City, State & Zip Code: _____

Applicant Email: _____

SITE REQUESTED: ☐ MHS ☐ MMS ☐ AES ☐ SL ☐ WHS/ALT ED ☐ DISTRICT OFFICE

SPECIFY LOCATION/S: _____

NATURE OR TYPE OF INTENDED USE: _____

WILL OTHER VENDORS BE INVOLVED IN ACTIVITY? ☐ Yes ☐ No

If YES, each individual vendor will need to provide MJUSD a current "Liability Certificate" before the activity

EQUIPMENT NEEDED: _____

EXPECTED ATTENDANCE: _____ **WILL FOOD OF ANY KIND BE SERVED?** ☐ YES ☐ NO

Applicant has received or will receive for the activities herein listed - contribution, cash collections, registration fees, admission fees, tuition, donations, or other receipts? ☐ Yes ☐ No Amount: _____

PLEASE DO NOT ASSUME YOUR FACILITY USE REQUEST HAS BEEN APPROVED * PLEASE CALL THE SITE SECRETARY TO CHECK ON APPROVAL *** AES 233-7201 EXT 201 - MHS 233-7201 EXT 401 - MMS 233-7201 EXT 301**

DATES OF USE	DAY(S) OF WEEK	START TIME	STOP TIME	TOTAL HOURS	PERSON IN CHARGE

INSURANCE REQUIRED OF APPLICANT

Prior to use of the facility, the Applicant is required to provide a Certificate of Liability Insurance **and** Additional Insured Endorsement to fulfill the following three requirements:

Certificate Holder:
Modoc Joint Unified School District
906 West 4th Street
Alturas, CA 96101

1. **Commercial General Liability or Personal Liability** on an occurrence form with a minimum limit of $1,000,000 each occurrence/ $1,000,000 general aggregate for all groups of size 51-499, with:
   a. **Seasonal Sports/Recreation Leagues, Sober Grad Organizations, or Private Events with 500+ attendees:** Minimum limit of $2,000,000 each occurrence/$2,000,000 general aggregate.
   b. **Year Round Sports/Recreation Leagues:** Minimum limit of $5,000,000 each occurrence/$5,000,000 general aggregate.
2. **Additional Insured Endorsement:** This is a separate form attached to the certificate. The endorsement must name the Modoc Joint Unified School District, it's elected or appointed officials, employees, agents and volunteers as Additional Insured (or Additional Covered Party) under the general liability policy. Forms CG 2026 or CG 2011 or equivalent required. For purposes of the CG 2011 only, this Agreement shall be deemed to be a lease. Blanket Additional Insured forms are acceptable when accompanied with an approved Facility Use Agreement.
3. **Evidence of Primary Insurance** *(either by endorsement or the actual page(s) of the policy typically found in the "Other Insurance" section of policy):* **Applicants** insurance shall be **primary insurance** as respects to the Modoc Joint Unified School District, it's employees, agents and volunteers. Any insurance or self-insurance maintained by the Modoc Joint Unified School District, its elected or appointed officials, employees, agents and volunteers shall be excess and shall not contribute with it.

Any questions regarding insurance requirements, please contact the District Office for answers, clarifications, and options for securing appropriate insurance.

REQUIRED CERTIFICATION

To the fullest extent permitted by law, Applicant shall defend, indemnify and hold harmless Modoc Joint Unified School District, its elected or appointed officials, employees, agents and volunteers against any and all claims, demands, losses, damages, court costs, attorney fees, expenses, or costs of any kind or character arising out of use of Premises Owner Name, facilities by the Applicant, their employees, agents or guests, regardless of any active or passive negligence on the part of Premises Owner, its elected or appointed officials, employees, agents and volunteers.

Attach a Certificate of Insurance with Additional Insured Endorsement as specified in the Insurance Required of Applicant Section. Applicant hereby certifies that he has received and read the rules, regulations, conditions, terms and that he and the applicant which he represents, will abide by them and will conform to all applicable provisions of the Constitution and laws of California and to all other rules and regulations of the California Department of Education and its authorized agents which may be communicated to the applicant and to the best of my knowledge the school property for use of which this application is hereby made will not be used for the commission of any crime or any act which is prohibited by law.

The undersigned states that, to the best of their knowledge, the school property for use of which application is hereby made will not be used for the commission of any act intended to further any program or movement the purpose of which is to accomplish the overthrow of the Government of the United States by force, violence or other unlawful means.

That _____ , the organization on whose behalf they are making the application for use of school property, does not, to the best of their knowledge, advocate the overthrow of the Government of the United States or of the State of California by force, violence, or other unlawful means, and that, to the best of their knowledge, it is not a Communist action organization or Communist front organization required by law to be registered with the Attorney General of the United States. This statement is made under the penalties of perjury and per Education Code Section 38135.

In executing this declaration the applicant certifies that he has been duly authorized by the herein set forth applicant to act in its behalf in making application for use of said facilities.

FOR RENTAL OF ATHLETIC FACILITY

WARNING: Use of steroid to increase strength or growth can cause serious health problems. Steroids can keep teenagers from growing to their full height; they can also cause heart disease, stroke, and damage liver function. Men and women using steroids may develop fertility problems, personality changes and acne. Men can also experience premature balding and development of breast tissue. These health hazards are in addition to the civil and criminal penalties for unauthorized sale, use or exchange of anabolic steroids.

FACILITY USE FEE SCHEDULE/STATEMENT PER HOUR

Small Gym:	$60.00	Locker Rooms:	$25.00	Conference Room: AES	$20.00	Classroom (computer):	$50.00
Large Gym/Stadium:	$75.00	Grounds/Fields:	$00.00	Multipurpose Room:	$40.00	Kitchen:	$100.00
MHS Social Hall:	$50.00	Restrooms:	$25.00	Classroom (regular):	$20.00	Library:	$50.00

A $200 deposit may be required at the discretion of the Superintendent.

Nonprofit organizations may be considered for a fee waiver based on the level of MJUSD student involvement.

By signing below, I represent that I have read and agree to abide by the rules and regulations as well as the terms of agreement as stated on the attached forms.

DATE: _____ SIGNATURE OF REPRESENTATIVE/ADVISOR: _____

DATE: _____ SIGNATURE OF SITE ADMINISTRATOR: _____

DISTRICT RECOMMENDATIONS/APPROVAL **DO NOT WRITE BELOW THIS LINE**

1. **Use Fees:** Amount: _____

Insurance Certificate:	☐ Yes ☐ No
Limits Adequate	☐ Yes ☐ No
Additional Insured Endorsement	☐ Yes ☐ No
Primary Wording Provided	☐ Yes ☐ No

DATE: _____ DISTRICT APPROVAL: _____

BOARD APPROVAL DATE: _____ ☐ COPY WAS GIVEN TO APPLICANT

Reach University
Employer Partnership Memorandum Of Understanding

Local Education Agency: Modoc Joint Unified School District

Date: October 14, 2025

Reach University is accredited by the WASC Senior College and University Commission. Alternatives in Action is accredited by the California Commission on Teacher Credentialing. Alternatives in Action provides the Teacher Credentialing programs for Reach candidates in California.

Learn more at reach.edu

1. Parties, Recitals & Purpose

This Memorandum of Understanding ("Agreement") is entered into on the date listed above between the entity named above ("Local Education Agency") and Reach University ("Reach University") (together, the "Parties") for the purpose of jointly exercising their respective powers.

The purpose of this Agreement is to address the Local Education Agency's workforce needs and provide opportunities for Reach University candidates to complete the job-embedded undergraduate degree program, Bachelor of Arts in Liberal Studies. This Agreement includes any attached addenda, which shall be incorporated by reference and considered part of this Agreement.

In consideration of the mutual promises contained in this Agreement, the Parties agree as follows:

2. Definitions

- Primary Employer Partnership Contact: The primary person responsible for communicating between the Local Education Agency and Reach University.
- Candidate: a candidate enrolled in an undergraduate degree program and/or teacher preparation program offered by Reach University.
- Partnership Advisory Committee: a system-level leadership and advisory group committee composed of a representative set of Superintendents or designees from partner Local Education Agencies
- Program: The undergraduate program offered by Reach University for paraprofessionals and other school employees, whose goal is to complete a bachelor's degree.

3. Program

At Reach University, we believe that your job should lead to a degree—not the other way around. We serve both working adults striving to reach their full potential and employers aiming to cultivate diverse local talent pipelines through apprenticeship degrees. Reach University is dedicated to best practices in higher education and is designed to both acknowledge and leverage the learning that working adults already engage in daily to inform and improve upon their craft.

Additional programs are outlined in the addendum attached to this Agreement.

3.1 Bachelor Of Arts In Liberal Studies (BLS) Degree Program

The program description herein reflects Reach University's program as of the effective date of this Agreement. For the most up-to-date version, please see reach.edu and info.reach.edu.

The B.A. in Liberal Studies is a rigorous, job-embedded undergraduate degree program for front-line employees. The program includes interactive class sessions held after work hours, one-on-one advisors, on-site mentors, and comprehensive college services, including financial aid, libraries, and technology support, all to ensure candidate success.

Candidates in our programs are required to engage in job-embedded learning for at least 15 hours per week in an academic environment. This job-embedded learning can arise from holding roles including but not limited to: paraeducators, teacher or classroom instructional aides, on-site tutors, teacher leaders, administrators (principals, vice principals, etc.), and school support functions.

Degree Earned: B.A. in Liberal Studies

Credential Earned: None

Program Duration: 2-4 years (depending on transfer credits)

Accepts Transfer Credit: Yes. 100% credit transfer from select programs.

For full program details, please visit reach.edu/programs.

4. *Partnership Responsibilities*

This section outlines the shared expectations and commitments between Reach University and the Local Education Agency to ensure the successful implementation of the Bachelor of Arts in Liberal Studies (BLS) program.

4.1 Initial Engagement & Onboarding

Local Education Agency Responsibilities

- Designate and notify key contacts, including but not limited to billing, site-level leads, and a program liaison ("Primary Employer Partnership Contact").
- Attend initial onboarding sessions to understand program operations, expectations, and shared responsibilities.

Reach University Responsibilities

- Assign and provide a dedicated point of contact to support onboarding and act as liaison for partnership management.
- Introduce Local Education Agency staff to Reach University systems, workflows, and operational tools.
- Develop and finalize tuition agreements and billing processes with the Local Education Agency.

4.2 Candidate Eligibility, Recruitment, & Admissions

Local Education Agency Responsibilities

- Verify that all candidates referred to Reach University:
    - Are employed by the Local Education Agency in roles supporting job-embedded learning.
    - Hold a high school diploma or equivalent.

- Are U.S. citizens, legal permanent residents, or have valid work authorization.
- Have successfully passed required background checks.

- Coordinate and participate in recruitment efforts with Reach University in order to refer prospective candidates to Reach University Programs. This includes, but is not limited to, the following collaborative recruitment strategies:
  - Providing a list of eligible prospective candidates and their contact information to Reach University at least once per recruitment cycle, including contact information.
  - Promoting Reach University Programs by posting/distributing flyers, sharing Program information via email, and informing employees about virtual Information Sessions presented by Reach University.
  - Hosting informational sessions for prospective candidates.
- Verify candidate employment during the admissions process and prior to the start of each academic term.
- Assign mentors for candidates, if applicable.

Reach University Responsibilities

- Provide the Local Education Agency with recruitment materials, program information, and info session invitations.
- Align outreach activities with the Local Education Agency's workforce needs.
- Assist and guide candidates through the application process, and coordinate employment verification at the time of admission.
- Provide tools and support for employment verification and job alignment.

Shared Responsibilities

- Both Parties will collaborate in planning and executing recruitment activities to ensure alignment with workforce needs and mutual accountability for candidate outcomes.

4.3 Job-Embedded Learning & Candidate Support

Local Education Agency Responsibilities

- Ensure that each candidate engages in job-embedded learning for a minimum of 15 hours per week in an academic environment. This may include roles such as paraeducator, instructional aide, tutor, teacher leader, administrator, or other school-based support staff.
- Notify Reach University if a candidate's role materially changes and may no longer meet the job-embedded learning requirements.
- Provide site-level support to candidates.
- Participate in periodic Reach University-hosted webinars and virtual updates to share feedback, receive program information, and support continuous improvement efforts.

Reach University Responsibilities

- Guide Local Education Agency staff on program expectations.

Shared Responsibilities

- Establish and maintain ongoing communication to address issues, resolve challenges, and support candidate success.
- Reach University and the Local Education Agency will collaborate in good faith to determine next steps, which may include transitioning the candidate to a qualifying role or pausing enrollment until eligibility is re-established.

4.4 Data Sharing & Program Feedback

Local Education Agency Responsibilities

- Participate in annual workforce outcome reporting, including sharing aggregate data on candidate roles, transitions, and retention.
- Complete an annual Employer Partner Survey and similar instruments to support program evaluation.
- If the Local Education Agency requires detailed information about candidate progress, academic standing, or related metrics, Reach University strongly encourages the Local Education Agency to establish clear agreements directly with its employees regarding such requirements. These agreements should ensure transparency for employees and align with applicable privacy and employment laws.

Reach University Responsibilities

- Share candidate information, as necessary for program administration and in compliance with our FERPA policy, state privacy laws, and institutional policies, to support collaborative recruitment efforts and promote candidate retention and success. Data may be shared proactively or upon request. See our FERPA policy here: info.reach.edu/support/family-educational-rights-and-privacy-act-ferpa-acknowledgement.
- Analyze and apply data gathered through surveys and reporting to inform program enhancements and continuous improvement.
- Issue invoices for agreed-upon tuition support once per term, typically in September and February.
- Provide assistance to the Local Education Agency regarding billing questions and adjustments as required.

5. Terms

5.1 Insurance

During the term of this Agreement, Reach University agrees to maintain insurance policies, including a standard comprehensive general liability insurance policy with the following coverage: $1 million general liability, $1 million personal injury, and $2 million general aggregate; and educator's legal liability of $1 million per occurrence and $2 million aggregate.

5.2 Term

This Agreement shall have an initial term of five (5) years from the effective date. Upon expiration of the initial term, the Agreement shall automatically renew for successive five (5) year terms unless and until terminated by either party in accordance with the termination provisions set forth in Section 5.3.

The Parties agree to review the terms of this Agreement at least once every five (5) years to assess continued alignment and effectiveness.

5.3 Termination

Except as otherwise provided, each party agrees to give six (6) months' written notice prior to terminating this Agreement and the program partnership. The Parties agree to make their best efforts to ensure enough time for candidates enrolled to graduate before the effective termination date.

5.4 Confidentiality

Candidate information will only be shared to provide the services outlined in this Agreement. Confidential candidate information, as defined by state and federal regulations, will only be disclosed to the Local Education Agency when necessary to carry out the tasks described here, in compliance with the law, and subject to a Non-Disclosure Agreement. The Parties also each agree to safeguard each other's confidential information learned in performing this Agreement.

5.5 Indemnification

To the extent allowed by law, the Local Education Agency agrees to indemnify, defend, and hold harmless Reach University from and against any claims by a candidate or other third party that arise from a candidate's employment or activity at the Local Education Agency site.

5.6 Non-Discrimination

Both Parties agree that participation in this program will not be limited on the basis of race, color, national origin, sex, disability, age, or any other protected category under federal or state law.

5.7 Force Majeure

Neither party shall be held liable or responsible to the other party, nor be deemed to have defaulted under or breached this Agreement, for any failure or delay in fulfilling or performing any

term of this Agreement (except for payment obligations) when such failure or delay is caused by acts of God, natural disasters, pandemics, governmental orders or laws, labor disputes, power or internet failures, or any other cause beyond the reasonable control of the affected party. The affected party shall promptly notify the other party in writing of such force majeure event and make reasonable efforts to resume performance as soon as practicable.

5.8 Dispute Resolution

In the event of any dispute, controversy, or claim arising out of or relating to this Agreement, the Parties agree to first attempt to resolve the matter through good faith negotiations. If the dispute cannot be resolved through negotiation within thirty (30) days, the Parties agree to submit the matter to non-binding mediation conducted by a mutually agreed-upon mediator. If mediation does not resolve the dispute, the Parties may then pursue any remedies available at law or in equity.

5.9 Name & Likeness

No child's image or likeness will be used without explicit prior consent in accordance with the Local Education Agency's policies. Reach University will coordinate with the Local Education Agency to ensure full compliance with all applicable privacy regulations and parental consent requirements.

Reach University may take photographs and make audio or video recordings of Reach University candidates at Local Education Agency school sites for educational, licensure assessment, and training purposes. These recordings may include images of Reach University candidates, faculty, and staff, as well as general school site identification.

5.10 Severability

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

5.11 Entire Agreement

This Agreement, including all incorporated addenda, constitutes the entire understanding between the Parties and supersedes all prior negotiations, representations, or agreements, whether written or oral, relating to the subject matter herein.

5.12 Amendments

This Agreement may only be amended, modified, or supplemented by a written document signed by authorized representatives of both Parties.

5.13 Assignment

Neither party may assign or transfer its rights or obligations under this Agreement without prior written consent of the other party.

6. Signatures

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document and engage in the activities outlined herein.

Reach University

Authorized Representative	
Title	
Work Phone	
Email Address	
Signature	
Date	

Local Education Agency

The signature below must be completed by the representative who is authorized to sign on behalf of the Local Education Agency.

Local Education Agency	
State	
Authorized Approver	
Title	
Work Phone	
Email Address	
Signature	
Date	

Addendum: Graduate Programs (General)

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding ("Base Agreement") between Reach University and the Local Education Agency, and also incorporates the role of Alternatives in Action, the current California Commission on Teacher Credentialing accredited recommending agency. This Addendum sets forth additional terms and responsibilities among Reach University, Alternatives in Action, and the Local Education Agency and shall be effective as of the date of the last signature on this Addendum.

This Addendum outlines additional terms, responsibilities, and partnership commitments related to Reach University's graduate degree programs and credential programs offered through Alternatives in Action. All provisions of the Base Agreement remain in full force and effect unless expressly modified by this Addendum.

Reach University is accredited by the WASC Senior College and University Commission and provides Master level academic courses and candidate support services to enrolled candidates. Alternatives in Action is accredited by the California Commission on Teacher Credentialing ("CCTC") to offer state-authorized educator preparation (certification) programs in California. Alternatives in Action partners with Reach University to deliver credential pathway programming. Alternatives in Action provides program oversight for Reach University's credential programming and recommends eligible candidates for the appropriate credentials. If Reach University receives CTC authorization as an independent recommending agency, Reach University may assume the responsibilities described herein as currently fulfilled by Alternatives in Action. **The programs referenced in this Addendum are available exclusively in California.**

A.1 Definitions

- Program(s): All degree programs and the CCTC-authorized educator preparation programs, including California Preliminary Single-Subject and Multiple-Subject Teaching Credential programs (including the Early Completion Option or ECO) and/or Induction (the Clear Teaching Credential program), and the Master of Arts in Teaching program.
- ILP: Individual Learning Plan, a personalized plan designed to guide the professional growth and development of a candidate. The ILP addresses the California Standards for the Teaching Profession (CSTPs), the Teacher Performance Expectations (TPEs), and provides a roadmap for the candidate's work in their respective program. This plan is intended to be a living document, with opportunities to develop professional goals and measurable outcomes, plan, reflect on progress, and modify as needed in response to the authentic needs of the individual. The ILP is designed and implemented solely for the professional growth and development of the individual and not for evaluation for employment purposes.
- Primary School Site Contact: Acts as a liaison to Alternatives in Action and the Reach Teachers College Division of Graduate Studies. This representative is required to meet and/or communicate regularly with Reach University Program staff to address candidate needs.

A.2 Roles & Responsibilities

This section outlines the commitments of the Local Education Agency, Alternatives in Action, Reach University, and all parties jointly to ensure the successful implementation of Reach University's graduate programs and associated credentialing pathways operated by Alternatives in Action.

A.2.1 Program Access & Support

Local Education Agency Responsibilities

- Identify a Local Education Agency Designee (Employment Verification Contact) who will verify the employment of candidates enrolled in Reach University programs each term.
- Assign a representative to meet and/or communicate regularly with Alternatives in Action and Reach University to address candidate needs and necessary updates, e.g., Intern Preservice (pre-semester preparation course, which starts two months before the starting semester), Intern Subject Matter Competence Requirement, Intern Early Completion Option (ECO), and/or Induction Mentor hours.
- Select placement sites that demonstrate commitment to collaborative, evidence-based practices and continuous improvement; maintain partnerships with educational, social, and community entities that support teaching and learning; place students with disabilities in the Least Restrictive Environment (LRE); and provide robust programs and support for English learners.
- Permit video capture for candidate field supervision, coursework, reflection, and state performance tasks such as the California Teacher Performance Assessment (TPA) and the Literacy Performance Assessment (LPA), including but not limited to having a recording policy in place to accommodate TPA video assessments.

Reach University Responsibilities

- Comply and submit reports or other information on matters related to accreditation or program requirements and activities to Alternatives in Action, the California Commission on Teacher Credentialing (CCTC), the California Department of Education (CDE), and the Western Association of Schools and Colleges (WASC), as required.
- Establish effective and ongoing communication between the Local Education Agency or Primary School Site Contact and Reach University to promote this agreement and address candidate needs.
- Provide orientation, professional development, and ongoing support for field supervisors, coaches, and mentors.
- Communicate with candidates, Primary School Site Contact, mentors, and program staff in a timely manner regarding program requirements and updates.
- Communicate with Alternatives in Action as needed, who verifies that credential program candidates have successfully completed all program and credential requirements.

Alternatives in Action Responsibilities

- Oversee and recommend candidates for credentials in credentialing pathways.
- Maintain compliance with all CCTC requirements for intern and induction programs.

A.2.2 Candidate Support & Collaboration

Local Education Agency Responsibilities

- Support candidate success by supervising and evaluating candidates using established Local Education Agency processes and performance assessment tools.

Reach University Responsibilities

- Solicit feedback from stakeholders to guide the development and continuous improvement of processes and systems.
- Facilitate program-specific advisory councils to support candidate success and align with Local Education Agency and Alternatives in Action expectations.
- Share verifying information and recommendations with Alternatives in Action on behalf of candidates; Alternatives in Action will recommend eligible candidates for the applicable California credential.

A.2.3 Program & Data Collaboration

Shared Responsibilities

- Convene the committee regularly to gather feedback and insights for enhancing processes and systems within each program, and to contribute to the development and oversight of new programs.
- Collaborate to maintain effective communication with all stakeholders to support candidate success and program quality.

A.3 Execution of Addendum

This Addendum supplements the Base Agreement and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Reach University

Authorized Representative	

Title	
Signature	
Date	

Local Education Agency

Local Education Agency	
Authorized Approver	
Signature	
Date	

Alternatives in Action

Authorized Representative	
Title	
Signature	
Date	

Addendum: Intern Teacher Credential and Master of Arts in Teaching Program

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding and the Graduate Programs Addendum ("Base Agreement") between Reach University and the Local Education Agency, and also incorporates the role of Alternatives in Action, the current California Commission on Teacher Credentialing ("CCTC") accredited recommending agency.

This Addendum outlines additional terms, responsibilities (among Reach University, Alternatives in Action, and the Local Education Agency), and program details specific to the Teacher Intern credentialing pathway offered through Alternatives in Action. All credential recommendations are made by Alternatives in Action, a CCTC-accredited recommending agency. Reach University provides the Master of Arts in Teaching degree pathway. All provisions of the Base Agreement remain in full force and effect unless expressly modified by this Addendum.

A.1 Program Overview & Definitions

The program description herein reflects Reach University's program as of the effective date of this Addendum. For the most up-to-date version, please see reach.edu and info.reach.edu.

The Teacher Intern Program allows candidates to earn their Master of Arts in Teaching degree while participating in a credentialing pathway operated by Alternatives in Action. Reach University supports candidates' academic progress; Alternatives in Action oversees all credentialing processes and recommendations. An Early Completion Option (ECO) is offered to qualified Intern candidates; however, ECO candidates are not eligible for the Master of Arts in Teaching program, as they do not complete coursework for credit.

A.1.1 Definitions

- Intern Program: An alternative certification program. Intern teachers are employed as the teacher of record in a classroom while concurrently enrolled in the credential program.
- Preservice: Candidates must complete Preservice in order to be eligible for an Intern Credential. At Reach University, Preservice is a three-unit (135-hour) graduate-level course. Once granted, Intern Credentials may be backdated by 90 calendar days (current CTC policy). Preservice for Single-Subject and Multiple-Subject candidates must include: General pedagogy including classroom management and planning, reading/language arts, subject-specific pedagogy, human development, and specific content regarding the teaching of English Learners, pursuant to California Code of Regulations §80033.
- Fieldwork: Employment as a teacher of record, where fieldwork, practice, support, supervision, and application of coursework to teaching take place. The Local Education Agency ensures candidates are placed in teaching assignments that match the credentials and subject areas for which the candidates are seeking their credentials for a minimum of 600 hours per year. A candidate's teaching position and intern programming go

hand-in-hand. *Any changes to their employment status may affect their program status, and vice versa.*

- ECO: The Early Completion Option (ECO) is intended to provide candidates who have requisite skills and knowledge an opportunity to challenge the coursework portion of a Single-Subject or Multiple-Subject Intern Credentialing Program. The Early Completion Option does not waive the entire program but allows for an expedited pathway by waiving preparation program coursework for those candidates who meet the criteria.
- M.A.T.: Master of Arts in Teaching, a graduate degree that emphasizes both practical teaching skills and in-depth subject matter knowledge.
- ILP: Individual Learning Plan, a personalized plan designed to guide the professional growth and development of a candidate. The ILP addresses the California Standards for the Teaching Profession (CSTPs), the Teacher Performance Expectations (TPEs), and provides a roadmap for the candidate's work in their respective program. This plan is intended to be a living document, with opportunities to develop professional goals and measurable outcomes, plan, reflect on progress, and modify as needed in response to the authentic needs of the candidate. The ILP is designed and implemented solely for the professional growth and development of the candidate and not for evaluation for employment purposes.

A.1.2 Intern Teacher Credential & Master Of Arts In Teaching Program

Candidates work as intern teachers while pursuing a Preliminary California Teaching Credential and a Master of Arts in Teaching degree.

Intern candidates are novice teachers. They are employed as teachers of record while pursuing preliminary credentials. Each week, Intern candidates attend synchronous classes and engage in approximately 10 hours of independent studies, including academic coursework and job-embedded practice. Intern candidates engage in at least 5 hours of supervision with an Intern District-Employed Mentor each week, and engage in twelve one-on-one coaching cycles with a Reach University-provided field supervisor per academic year. They also complete two cycles of the CalTPA, the state teaching performance assessment.

Participation in the Intern and Master of Arts in Teaching Program is a significant workload beyond the responsibilities of a typical credentialed teacher. Local Education Agencies are responsible for ensuring that candidates are supported to be successful both in the classroom and in their graduate credentialing coursework.

Degree Earned: Master of Arts in Teaching

Credential Earned: California Intern Teaching Credential and California Preliminary Single-Subject or Multiple-Subject Teaching Credential (upon successful completion of the Intern Teacher Credential Program and credentialing requirements).

Program Duration: Two years. Accepts up to 9 transfer credits.

Program Eligibility: The Intern Teacher Credential Program leads to a California Preliminary Single-Subject or Multiple-Subject Teaching Credential. WSCUC accredits the concurrent Master of Arts in Teaching Program. Admission requirements can be found at reach.edu.

To be recommended for an Intern Credential, and prior to enrolling in the Intern Teacher Credential Program, candidates must:

- Hold a baccalaureate degree or higher from a regionally accredited institution of higher education. Pursuant to Education Code Sections 44325, 44326, 44453.
- Demonstrate subject matter competence prior to being recommended for the Intern Credential.
- Provide all required enrollment documents established by the CCTC and by the Intern Teacher Credential Program.
- Complete the requisite hours of pre-service preparation established by the CCTC (the Reach Preservice Course taken in the term *before* the starting semester does meet this requirement).
- Have a qualified Intern District-Employed Mentor identified who meets the CCTC criteria for mentor eligibility.

Alternatives in Action, the recommending agency, reserves the right to determine admissions and continued enrollment. Once admitted, all two-year pathway candidates are eligible for Reach University's concurrent Master of Arts in Teaching Program.

Program Components:

- As candidates enroll in Alternatives in Action's teacher intern program, they will begin by completing preservice. Candidates must complete Preservice in order to be eligible for an Intern Credential. Preservice is a three-unit (135-hour) graduate-level course that must cover general pedagogy—such as classroom management and planning, reading/language arts, subject-specific pedagogy, human development—as well as specific content on teaching English Learners, in accordance with California Code of Regulations §80033.
- Fieldwork is a required component of the Intern program. The Local Education Agency must ensure that candidates are placed in teaching assignments that match the credentials and subject areas for which the candidates are seeking their credentials for a minimum of 600 hours per year. A candidate's teaching position and intern programming go hand-in-hand. *Any changes to their employment status may affect their program status, and vice versa.*
- Intern District-Employed Mentor: Intern candidates must be assigned an Intern District-Employed Mentor. An Intern District-Employed Mentor must hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The Intern District-Employed Mentor must have demonstrated exemplary teaching practices as determined by the employer and the Program. Matching a candidate and an Intern District-Employed Mentor must be a collaborative process between the Local Education Agency and the Program. The Program provides Intern Mentors with a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices. The Program ensures that Intern District-Employed Mentors remain current in the knowledge and skills for candidate supervision and program expectations. Intern District-Employed Mentor must also provide opportunities for

candidates to be observed and receive feedback, co-observe and debrief, co-plan lessons, and review student data around structured literacy, diagnostic and intervention techniques, oral and written language, and provide support for students with dyslexia per the California Dyslexia Guidelines. At a minimum, the Intern District-Employed Mentor provides their Intern an average of five hours of support and guidance per week.

- Support and supervision are shared responsibilities between the Local Education Agency and the Program. Pursuant to California Code of Regulations §80033, participating institutions in partnership with employing Local Education Agencies shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners. These hours are completed through a combination of support and supervision with the Intern District-Employed Mentor and the field supervisor.
- California Teaching Performance Assessment (CalTPA) support is provided by Reach University and is supplemented by employer support. Passing the CalTPA is required in order for a candidate to be recommended for a Preliminary Teaching Credential.
- Coursework: Key elements are aligned with California TPEs and Reach University's PLOs. The Program's coursework provides multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE). As candidates progress through the Program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments. Reach University will provide all CCTC-required coursework aligned with the California Teaching Performance Expectations (TPEs) for the Intern Program, ensure Intern candidates are prepared to teach and assess literacy skills (foundational, written, and oral), and work with students needing intervention when available.
- Master of Arts in Teaching candidates in the two-year Intern Program pathway take two additional elective courses to obtain a master's degree.

A.2 Roles & Responsibilities

This section defines the commitments of the Local Education Agency, Reach University, and Alternatives in Action to support successful implementation of the Teacher Intern Program.

A.2.1 Program Access & Support

Local Education Agency Responsibilities

- Identify a Local Education Agency Employment Verification Contact responsible for verifying candidate employment each term and liaising with Alternatives in Action and Reach University.
- Assign a Primary School Site Contact to meet regularly with Reach University and Alternatives in Action staff to address candidate needs and stay current on program processes and materials.

- Assign a School Site Leader who has mentors and/or candidates on staff, and who should be informed about program processes and materials, and stay current with changing program requirements, including program alignment to the Literacy Standards and Teaching Performance Expectations (TPEs) in the Intern Program.
- **Inform employees/Intern candidates of the TWO CCTC requirements to earn an Intern Credential:**
    - **Preservice completion**: A preparation course (135 hours) in the term *before* the starting semester. Preservice must be passed to be eligible for an Intern Credential as well as to continue in the Intern Program (e.g., for a Fall enrollee, the Preservice course is offered in the summer term). Preservice covers general pedagogy, including classroom management and planning, subject-specific pedagogy, and specific content regarding the teaching of English Learners pursuant to the California Code of Regulations.
    - **Subject Matter Competence Requirement (SMCR)** completion through CSETs and/or collegiate courses (including a combination of the two).
- Ensure and verify that all Intern candidates are placed in classrooms designed to provide the most comprehensive clinical practice experiences possible, particularly in literacy instruction for all students. Placements must provide:
    - Opportunities to work with other education professionals and veteran practitioners serving students at risk for or with dyslexia or literacy-related disabilities.
    - Sites where candidates can practice screening and diagnostic techniques, implement early intervention strategies, and develop oral and written literacy skills aligned with state Literacy Standards.
    - Ample opportunities to practice a strong literature, language, and comprehension component with a balance of oral and written literacy skills and the additional cross-cutting themes in literacy, especially in the literacy areas of making meaning, language development, and effective expression.
- Ensure any Intern candidate assigned to a Transitional Kindergarten (TK) classroom meets at least one of the following criteria:
    - Possesses 24 units in early childhood education/child development.
    - Holds professional experience equivalent to 24 units.
    - Holds a child development teacher permit issued by the CTC.
- Permit video capture for field supervision, coursework, and state performance tasks (e.g., CalTPA) and maintain a recording policy to accommodate credentialing requirements.

Reach University and Alternatives in Action Responsibilities

- Provide academic programming and support aligned with the Master of Arts in Teaching degree.
- Establish effective communication with the Primary Employer Partnership Contact to promote this Agreement.
- Provide orientation, professional development, and ongoing support for field supervisors, coaches, and mentors.
- Communicate with Alternatives in Action as needed to verify that Intern candidates have completed all program and credential requirements.

A.2.2 Candidate Supervision & Evaluation

Shared Responsibilities

- Collaboratively supervise candidates through a team consisting of the Intern District-Employed Mentor, School Site Leader, Alternatives in Action supervisor, and Reach University faculty.
- Ensure all program supervision meets the CCTC-required 144 hours annually, including 45 hours specific to teaching English learners, provided through a combination of district-employed mentoring and Reach University field supervision.
- Conduct formal observations that include feedback, formative/summative assessment analysis, and candidate performance data review.

A.2.3 Program & Data Collaboration

Shared Responsibilities

- Establish a Partnership Advisory Committee with superintendents/designees from partnering Local Education Agencies, Reach University's Program Director, and Alternatives in Action representatives.
- Convene the committee regularly to provide leadership, gather feedback, and support continuous program improvement.

A.3 Execution of Addendum

This Addendum supplements the Base Agreement and Graduate Programs Addendum, and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Reach University

Authorized Representative	
Title	
Signature	
Date	

Local Education Agency

Local Education Agency	
Authorized Approver	
Signature	
Date	

Alternatives in Action

Authorized Representative	
Title	
Signature	
Date	

Addendum: Teacher Induction Program

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding and the Graduate Programs Addendum ("Base Agreement") between Reach University and the Local Education Agency, and also incorporates the role of Alternatives in Action ("Alternatives in Action"), the current California Commission on Teacher Credentialing ("CCTC") accredited recommending agency.

This Addendum outlines additional terms, responsibilities (among Reach University, Alternatives in Action, and the Local Education Agency), and program details specific to the Teacher Induction Program, operated through Alternatives in Action. Alternatives in Action serves as the lead sponsor and CCTC-accredited recommending agency for all credential recommendations. Reach University provides administrative support where applicable, but does not independently offer or recommend candidates for the Teacher Induction Program. All provisions of the Base Agreement and Graduate Programs Addendum remain in full force and effect unless expressly modified by this Addendum.

A.1 Program Overview

The program description herein reflects Reach University's program as of the effective date of this Addendum. For the most up-to-date version, please see reach.edu and info.reach.edu.

The Teacher Induction Program is a two-year job-embedded individualized induction program focused on assisting new teachers in transitioning into the profession and obtaining their California Clear Credential through Alternatives in Action.

Induction candidates are teachers who have attained their Preliminary Teaching Credential and are seeking to attain their Clear Teaching Credential. Teacher Induction Program provides job-embedded support and professional learning for induction candidates to obtain a Clear California Single-Subject or Multiple-Subject credential or Education Specialist Credential. The Teacher Induction Program supports candidate development and growth in the teaching profession by building on the knowledge and skills they have gained during their preliminary preparation program through a robust mentoring system. Mentoring support includes both "just in time" and long-term analysis of their teaching practice to support candidates in developing enduring professional skills through cycles of inquiry. The Teacher Induction Program serves to strengthen teachers' professional practice and contribute to their retention in the profession. Reach University will provide the California Standards for the Teaching Profession (CSTPs) for the Induction candidates.

Credential Earned: California Clear Teaching or Education Specialist Credential.

Program Duration: Two years. Transferred credits are not accepted.

Program Eligibility: To be recommended for a Clear Credential, candidates must: (a) meet with a TIP Mentor for a minimum of 30 hours per year and provide documentation, (b) complete an Individualized Learning Plan (ILP), including a CSTP co-assessment (between the candidate and TIP Mentor) and a triad meeting (a candidate, their TIP Mentor, and the School Site Leader) within the first 60 days of enrollment, (c) successfully complete Cycles of Inquiry in collaboration with a

TIP Mentor, and (d) satisfy all renewal requirements placed on their California Preliminary Teaching or Education Specialist Credential by the CCTC.

Key Program Components – Mentorship and Fieldwork:

The Teacher Induction Program requires each candidate to be assigned a qualified mentor who provides guidance and expectations for the mentoring experience. All TIP Mentors for Induction candidates are hired and managed by Reach University. They will have their employment verified during the enrollment process and must meet all TIP Mentor requirements established by the CCTC. Qualifications for mentors will include, but are not limited to:

- Knowledge of the context and the content area of the candidate's teaching assignment
- Demonstrated commitment to professional learning and collaboration
- A Clear California Teaching Credential
- Meet candidates' needs for support
- Have a minimum of 3 years of effective teaching experience

TIP Mentors are expected to support candidates in the Program to the best of their abilities through various means, including but not limited to:

- Provide "just in time" support for candidates, in accordance with their ILP, in addition to providing support for the candidates in their cycles of inquiry
- Support candidate progress towards mastery of the California Standards for the Teaching Profession
- Facilitate candidate growth and development through modeling, guiding reflection on practice, and feedback on classroom instruction
- Connect candidates with available resources to support their professional growth and accomplishment of the ILP
- Periodically review the ILP with candidates and make adjustments as needed

The Program will provide ongoing training and support for TIP Mentors that includes, but is not limited to:

- Coaching and mentoring
- Goal setting
- Use of appropriate mentoring instruments
- Best practices in adult learning
- Support for individual mentoring challenges, reflection on mentoring practices, and opportunities to engage with mentoring peers in professional learning networks
- Processes designed to support candidates' growth and effectiveness

Fieldwork Provisions and Guidelines: For candidates in the Teacher Induction Program, teaching assignments must include at least **one** class in the teacher's designated credential area (i.e., a single-subject science credentialed teacher must teach at least one science class). Candidates must be allowed to work with a group of students on an ongoing basis, including opportunities to plan, execute instruction, and analyze the resultant data representing student learning.

→ *Please note that the completion of mentor hours is a CCTC requirement with a minimum of 30 hours per year of the two-year program.*

A.2 Roles & Responsibilities

This section defines the commitments of the Local Education Agency, Reach University, and Alternatives in Action to support successful implementation of the Teacher Induction Program.

Alternatives in Action Responsibilities

Alternatives in Action, as the California Commission on Teacher Credentialing (CCTC)–approved Induction program sponsor and credential recommending body, agrees to:

- Maintain CCTC accreditation in good standing and ensure the Teacher Induction Program remains compliant with all applicable standards, guidelines, and reporting requirements.
- Recommend eligible candidates for the California Clear Credential upon successful completion of all Teacher Induction Program requirements.
- Ensure the overall design, implementation, and continuous improvement of the Teacher Induction Program, including oversight of curriculum, mentoring systems, and candidate assessment practices.
- Monitor and verify each candidate's completion of program requirements, including documented mentor hours, Individualized Learning Plan (ILP) components, and cycles of inquiry.
- Ensure that all data collection and reporting to the CCTC reflects accurate records of candidate participation, progress, and program completion.
- Provide guidance and technical assistance to Reach University staff and Local Education Agencies regarding credentialing requirements and program compliance.
- Maintain secure records for all Teacher Induction Program candidates and ensure confidentiality in accordance with state and federal regulations.
- Respond to CCTC audits, inquiries, or data requests as required, and communicate relevant findings or updates to Reach University and the Local Education Agency as needed.

A.3 Execution of Addendum

This Addendum supplements the Base Agreement and Graduate Programs Addendum and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Reach University

Authorized Representative	
Title	
Signature	
Date	

Local Education Agency

Local Education Agency	
Authorized Approver	
Signature	
Date	

Alternatives in Action

Authorized Representative	
Title	
Signature	
Date	

Addendum: Tuition & Billing

This Addendum supplements the Reach University Employer Partnership Memorandum of Understanding ("Base Agreement") between Reach University and the Local Education Agency, and shall be effective as of the date of the last signature on this Addendum. This Addendum outlines additional terms and responsibilities regarding tuition contributions and billing for Reach University candidates. All provisions of the Base Agreement remain in full force and effect unless expressly modified herein.

A.1 Local Education Agency Responsibilities

- Notify Reach University at least 30 days prior to the start of each academic term if the Local Education Agency intends to cover full or partial tuition for any candidates.
- Confirm the list of candidates for whom the Local Education Agency will be invoiced, including verification of employment and employer recommendation to ensure billing accuracy.
- Provide accurate billing contact information to Reach University and promptly communicate any updates.
- Process invoices in a timely manner according to the agreed-upon tuition support arrangement.
- All candidates enrolled in Reach University programs are responsible for tuition and associated fees. Payment of tuition is the candidate's primary responsibility unless the Local Education Agency chooses to provide support.

A.2 Tuition Support Confirmation

The Local Education Agency shall confirm the following details regarding tuition contribution:

Is the Local Education Agency contributing to tuition for any candidates?	☐ Yes, our organization will contribute toward tuition. ☐ No, our organization will not contribute toward tuition at this time.
If you selected "yes," please complete the following section.	

Program (check all that apply)	☐ Bachelor Of Arts In Liberal Studies (BLS) Degree Program ☐ Bachelor of Arts in Global Education (Educator Preparation Program Pathway for Arkansas and Louisiana) *Graduate Programs only offered in California:* ☐ Intern Teacher Credential / Master of Arts in Teaching (M.A.T.) Program ☐ Teacher Induction Program
Tuition Support Level	☐ Entire net candidate contribution ☐ Other: _____
Accounts Payable Contact Name	
Accounts Payable Contact Title	

A.3 Billing Terms

- All candidates enrolled in Reach University programs are responsible for tuition and associated fees. Payment of tuition is the candidate's primary responsibility unless the Local Education Agency chooses to provide support.
- If the Local Education Agency agrees to pay Reach University for tuition and fees associated with candidates enrolled in Reach University programs, Reach University will invoice the Local Education Agency once per academic term, typically in September and February.
- **Payment Terms**: The Local Education Agency shall remit full payment within thirty (30) calendar days of the invoice date, unless otherwise agreed to in writing. Payments shall be made via electronic funds transfer or another approved method as specified on the invoice.
- **Nonpayment Clause**: Reach University reserves the right to suspend candidate participation in Reach University programs for Local Education Agencies' failure to meet their financial obligations.

A.4 Execution of Addendum

This Addendum supplements the Base Agreement and does not modify any other terms unless expressly stated herein. All indemnification, confidentiality, and liability provisions of the Base Agreement apply equally to this Addendum.

The undersigned confirms having read and understood the policies stated above and affirms possessing the authority to execute this document on behalf of the Local Education Agency and engage in the activities outlined herein.

Reach University

Authorized Representative	
Title	
Signature	
Date	

Local Education Agency

Local Education Agency	
Authorized Approver	
Signature	
Date	

MODOC COUNTY EMERGENCY SERVICES
MEMORANDUM OF UNDERSTANDING (MOU)
FOR USE OF FACILITIES, PERSONNEL, AND EQUIPMENT
IN THE EVENT OF A LOCALLY DECLARED EMERGENCY

Legal Authority: Modoc County Code §2.40 et seq.

Modoc County Office of Emergency Services and Modoc Joint Unified School District agree that:

In the event of a declared state of emergency, resources from the local, state, federal, and private sector will be mobilized and deployed to mitigate the emergency. Depending on the nature of the event, the use of various facilities, support staff, and/or equipment under the control of **Modoc Joint Unified School District** may be necessary or beneficial in order to protect life and property.

Modoc County Office of Emergency Services and Modoc Joint Unified School District enter into this agreement as follows:

Facility Space:
Modoc Joint Unified School District agrees to allow the use of the following facilities located in Alturas, CA 96101, for functions necessary to protect life and property in the event of a declared emergency.

- Modoc High School: Shirley Oxley Hall, Gymnasium Complex, Athletic Fields, and other rooms as appropriate
- Modoc Middle School: Multi-Purpose Room and kitchen facilities
- Alturas Elementary School: Multi-Purpose Room;

And in Davis Creek, CA 96108

- Stateline Elementary School

Use of the Facility:
The request to use the facility will occur as soon as possible by Modoc County Office of Emergency Services. Generally, this request will be made through the Emergency Operations Center.

Modification or Suspension of Normal Facility Business Activities:
Modoc Joint Unified School District agrees to alter or suspend normal operations if necessary to support the emergency use of the facilities, staff and/or equipment during the operational period of the emergency.

Use of other Resources:
Modoc Joint Unified School District agrees to authorize the use of equipment and staff associated with the facility. This may include, but is not limited to, equipment such as forklifts, communications equipment, computers, Internet services, copying equipment, furniture, custodial staff and supplies, etc. Facility resources and associated systems will only be used under the supervision or direction of facility staff.

Costs:
Modoc County Office of Emergency Services (OES) agrees to payment for costs incurred for use of facilities.

Facility Rental Rates: Rates will be as follows:

Shirley Oxley Hall	$150 per day
Griswold Gym Complex	$300 per day
Middle School Kitchen/Multipurpose Room	$300 per day
Football Field	$100 per day
Alturas Elementary and Stateline Elementary	$150 per day
Stateline Elementary School	$125 per day

*Rental rate for other facilities will be based on fair market value

Equipment use @ fair market rental rates prevalent at time of use, including fuel/consumables

Staff labor costs @ actual loaded costs

Modoc County Office of Emergency Services explicitly agrees to pay all reasonable costs associated with restoring facilities and equipment to their pre-use state. If necessary, this shall include repairs, decontamination, cleaning or replacement. These costs shall be based on actual costs for mitigation, and are over and above any rental fees.

Invoicing: Modoc Joint Unified School District agrees to invoice Modoc County Office of Emergency Services for facility rental and clean-up costs, equipment use, and staff time for the event. Submission of reimbursement must include a summary sheet with attached invoices/bills.

Liability: Modoc County Office of Emergency Services agrees to indemnify and hold harmless **Modoc Joint Unified School District** from any claims or liability arising from the use of the facility, or equipment. **Modoc Joint Unified School District** agrees to provide workman's compensation insurance for any employees working under the terms of this agreement.

Modoc Joint Unified School District will provide Modoc County Office of Emergency Services with the appropriate facility 24 hour/7-day contact information, and update this information as necessary.

Duration of Agreement: The initial term of this MOU is five years from the date of execution.

Amendments: This agreement may be amended at any time by signature approval of the signatories or their authorized agents.

Termination of Agreement: Any Party may withdraw at any time from this MOU, by sending written notice to the other party.

Capacity to Enter into Agreement: The persons executing this MOU on behalf of their respective entities hereby represent and warrant that they have the right, power, legal capacity, and appropriate authority to enter into this MOU on behalf of the entity for which they sign.

William 'Tex' Dowdy, **Date**
Sheriff, Coroner, Director OES, Modoc County

Beckie Lewis, Superintendent
Modoc Joint Unified School District **Date**

To authorize and open facility, call:

Beckie Lewis
Name

530-233-7201 x610
Daytime phone number

530-708-2047
After-hours/emergency phone number

Alternate contact to open facility, call:

Doug Waterman
Name

233-7201 x5
Daytime phone number

233-640-1731
After-hours/emergency phone number

****Phone numbers are on file: OES: Emergency Response Resources**

SHORT FORM PRIME CONTRACT BETWEEN OWNER & CONTRACTOR

This Agreement, effective 16th September, 2025, is by and between the Modoc Joint Unified School District, in Modoc County, California, hereinafter called the "Owner," and Ultra Ceilings, Inc., hereinafter called the "Contractor."

The work described in Section 1 below shall be performed in accordance with all plans, specifications and other Contract documents for the project known as:

A New Gymnasium & Café for Modoc Middle School
DSA Application #02-122353

Prepared by:

Semingson Architecture & Engineering, Inc.
PO Box 210, Cottonwood, CA 96022
Phone: (530) 347-5500
Email: admin@semingson.us

The name and address of the construction lender is:

N/A

SECTION 1. SCOPE
Acoustical Ceilings contractor shall provide all labor and materials required to provide a complete project as it relates to the approved plans and specification sections as well as any other clarifying notes listed.

SECTION 2. PRICE AND PAYMENT
The Owner agrees to pay the Contractor for the strict performance of the work, the sum of Twenty thousand Dollars ($20,000.00) subject to adjustments for changes in the work as may be agreed to by the Owner and the Contractor, as may be required under this Contract.

The Owner agrees to pay the Contractor in monthly progress payments for all work completed. Payments will be due and payable within thirty days of invoice. Final payment to the Contractor shall be made within forty – five (45) days after substantial completion of the Contract and submission of the final invoice to Owner.

SECTION 3. ENTIRE AGREEMENT.
This agreement represents the entire agreement between the Contractor and the Owner regarding the work described in Section 1 and supersedes any prior written or oral agreements or representations as to that work.

SECTION 4. TIME.
The date of commencement of the Work shall be the date of this Agreement unless a different date is agreed to herein or directed by a notice to proceed issued by the Owner. The Contract Time shall be measured from the date of commencement. Time is of the essence of this agreement. The Contractor shall provide the Owner with a progress and completion schedule and shall conform to that schedule, including any changes to that schedule agreed to between the Owner and the Contractor or required by circumstances beyond Contractor's control.

The Contractor shall substantially perform the Work of this Contract as required to ensure substantial completion of the project by November 2025. Contractor shall coordinate all work with the lease-leaseback contractor.

SECTION 5. DIFFERING SITE CONDITIONS. Contractor shall promptly, and before the following conditions are disturbed, notify the Owner, in writing of any:

(1) Material that the contractor believes may be material that is hazardous waste, or a toxic pollutant or other substance, the handling of which may subject Contractor to legal liability;

(2) Subsurface or latent physical conditions at the work site differing from those indicated in the Contract; or

(3) Unknown physical conditions at the work site of any unusual nature, materially different from those ordinarily encountered and generally recognized as inherent to work of the character provided for in the Contract.

The Owner shall promptly investigate. If the Owner finds that the worksite conditions do materially differ, or involve hazardous waste or toxic pollutants, the Owner shall cause a decrease or increase in the Contractor's cost of, or the time required for, performance of the affected part of the work by issuing a change order under the procedures described in the Contract.

SECTION 6. CHANGES IN WORK.
The work shall be subject to changes or additions, deletions or revisions by the Owner. The Contractor will be notified by receipt of written additions and/or revised drawings, specifications, exhibits or written orders.

Whenever an adjustment in the Contract price or Contract time is required because of Owner's request, differing site conditions, errors in the plans and specifications, or other circumstances beyond the control of Contractor (including lack of worksite access, weather, fires, floods, strikes, acts of God, natural disasters, or acts of third parties), the Contractor shall submit to the Owner within a reasonable time a detailed estimate, with supporting calculations, pricing and adjustments in the schedule of the change to the Contract price and the Contract time. Pricing of the adjustment shall be in general accordance with the pricing structure of this Contract. However, to the extent that such pricing is inapplicable, cost of the change or the amount of the adjustment shall be determined on the basis of the cost to the Contractor plus reasonable amounts for overhead and profit.

The Contractor shall not be obligated to perform changes in the work or additional work until the Owner has approved, in writing, the changes to the Contract price and the Contract time.

SECTION 7. SUSPENSION OF WORK.
If any payment is not made to Contractor as required under this Contract, Contractor may suspend work until such payment is made. Contractor may also suspend work under this Contract if a dispute over payment for extra work, differing site conditions, changes by Owner or other circumstances beyond Contractor's control will cause the Contractor to suffer substantial financial hardship if Contractor is required to continue the work. Contractor may request that Owner provide written proof of Owner's ability to pay Contractor for the work remaining to be performed by Contractor at any time prior to or during performance of this Contract. Failure of Owner to provide such proof shall be justification for Contractor's suspension of work under this Contract.

Any suspension of work under this Contract will also suspend the progress and completion dates set forth in Section 4.

SECTION 8. INSPECTION OF THE WORK.
The Contractor shall make the work accessible at all reasonable time for inspection by the Owner. The Contractor shall inspect all material and equipment delivered to the job site by others to be used or incorporated in the Contractor's work.

SECTION 9. SITE ACCESS AND RIGHTS OF WAY.
The Owner shall provide, no later than the date when needed by the Contractor, all necessary access to the lands upon which the Work is to be performed, including convenient access to the lands and any other lands designated in the Contract Documents for use by the Contractor. Owner shall continue to provide such access until completion of the Contract. Any failure to provide such access shall entitle the Contractor to an equitable adjustment in the Contract price and the Contract time.

SECTION 10. REPORTS AND SURVEYS
Owner shall furnish prior to the start of work all maps, surveys and reports describing the physical characteristics, soil, geological and subsurface conditions, legal limitations, utility locations and legal descriptions that might assist the Contractor in properly evaluating the extent and character of the work required. The Owner shall provide all land surveys and baselines necessary for the Contractor to locate the principal parts of the Work and perform the Work.

SECTION 11. PERMITS, LICENSES AND REGULATIONS.
Permits and licenses of a temporary nature necessary for the prosecution of the Work shall be obtained and paid for by the Contractor. The Owner shall assist the Contractor in obtaining such permits and licenses. Permits, licenses and easements for permanent structures or permanent changes in existing facilities shall be secured and paid for the Owner.

The Contractor shall give all notices and comply with all laws, ordinances, rules and regulations bearing on the performance of the Work. If the Contractor observes that drawings, specifications or other Contract documents are at variance with such laws, ordinances, rules and regulations, the Owner shall promptly be notified and, if necessary, an adjustment made to the Contract time or Contract price.

SECTION 12. TERMINATION.
The Owner reserves the right to terminate the work for its convenience upon notice in writing to the Contractor. In such an event, the Contractor shall be paid its actual costs for the portion of the work performed to the date of termination, and for all of Contractor's incurred costs of termination, including demobilizations and any termination charges by vendors and subcontractors, plus 20% of all of Contractor's actual and incurred costs for overhead and profit.

SECTION 13. INDEMNIFICATION
Contractor shall indemnify the owner against claims, demands, lawsuits and liabilities arising out of or connected to property damage or personal injury caused, or alleged to be caused, by Contractor or its subcontractors, suppliers, employees, agents or representatives. Contractor shall have no obligation to defend Owner except to the extent of the following coverage:

(1) Casualty Insurance
a) Worker's Compensation and Employer's Liability Insurance;
b) Commercial General Liability Insurance, including coverage for Contractor's owned, hired and non-owned automobiles.

(2) Property Insurance
Subcontractor shall effectually secure and protect the work done hereunder and assume full responsibility for the condition thereof until final acceptance by Architect, Owner and Contractor. Subcontractor further agrees to provide such protection as is necessary to protect the work and the workmen of Contractor, Owner and other subcontractors from its operations.

(3) Waiver of Subrogation
Owner and Contractor waive all rights against each other and against all other subcontractors and Owner for loss or damage to the extent reimbursed by any property or equipment insurance applicable to the work, except such rights as they may have to the proceeds of such insurance. If any applicable policies of insurance require an endorsement or consent of the insurance company to provide for continued coverage where there is a waiver of subrogation, the owners of such policies will cause them to be so endorsed or obtain such consent.

(4) Builder's Risk
"All risk" Builder's Risk insurance (excluding the hazards of earthquake and flood) is purchased by Owner and such insurance provides property insurance coverage for both Contractor and subcontractors including loss or damage to Contractor's work. Such insurance shall also apply to any of Owner's property in the care, custody or control of Contractor. Owner waives all rights of recovery against the Contractor for loss of use of the Owner's property, including consequential losses due to fire or other hazards, however caused.

SECTION 15. ARBITRATION.
Any controversy or claim arising out of or relating to this Contract or its alleged breach, which can not be resolved by mutual agreement, shall be settled by arbitration in accordance with JAMS Rules in effect on the date of the Contract, and judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction. Owner and Contractor agree that, should Contractor be potentially or actually a party to a lawsuit or arbitration arising out of or connected to this Contract,

Owner shall appear in, and be bound by the decision in, that lawsuit or arbitration. The prevailing party in any action or proceeding to enforce this Contract shall recover its reasonable attorney's fees and costs (including expert witnesses) in that action or proceeding.

SECTION 16. WARRANTY.
The Contractor warrants to the Owner that all materials and equipment furnished under this Contract shall be new unless otherwise specified and that all work under this agreement will be performed in a good and workmanlike manner, shall be of good quality, free from faults and defects, and in conformance with Contract documents.

SECTION 17. SPECIAL PROVISIONS. (including unit pricing, if applicable):

This Contract is a Prime Contract with the Modoc Joint Unified School District to provide the services described herein and bid on February 11, 2025. Contractor shall work with the lease-leaseback Contractor to develop a schedule of construction that serves the best interest of the project.

Contractors are required by law to be licensed and regulated by the Contractors State License Board which has jurisdiction to investigate complaints against contractors if a complaint regarding a patent act or omission is filed within four (4) years of the date of the alleged violation. A complaint regarding a latent act or omission pertaining to structural defects must be filed within 10 years of the date of the alleged violation. Any questions concerning a contractor may be referred to the Registrar, Contractors State License Board, P.O. Box 26000, Sacramento, California, 95826.

STATE LAW REQUIRES ANYONE WHO CONTRACTS TO DO CONSTRUCTION WORK TO BE LICENSED BY THE CONTRACTORS' STATE LICENSE BOARD IN THE LICENSE CATEGORY IN WHICH THE CONTRACTOR IS GOING TO BE WORKING – IF THE TOTAL PRICE OF THE JOB IS $500 OR MORE (INCLUDING LABOR AND MATERIALS).

LICENSED CONTRACTORS ARE REGULATED BY LAWS DESIGNED TO PROTECT THE PUBLIC. IF YOU CONTRACT WITH SOMEONE WHO DOES NOT HAVE A LICENSE, THE CONTRACTORS' STATE LICENSE BOPARD MAY BE UNABLE TO ASSIST YOU WITH A COMPLAINT. YOUR ONLY REMEDY AGAINST AN UNLICENSED CONTRACTOR MAY BE IN CIVIL COURT, AND YOU MAY BE LIABLE FOR DAMAGES ARISING OUT OF ANY INJURIES TO THE CONTRACTOR OR HIS OR HER EMPLOYEES.

YOU MAY CONTACT THE CONTRACTORS' STATE LICENSE BOARD TO FIND OUT IF THIS CONTRACTOR HAS A VALID LICENSE. THE BOARD HAS COMPLETE INFORMATION ON THE HISTORY OF LICENSED CONTRACTORS, INCLUDING ANY POSSIBLE SUSPENSIONS, REVOCATIONS, JUDGMENTS, AND CITATIONS. THE BOARD HAS OFFICES THROUGHOUT CALIFORNIA. PLEASE CHECK THE GOVERNMENT PAGES OF THE WHITE PAGES FOR THE OFFICE NEAREST YOU OR CALL 1-800-321 CSLB FOR MORE INFORMATION.

Dated: _____ Dated: _____

OWNER: _____ **CONTRACTOR:** _____

By: _____ (Name)	By: Peter Mahoney (Name)
_____ (Title)	President (Title)
_____ (Address)	6100 SOMERVILLE WAY, FAIR OAKS (Address)
	1082174 (Contractors License Number)

NOTE: This document has important legal consequences. Consultation with an attorney prior to use or modification of this document is encouraged. Some contracts may require the use of special provisions not included in this form.

SHORT FORM PRIME CONTRACT BETWEEN OWNER & CONTRACTOR

This Agreement, effective AUGUST 21ST, 2025, is by and between the Modoc Joint Unified School District, in Modoc County, California, hereinafter called the "Owner," and Redding Metal Crafters, Inc., hereinafter called the "Contractor."

The work described in Section 1 below shall be performed in accordance with all plans, specifications and other Contract documents for the project known as:

A New Gymnasium & Café for Modoc Middle School
DSA Application #02-122353

Prepared by:

Semingson Architecture & Engineering, Inc.
PO Box 210, Cottonwood, CA 96022
Phone: (530) 347-5500
Email: admin@semingson.us

The name and address of the construction lender is:

N/A

SECTION 1. SCOPE

Stainless Steel contractor shall provide all labor and materials required to provide a complete project as it relates to the approved plans and specification sections as well as any other clarifying notes listed below. This includes, but is not limited to, all furnishings in rooms 109 & 112 as well as any finishes requiring stainless steel throughout the project. Included is an 18-gauge stainless steel wall cap at the half wall in room 109 with 3" reveal, sealed on both sides of the wall. Kitchen equipment/appliances shall be provided by Owner. All appliances/equipment locations must be coordinated with stainless steel contractor.

SECTION 2. PRICE AND PAYMENT

The Owner agrees to pay the Contractor for the strict performance of the work, the sum of Twenty-eight thousand eighty-three dollars and sixteen cents ($28,083.16) subject to adjustments for changes in the work as may be agreed to by the Owner and the Contractor, as may be required under this Contract.

The Owner agrees to pay the Contractor in monthly progress payments for all work completed. Payments will be due and payable within thirty days of invoice. Final payment to the Contractor shall be made within forty – five (45) days after substantial completion of the Contract and submission of the final invoice to Owner.

SECTION 3. ENTIRE AGREEMENT.
This agreement represents the entire agreement between the Contractor and the Owner regarding the work described in Section 1 and supersedes any prior written or oral agreements or representations as to that work.

SECTION 4. TIME.
The date of commencement of the Work shall be the date of this Agreement unless a different date is agreed to herein or directed by a notice to proceed issued by the Owner. The Contract Time shall be measured from the date of commencement. Time is of the essence of this agreement. The Contractor shall provide the Owner with a progress and completion schedule and shall conform to that schedule, including any changes to that schedule agreed to between the Owner and the Contractor or required by circumstances beyond Contractor's control.

The Contractor shall substantially perform the Work of this Contract as required to ensure substantial completion of the project by November 2025. Contractor shall coordinate all work with the lease-leaseback contractor.

SECTION 5. DIFFERING SITE CONDITIONS. Contractor shall promptly, and before the following conditions are disturbed, notify the Owner, in writing of any:

(1) Material that the contractor believes may be material that is hazardous waste, or a toxic pollutant or other substance, the handling of which may subject Contractor to legal liability;

(2) Subsurface or latent physical conditions at the work site differing from those indicated in the Contract; or

(3) Unknown physical conditions at the work site of any unusual nature, materially different from those ordinarily encountered and generally recognized as inherent to work of the character provided for in the Contract.

The Owner shall promptly investigate. If the Owner finds that the worksite conditions do materially differ, or involve hazardous waste or toxic pollutants, the Owner shall cause a decrease or increase in the Contractor's cost of, or the time required for, performance of the affected part of the work by issuing a change order under the procedures described in the Contract.

SECTION 6. CHANGES IN WORK.
The work shall be subject to changes or additions, deletions or revisions by the Owner. The Contractor will be notified by receipt of written additions and/or revised drawings, specifications, exhibits or written orders.

Whenever an adjustment in the Contract price or Contract time is required because of Owner's request, differing site conditions, errors in the plans and specifications, or other circumstances beyond the control of Contractor (including lack of worksite access, weather, fires, floods, strikes, acts of God, natural disasters, or acts of third parties), the Contractor shall submit to the Owner within a reasonable time a detailed estimate, with supporting calculations, pricing and adjustments in the schedule of the change to

the Contract price and the Contract time. Pricing of the adjustment shall be in general accordance with the pricing structure of this Contract. However, to the extent that such pricing is inapplicable, cost of the change or the amount of the adjustment shall be determined on the basis of the cost to the Contractor plus reasonable amounts for overhead and profit.

The Contractor shall not be obligated to perform changes in the work or additional work until the Owner has approved, in writing, the changes to the Contract price and the Contract time.

SECTION 7. SUSPENSION OF WORK.

If any payment is not made to Contractor as required under this Contract, Contractor may suspend work until such payment is made. Contractor may also suspend work under this Contract if a dispute over payment for extra work, differing site conditions, changes by Owner or other circumstances beyond Contractor's control will cause the Contractor to suffer substantial financial hardship if Contractor is required to continue the work. Contractor may request that Owner provide written proof of Owner's ability to pay Contractor for the work remaining to be performed by Contractor at any time prior to or during performance of this Contract. Failure of Owner to provide such proof shall be justification for Contractor's suspension of work under this Contract.

Any suspension of work under this Contract will also suspend the progress and completion dates set forth in Section 4.

SECTION 8. INSPECTION OF THE WORK.

The Contractor shall make the work accessible at all reasonable time for inspection by the Owner. The Contractor shall inspect all material and equipment delivered to the job site by others to be used or incorporated in the Contractor's work.

SECTION 9. SITE ACCESS AND RIGHTS OF WAY.

The Owner shall provide, no later than the date when needed by the Contractor, all necessary access to the lands upon which the Work is to be performed, including convenient access to the lands and any other lands designated in the Contract Documents for use by the Contractor. Owner shall continue to provide such access until completion of the Contract. Any failure to provide such access shall entitle the Contractor to an equitable adjustment in the Contract price and the Contract time.

SECTION 10. REPORTS AND SURVEYS

Owner shall furnish prior to the start of work all maps, surveys and reports describing the physical characteristics, soil, geological and subsurface conditions, legal limitations, utility locations and legal descriptions that might assist the Contractor in properly evaluating the extent and character of the work required. The Owner shall provide all land surveys and baselines necessary for the Contractor to locate the principal parts of the Work and perform the Work.

SECTION 11. PERMITS, LICENSES AND REGULATIONS.

Permits and licenses of a temporary nature necessary for the prosecution of the Work shall be obtained and paid for by the Contractor. The Owner shall assist the Contractor in obtaining such permits and licenses. Permits, licenses and easements for permanent structures or permanent changes in existing facilities shall be secured and paid for the Owner.

The Contractor shall give all notices and comply with all laws, ordinances, rules and regulations bearing on the performance of the Work. If the Contractor observes that drawings, specifications or other Contract documents are at variance with such laws, ordinances, rules and regulations, the Owner shall promptly be notified and, if necessary, an adjustment made to the Contract time or Contract price.

SECTION 12. TERMINATION.

The Owner reserves the right to terminate the work for its convenience upon notice in writing to the Contractor. In such an event, the Contractor shall be paid its actual costs for the portion of the work performed to the date of termination, and for all of Contractor's incurred costs of termination, including demobilizations and any termination charges by vendors and subcontractors, plus 20% of all of Contractor's actual and incurred costs for overhead and profit.

SECTION 13. INDEMNIFICATION

Contractor shall indemnify the owner against claims, demands, lawsuits and liabilities arising out of or connected to property damage or personal injury caused, or alleged to be caused, by Contractor or its subcontractors, suppliers, employees, agents or representatives. Contractor shall have no obligation to defend Owner except to the extent of the following coverage:

(1) Casualty Insurance

a) Worker's Compensation and Employer's Liability Insurance;
b) Commercial General Liability Insurance, including coverage for Contractor's owned, hired and non-owned automobiles.

(2) Property Insurance

Subcontractor shall effectually secure and protect the work done hereunder and assume full responsibility for the condition thereof until final acceptance by Architect, Owner and Contractor. Subcontractor further agrees to provide such protection as is necessary to protect the work and the workmen of Contractor, Owner and other subcontractors from its operations.

(3) Waiver of Subrogation

Owner and Contractor waive all rights against each other and against all other subcontractors and Owner for loss or damage to the extent reimbursed by any property or equipment insurance applicable to the work, except such rights as they may have to the proceeds of such insurance. If any applicable policies of insurance require an endorsement or consent of the insurance company to provide for continued coverage where there is a waiver of subrogation, the owners of such policies will cause them to be so endorsed or obtain such consent.

(4) Builder's Risk

"All risk" Builder's Risk insurance (excluding the hazards of earthquake and flood) is purchased by Owner and such insurance provides property insurance coverage for both Contractor and subcontractors including loss or damage to Contractor's work. Such insurance shall also apply to any of Owner's property in the care, custody or control of Contractor. Owner waives all rights of recovery against the Contractor for loss of use of the Owner's property, including consequential losses due to fire or other hazards, however caused.

SECTION 15. ARBITRATION.

Any controversy or claim arising out of or relating to this Contract or its alleged breach, which can not be resolved by mutual agreement, shall be settled by arbitration in accordance with JAMS Rules in effect on the date of the Contract, and judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction. Owner and Contractor agree that, should Contractor be potentially or actually a party to a lawsuit or arbitration arising out of or connected to this Contract, Owner shall appear in, and be bound by the decision in, that lawsuit or arbitration. The prevailing party in any action or proceeding to enforce this Contract shall recover its reasonable attorney's fees and costs (including expert witnesses) in that action or proceeding.

SECTION 16. WARRANTY.
The Contractor warrants to the Owner that all materials and equipment furnished under this Contract shall be new unless otherwise specified and that all work under this agreement will be performed in a good and workmanlike manner, shall be of good quality, free from faults and defects, and in conformance with Contract documents.

SECTION 17. SPECIAL PROVISIONS. (including unit pricing, if applicable):

This Contract is a Prime Contract with the Modoc Joint Unified School District to provide the services described herein and bid on February 11, 2025. Contractor shall work with the lease-leaseback Contractor to develop a schedule of construction that serves the best interest of the project.

Contractors are required by law to be licensed and regulated by the Contractors State License Board which has jurisdiction to investigate complaints against contractors if a complaint regarding a patent act or omission is filed within four (4) years of the date of the alleged violation. A complaint regarding a latent act or omission pertaining to structural defects must be filed within 10 years of the date of the alleged violation. Any questions concerning a contractor may be referred to the Registrar, Contractors State License Board, P.O. Box 26000, Sacramento, California, 95826.

STATE LAW REQUIRES ANYONE WHO CONTRACTS TO DO CONSTRUCTION WORK TO BE LICENSED BY THE CONTRACTORS' STATE LICENSE BOARD IN THE LICENSE CATEGORY IN WHICH THE CONTRACTOR IS GOING TO BE WORKING – IF THE TOTAL PRICE OF THE JOB IS $500 OR MORE (INCLUDING LABOR AND MATERIALS).

LICENSED CONTRACTORS ARE REGULATED BY LAWS DESIGNED TO PROTECT THE PUBLIC. IF YOU CONTRACT WITH SOMEONE WHO DOES NOT HAVE A LICENSE, THE CONTRACTORS' STATE LICENSE BOPARD MAY BE UNABLE TO ASSIST YOU WITH A COMPLAINT. YOUR ONLY REMEDY AGAINST AN UNLICENSED CONTRACTOR MAY BE IN CIVIL COURT, AND YOU MAY BE LIABLE FOR DAMAGES ARISING OUT OF ANY INJURIES TO THE CONTRACTOR OR HIS OR HER EMPLOYEES.

YOU MAY CONTACT THE CONTRACTORS' STATE LICENSE BOARD TO FIND OUT IF THIS CONTRACTOR HAS A VALID LICENSE. THE BOARD HAS COMPLETE INFORMATION ON THE HISTORY OF LICENSED CONTRACTORS, INCLUDING ANY POSSIBLE SUSPENSIONS, REVOCATIONS, JUDGMENTS, AND CITATIONS. THE BOARD HAS OFFICES THROUGHOUT CALIFORNIA. PLEASE CHECK THE GOVERNMENT PAGES OF THE WHITE PAGES FOR THE OFFICE NEAREST YOU OR CALL 1-800-321 CSLB FOR MORE INFORMATION.

Dated: _____	Dated: 8/21/2025
OWNER: _____	**CONTRACTOR**: REDDING METAL CRAFTERS, INC.
_____	_____
By: _____ (Name)	By: NATALJE PAYNE (Name)
_____ (Title)	SECRETARY (Title)
_____ (Address)	3871 RANCHO ROAD, REDDING, CA 96002 (Address)
	461336 (Contractors License Number)

NOTE: This document has important legal consequences. Consultation with an attorney prior to use or modification of this document is encouraged. Some contracts may require the use of special provisions not included in this form.

SHORT FORM PRIME CONTRACT BETWEEN OWNER & CONTRACTOR

This Agreement, effective _____, 2025, is by and between the Modoc Joint Unified School District, in Modoc County, California, hereinafter called the "Owner," and National Garage Door Co., hereinafter called the "Contractor."

The work described in Section 1 below shall be performed in accordance with all plans, specifications and other Contract documents for the project known as:

A New Gymnasium & Café for Modoc Middle School
DSA Application #02-122353

Prepared by:

Semingson Architecture & Engineering, Inc.
PO Box 210, Cottonwood, CA 96022
Phone: (530) 347-5500
Email: admin@semingson.us

The name and address of the construction lender is:

N/A

SECTION 1. SCOPE

Roll-up Garage Door contractor shall provide all labor and materials required to provide a complete project as it relates to the approved plans and specification sections as well as any other clarifying notes listed. Work includes all interior and exterior roll-up doors.

SECTION 2. PRICE AND PAYMENT

The Owner agrees to pay the Contractor for the strict performance of the work, the sum of Seventy-one thousand four hundred thirty-eight Dollars ($71,438.00) subject to adjustments for changes in the work as may be agreed to by the Owner and the Contractor, as may be required under this Contract.

The Owner agrees to pay the Contractor in monthly progress payments for all work completed. Payments will be due and payable within thirty days of invoice. Final payment to the Contractor shall be made within forty – five (45) days after substantial completion of the Contract and submission of the final invoice to Owner.

SECTION 3. ENTIRE AGREEMENT.

This agreement represents the entire agreement between the Contractor and the Owner regarding the work described in Section 1 and supersedes any prior written or oral agreements or representations as to that work.

SECTION 4. TIME.
The date of commencement of the Work shall be the date of this Agreement unless a different date is agreed to herein or directed by a notice to proceed issued by the Owner. The Contract Time shall be measured from the date of commencement. Time is of the essence of this agreement. The Contractor shall provide the Owner with a progress and completion schedule and shall conform to that schedule, including any changes to that schedule agreed to between the Owner and the Contractor or required by circumstances beyond Contractor's control.

The Contractor shall substantially perform the Work of this Contract as required to ensure substantial completion of the project by November 2025. Contractor shall coordinate all work with the lease-leaseback contractor.

SECTION 5. DIFFERING SITE CONDITIONS. Contractor shall promptly, and before the following conditions are disturbed, notify the Owner, in writing of any:

(1) Material that the contractor believes may be material that is hazardous waste, or a toxic pollutant or other substance, the handling of which may subject Contractor to legal liability;

(2) Subsurface or latent physical conditions at the work site differing from those indicated in the Contract; or

(3) Unknown physical conditions at the work site of any unusual nature, materially different from those ordinarily encountered and generally recognized as inherent to work of the character provided for in the Contract.

The Owner shall promptly investigate. If the Owner finds that the worksite conditions do materially differ, or involve hazardous waste or toxic pollutants, the Owner shall cause a decrease or increase in the Contractor's cost of, or the time required for, performance of the affected part of the work by issuing a change order under the procedures described in the Contract.

SECTION 6. CHANGES IN WORK.
The work shall be subject to changes or additions, deletions or revisions by the Owner. The Contractor will be notified by receipt of written additions and/or revised drawings, specifications, exhibits or written orders.

Whenever an adjustment in the Contract price or Contract time is required because of Owner's request, differing site conditions, errors in the plans and specifications, or other circumstances beyond the control of Contractor (including lack of worksite access, weather, fires, floods, strikes, acts of God, natural disasters, or acts of third parties), the Contractor shall submit to the Owner within a reasonable time a detailed estimate, with supporting calculations, pricing and adjustments in the schedule of the change to the Contract price and the Contract time. Pricing of the adjustment shall be in general accordance with the pricing structure of this Contract. However, to the extent that such pricing is inapplicable, cost of

the change or the amount of the adjustment shall be determined on the basis of the cost to the Contractor plus reasonable amounts for overhead and profit.

The Contractor shall not be obligated to perform changes in the work or additional work until the Owner has approved, in writing, the changes to the Contract price and the Contract time.

SECTION 7. SUSPENSION OF WORK.
If any payment is not made to Contractor as required under this Contract, Contractor may suspend work until such payment is made. Contractor may also suspend work under this Contract if a dispute over payment for extra work, differing site conditions, changes by Owner or other circumstances beyond Contractor's control will cause the Contractor to suffer substantial financial hardship if Contractor is required to continue the work. Contractor may request that Owner provide written proof of Owner's ability to pay Contractor for the work remaining to be performed by Contractor at any time prior to or during performance of this Contract. Failure of Owner to provide such proof shall be justification for Contractor's suspension of work under this Contract.

Any suspension of work under this Contract will also suspend the progress and completion dates set forth in Section 4.

SECTION 8. INSPECTION OF THE WORK.
The Contractor shall make the work accessible at all reasonable time for inspection by the Owner. The Contractor shall inspect all material and equipment delivered to the job site by others to be used or incorporated in the Contractor's work.

SECTION 9. SITE ACCESS AND RIGHTS OF WAY.
The Owner shall provide, no later than the date when needed by the Contractor, all necessary access to the lands upon which the Work is to be performed, including convenient access to the lands and any other lands designated in the Contract Documents for use by the Contractor. Owner shall continue to provide such access until completion of the Contract. Any failure to provide such access shall entitle the Contractor to an equitable adjustment in the Contract price and the Contract time.

SECTION 10. REPORTS AND SURVEYS
Owner shall furnish prior to the start of work all maps, surveys and reports describing the physical characteristics, soil, geological and subsurface conditions, legal limitations, utility locations and legal descriptions that might assist the Contractor in properly evaluating the extent and character of the work required. The Owner shall provide all land surveys and baselines necessary for the Contractor to locate the principal parts of the Work and perform the Work.

SECTION 11. PERMITS, LICENSES AND REGULATIONS.
Permits and licenses of a temporary nature necessary for the prosecution of the Work shall be obtained and paid for by the Contractor. The Owner shall assist the Contractor in obtaining such permits and licenses. Permits, licenses and easements for permanent structures or permanent changes in existing facilities shall be secured and paid for the Owner.

The Contractor shall give all notices and comply with all laws, ordinances, rules and regulations bearing on the performance of the Work. If the Contractor observes that drawings, specifications or other

Contract documents are at variance with such laws, ordinances, rules and regulations, the Owner shall promptly be notified and, if necessary, an adjustment made to the Contract time or Contract price.

SECTION 12. TERMINATION.

The Owner reserves the right to terminate the work for its convenience upon notice in writing to the Contractor. In such an event, the Contractor shall be paid its actual costs for the portion of the work performed to the date of termination, and for all of Contractor's incurred costs of termination, including demobilizations and any termination charges by vendors and subcontractors, plus 20% of all of Contractor's actual and incurred costs for overhead and profit.

SECTION 13. INDEMNIFICATION

Contractor shall indemnify the owner against claims, demands, lawsuits and liabilities arising out of or connected to property damage or personal injury caused, or alleged to be caused, by Contractor or its subcontractors, suppliers, employees, agents or representatives. Contractor shall have no obligation to defend Owner except to the extent of the following coverage:

(1) Casualty Insurance

a) Worker's Compensation and Employer's Liability Insurance;
b) Commercial General Liability Insurance, including coverage for Contractor's owned, hired and non-owned automobiles.

(2) Property Insurance

Subcontractor shall effectually secure and protect the work done hereunder and assume full responsibility for the condition thereof until final acceptance by Architect, Owner and Contractor. Subcontractor further agrees to provide such protection as is necessary to protect the work and the workmen of Contractor, Owner and other subcontractors from its operations.

(3) Waiver of Subrogation

Owner and Contractor waive all rights against each other and against all other subcontractors and Owner for loss or damage to the extent reimbursed by any property or equipment insurance applicable to the work, except such rights as they may have to the proceeds of such insurance. If any applicable policies of insurance require an endorsement or consent of the insurance company to provide for continued coverage where there is a waiver of subrogation, the owners of such policies will cause them to be so endorsed or obtain such consent.

(4) Builder's Risk

"All risk" Builder's Risk insurance (excluding the hazards of earthquake and flood) is purchased by Owner and such insurance provides property insurance coverage for both Contractor and subcontractors including loss or damage to Contractor's work. Such insurance shall also apply to any of Owner's property in the care, custody or control of Contractor. Owner waives all rights of recovery against the Contractor for loss of use of the Owner's property, including consequential losses due to fire or other hazards, however caused.

SECTION 15. ARBITRATION.

Any controversy or claim arising out of or relating to this Contract or its alleged breach, which can not be resolved by mutual agreement, shall be settled by arbitration in accordance with JAMS Rules in

effect on the date of the Contract, and judgment upon the award rendered by the arbitrator(s) may be entered in any court having jurisdiction. Owner and Contractor agree that, should Contractor be potentially or actually a party to a lawsuit or arbitration arising out of or connected to this Contract, Owner shall appear in, and be bound by the decision in, that lawsuit or arbitration. The prevailing party in any action or proceeding to enforce this Contract shall recover its reasonable attorney's fees and costs (including expert witnesses) in that action or proceeding.

SECTION 16. WARRANTY.
The Contractor warrants to the Owner that all materials and equipment furnished under this Contract shall be new unless otherwise specified and that all work under this agreement will be performed in a good and workmanlike manner, shall be of good quality, free from faults and defects, and in conformance with Contract documents.

SECTION 17. SPECIAL PROVISIONS. (including unit pricing, if applicable):

This Contract is a Prime Contract with the Modoc Joint Unified School District to provide the services described herein and bid on February 11, 2025. Contractor shall work with the lease-leaseback Contractor to develop a schedule of construction that serves the best interest of the project.

Contractors are required by law to be licensed and regulated by the Contractors State License Board which has jurisdiction to investigate complaints against contractors if a complaint regarding a patent act or omission is filed within four (4) years of the date of the alleged violation. A complaint regarding a latent act or omission pertaining to structural defects must be filed within 10 years of the date of the alleged violation. Any questions concerning a contractor may be referred to the Registrar, Contractors State License Board, P.O. Box 26000, Sacramento, California, 95826.

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Dated: _____ Dated: _____

OWNER:	CONTRACTOR: 2-2
	National Garage Door Co
By:	By: Kevin Lewis 2-2
(Name)	(Name)
(Title)	VP (Title)
(Address)	3165 Fitzgerald Rd Rancho Cordova, CA, 95 (Address)
	902465 (Contractors License Number)

NOTE: This document has important legal consequences. Consultation with an attorney prior to use or modification of this document is encouraged. Some contracts may require the use of special provisions not included in this form.

PROPOSAL

02/18/25

National Garage Door Co.
3185 Fitzgerald Road
Rancho Cordova, CA 95742
Lic #: 902465
DIR #1000004144
OSDS Ref# 48995
(916) 638-4554 Fax (916) 638-2783

ATTN: McCuen Construction

PHONE:
EMAIL:

RE: Modoc Middle School
Prevailing wage

We hereby submit an estimate to: **FURNISH & INSTALL:**
SPEC SECTIONS: 99-8

1- 14x8 Raynor IF22, Insulated Flat Slat, Hood, Powder Coat Finish, LH Drive, Raynor Control Hoist Standard, 115 V, 1 PH, 1/2HP, Electric Edge

1- 12x7 Raynor IF22, Insulated Flat Slat, Hood, Powder Coat Finish, LH Drive, Raynor Control Hoist Standard, 115 V, 1 PH, 1/2HP, Electric Edge

2- 3x4 Raynor CP22, Counter Shutter, Interior Face Mount to steel framing, Crank Operation, Hood, Powder Coat Finish,

Grand Total: $71,438.00

Exclusions:
All Electrical primary and secondary conduit and wiring by others
All Framing and backing for Installation by Others*

X
KEVIN LEWIS, General Manager

National Garage Door Co.
"...where service is our #1 priority."

Note: This proposal may be withdrawn if not accepted within 30 days.

PROPOSAL

02/18/25

APPROVED BY_____ **DATE**_____

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: September 26, 2025

SUBJECT: MMS 2025-2026 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

25-25 MMS & HDCDS SPSA.pdf

Matt McCandless, Principal
(530)233-7201 ext. 301

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 Middle School and High Desert Community Day School	25735856058697 and 25735852530111		

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 Middle School and High Desert Community Day 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 Middle School and High Desert Community Day 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

Modoc Middle School is dedicated to providing our students with an applicable education that allows them success as they transition into high school and post high school opportunities. We are focused on providing a safe, well-rounded, and academically strong education. We are working hard towards meeting our yearly school goals; Implement AVID with fidelity, provide a rigorous and specific education, and foster a positive culture. We are working towards these three goals with a strong AVID program (supported by all staff), by implementing and monitoring an Intensive Intervention program in the areas of ELA and Math, and embracing PBIS to its fullest. Modoc Middle School also operates an High Desert Community Day School (HDCDS), for students struggling behaviorally and academically.

Educational Partner Involvement

How, when, and with whom did Modoc Middle School and High Desert Community Day 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 Modoc Middle School Site Council meets twice per school year to review goals, make a plan, and review the plan. The SPSA is comprised of the principal (Matt McCandless), a representative of teachers (Colleen Vanosdell), other school personnel (Melissa Carlson - Site Secretary), parents of pupils attending the school (Amy Britton & Laurel Rulison), and a student representative (Paige Mason). All representatives were elected by their peers.

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.

Our remote/rural location inhibits our ability to find qualified candidates to support our intensive intervention needs.

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.

The state indicator for mathematics, showed the school 102.1 points below the standard and in the "red" category. This has been addressed through a detailed study of student scores using NWEA MAP results to determine specific areas of focus. Staff is collaborating during weekly PLC time to analyze those results to plan lessons focusing on these areas. In addition, MMS is actively perusing staff training in this area and teachers have been provided with additional manipulatives and other materials to provide engaging, rigorous lessons.

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.

NA

Other Needs

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

MMMS and HDCDS implement the NWEA MAP assessment three times per year to assess student achievement and growth.

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 Middle School and High Desert Community Day 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	6.25%	4.95%	4.65%	12	10	8
African American	1.56%	2.48%	1.74%	3	5	3
Asian	1.04%	0.50%	%	2	1	
Filipino	1.04%	0.99%	0.58%	2	2	1
Hispanic/Latino	18.75%	15.84%	20.93%	36	32	36
Pacific Islander	0%	%	0.58%	0		1
White	66.15%	69.31%	66.28%	127	140	114
Two or More Races	3.65%	4.95%	4.65%	7	10	8
Not Reported	1.56%	0.99%	0.58%	3	2	1
			Total Enrollment	192	202	172

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 6	63	71	49
Grade 7	71	58	69
Grade 8	58	73	54
Total Enrollment	192	202	172

Conclusions based on this data:

1. Our class sizes have varied over the past 3 years.
2. MMS highest populated student groups are white, Hispanic, American Indian

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	7	7	3.1%	3.5%	4.1%
Fluent English Proficient (FEP)	8	6	4	4.2%	3.0%	2.3%

Conclusions based on this data:

1. Our English Learner population has remained stable the past 3 years
2. Our Fluent English Proficient population has varied in the past 3 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	72	59	70	72	59	70	72	59	70	100.0	100.0	100
Grade 7	53	70	56	53	70	54	53	70	54	100.0	100.0	96.4
Grade 8	60	52	71	59	51	70	59	51	70	98.3	98.1	98.6
All Grades	185	181	197	184	180	194	184	180	194	99.5	99.4	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2483.	2444.	2474.	5.56	5.08	5.71	22.22	15.25	12.86	31.94	20.34	40.00	40.28	59.32	41.43
Grade 7	2528.	2501.	2506.	9.43	8.57	7.41	32.08	20.00	29.63	24.53	32.86	24.07	33.96	38.57	38.89
Grade 8	2553.	2527.	2524.	11.86	3.92	4.29	28.81	31.37	25.71	37.29	33.33	38.57	22.03	31.37	31.43
All Grades	N/A	N/A	N/A	8.70	6.11	5.67	27.17	21.67	22.16	31.52	28.89	35.05	32.61	43.33	37.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	15.28	5.08	10.00	48.61	42.37	54.29	36.11	52.54	35.71
Grade 7	13.21	15.71	12.96	58.49	58.57	51.85	28.30	25.71	35.19
Grade 8	15.25	13.73	12.86	64.41	62.75	54.29	20.34	23.53	32.86
All Grades	14.67	11.67	11.86	56.52	54.44	53.61	28.80	33.89	34.54

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2.78	1.69	2.86	50.00	35.59	47.14	47.22	62.71	50.00
Grade 7	11.32	2.86	12.96	54.72	64.29	48.15	33.96	32.86	38.89
Grade 8	13.56	5.88	5.71	54.24	54.90	50.00	32.20	39.22	44.29
All Grades	8.70	3.33	6.70	52.72	52.22	48.45	38.59	44.44	44.85

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	9.72	15.25	8.57	72.22	57.63	67.14	18.06	27.12	24.29
Grade 7	5.66	8.57	9.26	83.02	74.29	64.81	11.32	17.14	25.93
Grade 8	10.17	5.88	15.71	81.36	80.39	67.14	8.47	13.73	17.14
All Grades	8.70	10.00	11.34	78.26	70.56	66.49	13.04	19.44	22.16

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	11.11	6.78	7.14	62.50	57.63	68.57	26.39	35.59	24.29
Grade 7	13.21	5.71	14.81	64.15	74.29	68.52	22.64	20.00	16.67
Grade 8	16.95	5.88	14.29	72.88	68.63	72.86	10.17	25.49	12.86
All Grades	13.59	6.11	11.86	66.30	67.22	70.10	20.11	26.67	18.04

Conclusions based on this data:

1. Participation % was at the highest in the 21-22 school year with 99.5% of students being tested.
2. Students showed the largest % Above Standard growth in the Reading (Research/Inquiry and understanding of literary and non-fictional texts) subtests.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	72	59	70	72	59	70	72	59	70	100.0	100.0	100
Grade 7	53	70	56	53	70	55	53	70	55	100.0	100.0	98.2
Grade 8	60	52	71	59	51	70	59	51	70	98.3	98.1	98.6
All Grades	185	181	197	184	180	195	184	180	195	99.5	99.4	99

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2478.	2440.	2459.	6.94	1.69	2.86	15.28	8.47	8.57	31.94	32.20	31.43	45.83	57.63	57.14
Grade 7	2517.	2483.	2456.	9.43	7.14	0.00	22.64	10.00	12.73	41.51	31.43	36.36	26.42	51.43	50.91
Grade 8	2501.	2504.	2481.	5.08	5.88	4.29	13.56	5.88	11.43	25.42	39.22	17.14	55.93	49.02	67.14
Grade 11															
All Grades	N/A	N/A	N/A	7.07	5.00	2.56	16.85	8.33	10.77	32.61	33.89	27.69	43.48	52.78	58.97

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	8.33	5.08	2.86	41.67	30.51	44.29	50.00	64.41	52.86
Grade 7	13.21	8.57	1.82	50.94	40.00	45.45	35.85	51.43	52.73
Grade 8	5.08	1.96	2.86	45.76	58.82	35.71	49.15	39.22	61.43
Grade 11									
All Grades	8.70	5.56	2.56	45.65	42.22	41.54	45.65	52.22	55.90

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	8.33	1.69	0.00	47.22	44.07	52.86	44.44	54.24	47.14
Grade 7	7.55	8.57	0.00	75.47	61.43	52.73	16.98	30.00	47.27
Grade 8	8.47	7.84	4.29	62.71	60.78	60.00	28.81	31.37	35.71
All Grades	8.15	6.11	1.54	60.33	55.56	55.38	31.52	38.33	43.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	5.56	3.39	1.43	61.11	64.41	67.14	33.33	32.20	31.43
Grade 7	3.77	5.71	3.64	67.92	55.71	60.00	28.30	38.57	36.36
Grade 8	1.69	3.92	7.14	61.02	66.67	50.00	37.29	29.41	42.86
All Grades	3.80	4.44	4.10	63.04	61.67	58.97	33.15	33.89	36.92

Conclusions based on this data:

1. Participation was greatest in the 21-22 SY with 99.5% tested.
2. The percentage of students below standard increased in every category.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades										4	5	4

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

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
202	64.9%	3.5%	2%
Total Number of Students enrolled in Modoc Middle School and High Desert Community Day 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	7	3.5%
Foster Youth	4	2%
Homeless	5	2.5%
Socioeconomically Disadvantaged	131	64.9%
Students with Disabilities	33	16.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	2.5%
American Indian	10	5%
Asian	1	0.5%
Filipino	2	1%
Hispanic	32	15.8%
Two or More Races	10	5%
Pacific Islander	0	0.0%
White	140	69.3%

Conclusions based on this data:

1. MMS has a 64.9% of its population qualified as socioeconomically disadvantaged, a decrease from the previous school year

2. MMS' 3 highest ethnic populations are white (69.3%), Hispanic (15.8%), and American Indian (5%)
3. Our data shows that 2% of our students are foster youth, we believe this % to be higher in actuality.

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**  Yellow
Mathematics  Red		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. Mathematics is a priority area for improvement.
2. Chronic absenteeism has improved from the previous year.

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	3	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 50.4 points below standard Increased 6.6 points 186 Students	 No Performance Color Less than 11 Students 8 Students	 No Performance Color Less than 11 Students 3 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color Less than 11 Students 5 Students	 No Performance Color Less than 11 Students 8 Students	 Yellow 59.3 points below standard Increased 11.2 points 124 Students

Students with Disabilities	African American	American Indian
 No Performance Color 143.2 points below standard Increased 9.1 points 32 Students	 No Performance Color Less than 11 Students 5 Students	 No Performance Color Less than 11 Students 9 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color Less than 11 Students 1 Student	 No Performance Color Less than 11 Students 1 Student	 Yellow 35.8 points below standard Increased 22.5 points 31 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students 10 Students	 No Performance Color 0 Students	 Yellow 52.1 points below standard Increased 3.3 points 128 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged students are a priority area.

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
2	0	1	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 102.1 points below standard Declined 12.2 points 187 Students	 No Performance Color Less than 11 Students 8 Students	 No Performance Color Less than 11 Students 3 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Less than 11 Students 5 Students	 No Performance Color Less than 11 Students 8 Students	 Red 109.4 points below standard Declined 7.4 points 125 Students

Students with Disabilities	African American	American Indian
 No Performance Color 174.2 points below standard Increased 7.9 points 32 Students	 No Performance Color Less than 11 Students 5 Students	 No Performance Color Less than 11 Students 9 Students
Asian	**Filipino**	**Hispanic**
 No Performance Color Less than 11 Students 1 Student	 No Performance Color Less than 11 Students 1 Student	 Yellow 78.4 points below standard Increased 17.9 points 31 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Less than 11 Students 10 Students	 No Performance Color 0 Students	 Red 101.0 points below standard Declined 14.5 points 129 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged are a priority area.

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: 3 Students	 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.

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	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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
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.

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 18.1% Chronically Absent Declined 9.2 210 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
 No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	 No Performance Color 42.9% Chronically Absent 0 14 Students	 Orange 21.8% Chronically Absent Declined 7.8 142 Students

Students with Disabilities	African American	American Indian
 Orange 20.6% Chronically Absent Declined 24.6 34 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 10 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 2 Students	 Yellow 19.4% Chronically Absent Declined 16.7 36 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 33.3% Chronically Absent Declined 8.3 12 Students	 No Performance Color 0 Students	 Yellow 13.9% Chronically Absent Declined 9.2 144 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged students are a priority area for attendance.

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

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
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.

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	4	0	0	0

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow 27.2% suspended at least one day Declined 8.1% 213 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	 No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	 No Performance Color 28.6% suspended at least one day 14 Students	 Orange 31.9% suspended at least one day Declined 7.9% 144 Students

Students with Disabilities	African American	American Indian
 Orange 44.1% suspended at least one day Declined 4.4% 34 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 10 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 2 Students	 Orange 29.7% suspended at least one day Declined 9.2% 37 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color 25% suspended at least one day Declined 25% 12 Students	 No Performance Color 0 Students	 Orange 24% suspended at least one day Declined 9.1% 146 Students

Conclusions based on this data:

1. Alternatives to suspension should be considered to reduce suspension rate.

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.

SCHOOL GOAL:1 Modoc Middle School will sustain AVID with fidelity school wide.

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.

MMS will implement AVID with fidelity, with a focus point being on the Writing (speaking) portion of WICOR. Schoolwide - write complete sentences - restate question in answer, proper sentence structure and punctuation.
By the end of 1st Semester MMS will improve student's ability to answer questions in complete sentence structure (complete sentences, including question in answer, start with a capital, end with a period) by 10%. Teachers will collect baseline data last school year. We will re-evaluate by the end of April 2025.

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
AVID CCI - Coaching and Certification Instrument School-wide AVID implementation and use NWEA/MAP CAASPP	The AVID reports have continued to show growth within our school's program. We attained Certification in our 4th year as a program, which indicates we are meeting Certification Standards throughout all 4 essentials. AVID is a program designed to support the students "in the middle". After looking at our CAASPP data, there is a significant need to address this population of students, as well as the SED population. We have continued to show growth between Fall to Winter and Winter to spring on our NWEA/MAP scores	Increased growth in our ranking on the Coaching and Certification Instrument. Continued evaluation of the the CCI as a Site Team; identify areas of growth, areas of strength, evaluate school culture/climate to meet the AVID expectations.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide opportunities and encourage teachers to attend AVID professional development	All Students	5400 Title I, Part A Schoolwide 5000-5999: Services And Other Operating Expenditures • Provide opportunity for teachers to attend any local AVID workshops, PLC AVID trainings, MCOE AVID trainings • Encourage teachers to attend AVID SI or Pathways Trainings: ie: budget, recruit, organize so attendance is convenient for teachers • Budget AVID training available to all teachers to take the AVID program School-wide
1.2	Site Team teachers and all MMS teachers sharing out AVID teaching strategies/philosophies during PLC's	School wide, AVID elective classes, 6th grade AVID Bridges	• Provide opportunity for teachers to attend any local AVID workshops, PLC AVID trainings, MCOE AVID trainings • Encourage teachers to attend AVID SI or Pathways Trainings (budget, recruit, organize so attendance is convenient)
1.3	Increase parent & community involvement and college/career exposure	All students	2,000 Title I, Part A Schoolwide 4000-4999: Books And Supplies Organize an Informational events with refreshments for

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			AVID students and their parents - Fall Organize an Informational "festive" event with refreshments for current AVID students and students committed to the following school year - Spring Organize a minimum of 1 college/community college/trade school/military and cultural field trip for each grade level (6-8) Organize community professional presentations: A.M.Y. - community members to present in classes about their professional line of work
1.4	AVID Strategies Schoolwide	All students	1,120 Title I, Part A Schoolwide 4000-4999: Books And Supplies Student Planners for Organization and Planning Focused Note Taking Strategies applied in all classes WICORized lesson plans for all classes with emphasis in math and ELA classes Writing in complete sentences in all classes - Schoolwide goal

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.

AVID implementation is ongoing and student scores continue to improve from Fall to Winter as measured by NWEA MAP assessments. Lack of a dedicated AVID elective teacher in grades 7/8 has reduced the amount of information events able to be offered to parents and families.

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

Budgeted expenditures continue to reflect the intended implementation.

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

As this is an ongoing effort, goals will have minimal changes.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

SCHOOL GOAL: _2_ Modoc Middle School will monitor, evaluate, and respond to school culture and climate needs with regularity.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA 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.

Need to decrease our Chronic Absenteeism and Suspension Rates through building a culture that creates a "family environment" where students want to attend and be apart of our school.

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
Ongoing surveys of students and teachers based Positive Behavior Intervention System Kelvin Survey's - portion of HKS and ongoing Character Traits Attitudes and Behaviors Survey (2023) Student Discipline Records Student feedback about Homeroom, Power Morning and PBIS Student participation in school-wide activities	Attitudes and Behaviors Survey (November 2023). Values are percentages. Support 1. Family support 69 2. Positive family communication 30 4 3. Other adult relationships 39 4. Caring neighborhood 25 5. Caring school climate 26 6. Parent involvement in schooling 47 Empowerment 7. Community values youth 15 8. Youth as resources 30 9. Service to others 48 10. Safety 34 Boundaries and Expectations 11. Family boundaries 46 12. School boundaries 65 13. Neighborhood boundaries 43 14. Adult role models 29 15. Positive peer influence 70 16. High expectations 58 Constructive Use of Time 17. Creative activities 18 18. Youth programs 51 19. Religious community 37 20. Time at home 70 Commitment to Learning 21. Achievement motivation 64 22. School engagement 80 23. Homework 14 24. Bonding to school 52 25. Reading for pleasure 22 Positive Values 26. Caring 51 27. Equality and social justice 56 28. Integrity 57 29. Honesty 68 30. Responsibility 59 31. Restraint 52 Social Competencies 32. Planning and decision-making 20 33. Interpersonal competence 35 34. Cultural competence 41 35. Resistance skills 35 36. Peaceful conflict resolution 34 Positive Identity 37. Personal power 19 38. Self-esteem 25 39. Sense of purpose 40 40. Positive view of personal future 61	More student engagement in classes Increase in student desire to attend class Increase quantity of students that feel connected with at least one adult on campus Decrease in discipline % throughout school Increase student attendance (decreasing chronic absenteeism) Increase student's desire to academically perform Increase student's participation in student activities Increase student's ownership of academic progress Ongoing, self-assessments (long and short term) Increase student's awareness of teaching objectives

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	Attitudes and Behaviors Survey Analysis, Capturing Kids Hearts survey, Kelvin surveys generated by PBIS team for student feedback on character traits	All Students	Attitudes and Behaviors Survey administration Attitudes and Behaviors Survey Analysis Kelvin survey to gather more information in regards to findings within Attitudes and Behaviors Survey
2.2	PBIS and CKH continuation and growth	All students	2,000 Title I, Part A Schoolwide 5000-5999: Services And Other Operating Expenditures Capturing Kids Hearts review PBIS monitoring and growth PBIS Positive Matrix & Discipline Matrix monitoring, signature program, positive incentive program, student store, discipline tree (major and minor infractions – classroom vs office) AERIES - monitoring discipline data PLC Staff time for program data analysis and modifications Time to Teach – Teach To's – review as a staff and implement training for all students Homeroom - relationship building
2.3	Homeroom time - positive reinforcement - relational capacity utilizing PBIS strategies.	All students	1,000 Title I, Part A Schoolwide 4000-4999: Books And Supplies Supplies for students; PBIS 1,000 Title I, Part A Schoolwide 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Support materials for enhancing school culture school-wide; creating a sense of community 3,500 Title I, Part A Schoolwide 5000-5999: Services And Other Operating Expenditures Assemblies for SEL
2.4	Informational share outs with students and parents - sharing our data (academic, discipline, attendance)	All Students	1,000 Title I, Part A Schoolwide 4000-4999: Books And Supplies Parent information share out and classroom visits 26,794 Title I, Part A Schoolwide 2000-2999: Classified Personnel Salaries Our district Social Worker helps to facilitate access to resources for families; in accessing healthcare, clothing and supplies, as well as parent education opportunities for parents to support their children succeed academically.

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.

MMS continues to monitor student progress area using a variety of methods. MMS was successful in reducing the suspension rate from previous year.

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

Budgeted expenditures continue to reflect the intended implementation.

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

As this is an ongoing effort, goals will have minimal changes.

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.

SCHOOL GOAL: _3_ Maximize impact on student learning.
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.

Poor performance on the CAASPP in the areas of ELA and Math

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Enrollment - 202, 64.9% socioeconomically disadvantaged, 3.5% English Learners, 2% Foster Youth CAASPP NWEA/MAP (Fall) National Norms: Reading – 6th -211 7th – 214 8th – 217 Math – 6th -217 7th – 222 8th – 226	CAASPP Spring 2024 Administration ELA - All Students 2020/2021 - 35.58% of students met or exceeded standard for ELA 2021/2022 - 35.87% of students met or exceeded standard for ELA (+0.29) 2022/2023 - 27.78% of students met or exceeded standard for ELA (-8.09) 2023/2024 - 27.83% of students met or exceeded standard for ELA (+0.05) Math - All Students 2020/2021 - 16.36% of students met or exceeded standard for Math 2021/2022 - 23.92% of students met or exceeded standard for Math (+7.56) 2022/2023 - 13.33% of students met or exceeded standard for Math (-10.59) 2023/2024 - 13.33% of students met or exceeded standard for ELA (No change) MAP/NWEA TESTING Fall 2024 Reading – the average RIT scores were: 6th grade 211 RIT, 7th 208 RIT, 8th 214 RIT Math – the average RIT scores were: 6th grade 210 RIT, 7th 213 RIT, 8th 218 RIT	MMS will incrementally improve scores in ELA by improving comprehension/vocabulary and in math by improving basic math fact skills. We will know we have reached our goal if each MMS student increases by a minimum of 1 grade level each year, as determined by the CAASPP. Intensive Intervention classes built into the scheduling matrix and enrollment to these classes monitored regularly (Fall/Winter/Spring) Continue employment of a part-time Intervention teacher for the 2024/2025 school year Attend training for Intervention: Decoding Power, iXL, AVID Utilize CAASPP IAB's, hand score to better understand evaluation system, and connect areas of deficiency to relevant lessons within the Digital Library portion of the CAASPP website. Continue to administer summative assessments and evaluate the results at regular intervals; work in grade-level teams to evaluate students' progress; involve students and families in tracking students' mastery of the Common Core standards; continue administration of the MAP test to have "real-time" data to assess and evaluate the progress of this goal. We will continue to administer the NWEA/MAP test and utilize the "real-time" data to change teaching focuses throughout the school year to ensure academic student growth. Utilize iXL curriculum for math classes to base instructional need.

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	Qualified staff provide intensive intervention education to students based on assessed skill level in the specific areas of ELA and math	specific student group - Tier III and Tier IV students (ELA/Math)	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Added teaching staff to offer intensive intervention education and ELA and math to Tier III and Tier IV qualifying students. Student's scheduled into classes based on multiple assessment scores.
3.2	Title I Coordinator tracks student progress and assists staff in providing interventions to struggling students	Specific students - students who perform 2 or more grade levels below current grade level, in the subject areas of ELA and math	2,092 Title I, Part A Schoolwide 1000-1999: Certificated Personnel Salaries Assist other teachers with CAASPP assessments and reports, coordinate SSTs, track and coordinate interventions for students who are not proficient and/or higher in ELA and/or math Assist teachers with MAP assessment findings to coordinate interventions for students needing help in the areas of ELA and/or math schedules Title I aides
3.3	Instructional aides work with staff members to provide services to students	Specific students - students who perform below grade level in the areas of ELA and math	68,334 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 attending before, at lunch and after-school tutoring Utilize the iXL and Decoding Power Intervention curriculum
3.4	Purchase supplementary materials and assessments that will support students	All Students	Software used at MMS • Renaissance Learning's Accelerated Reader • Follett Software Company's library management system

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			• Accelus – Credit Recovery program • Decoding • iXL 4,462 Title I, Part A Schoolwide 4000-4999: Books And Supplies Supplemental Student Supplies, such as novel for intervention support 1,969 Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies Supplemental Instructional Student Supplies for HDCDS 1,000 Title I Part A: Targeted Assistance Program 5000-5999: Services And Other Operating Expenditures Supplemental program support for HDCDS
3.5	Provide professional development designed to increase teacher efficacy and monitor during Professional Learning Collaboration (PLC's)	All Students	2,445 Title I, Part A Schoolwide 1000-1999: Certificated Personnel Salaries • Provide substitutes when school staff members attend trainings for interventions and best practices for improving achievement of students in this population 3,000 Title I, Part A Schoolwide 5000-5999: Services And Other Operating Expenditures • Attend trainings for interventions and best practices for improving achievement of students in this population • MMS staff attend monthly professional development meetings at which time staff members collaborate on ways to improve school-wide effectiveness and discuss

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			effective teaching strategies for reaching students in this population • HDCDS staff attend monthly professional development meetings at which time staff members collaborate on ways to improve school-wide effectiveness and discuss effective teaching strategies for reaching students in this population

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.

Activities implemented have made some impact in reading scores, but mathematics scores remain an area of focus.

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

Budgeted expenditures continue to reflect the intended implementation.

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

As this is an ongoing effort, goals will have minimal changes.

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.

Culture & Climate
Modoc Middle School will increase student and family engagement with Hispanic students to reduce chronic absenteeism and suspension rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

2 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.

Need to decrease our Chronic Absenteeism and Suspension Rates in the Hispanic subgroup by improving communication & creating a more welcoming environment for Hispanic & Spanish speaking families.

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
California School Dashboard report	2023 California School Dashboard 36.1% of Hispanic students were chronically absent 38.9% of Hispanic students were suspended at least one day	MMS will provide an on-site bilingual aide (Spanish-English) to facilitate communication between Spanish speaking families and the school. This with increased Spanish language written communications, will improve the understanding of school discipline and attendance policies to reduce suspension and absenteeism rates. Parent engagement activities will be planned to create a more welcoming and inclusive school climate and culture.

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	Provide an on-site instructional aide to serve as a Spanish language interpreter.	Students whose primary language spoken at home is Spanish.	9,036 Title I, Part A Schoolwide 2000-2999: Classified Personnel Salaries Bi-lingual instructional aide

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.2	Provide parent engagement events aimed at improving communication between home and the school.	All students, including students whose primary language spoken at home is Spanish.	
4.3	Provide Spanish versions of school to home communications.	Students whose primary language spoken at home is Spanish.	

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.

Absenteeism and suspension rates have improved but continue to be an area of focus.

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

Budgeted expenditures continue to reflect the intended implementation.

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

As this is an ongoing effort, goals will have minimal changes.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

MMS will improve outcomes for ELD students.
SCHOOL GOAL: _3_ Maximize impact on student learning.
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.

MMS 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 20% of current MMS students have increased their ELPAC score level in the past three years.	MMS will improve student performance on the ELPAC by: 1. Providing 15 minutes of structured language practice daily within students' ELA classes. 2. Using the school's bilingual instructional aide to support students in core academic classes. 3. 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
5.1	Bilingual instructional aide to support students in core academic classes.	English learners	9,036 Title I, Part A Schoolwide

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			2000-2999: Classified Personnel Salaries Bi-lingual instructional aide
5.2	Provide training for staff and incorporate best practices for English Language Development in core academic classes.	English learners	
5.3	15 minutes of structured language practice daily within students' ELA 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	$145,188.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$145,188.00
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	$2,969.00
Title I, Part A Schoolwide	$142,219.00

Subtotal of additional federal funds included for this school: $145,188.00

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 ($)

Subtotal of state or local funds included for this school: $

Total of federal, state, and/or local funds for this school: $145,188.00

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
Title I Part A: Targeted Assistance Program	2,969.00
Title I, Part A Schoolwide	142,219.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	4,537.00
2000-2999: Classified Personnel Salaries	113,200.00
4000-4999: Books And Supplies	12,551.00
5000-5999: Services And Other Operating Expenditures	14,900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	1,969.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Targeted Assistance Program	1,000.00
1000-1999: Certificated Personnel Salaries	Title I, Part A Schoolwide	4,537.00
2000-2999: Classified Personnel Salaries	Title I, Part A Schoolwide	113,200.00
4000-4999: Books And Supplies	Title I, Part A Schoolwide	10,582.00
5000-5999: Services And Other Operating Expenditures	Title I, Part A Schoolwide	13,900.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,520.00
Goal 2	35,294.00

Goal 3	83,302.00
Goal 4	9,036.00
Goal 5	9,036.00

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

1 Classroom Teachers

1 Other School Staff

2 Parent or Community Members

1 Secondary Students

Name of Members	Role
Matt McCandless	Principal
Melissa Carlson	Other School Staff
Colleen Vanosdell	Classroom Teacher
Amy Britton	Parent or Community Member
Laurel Rulison	Parent or Community Member
Paige Mason	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
	Principal, Matt McCandless on 9/26/25
	SSC Chairperson, Amy Britton on 9/26/25

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 9/15/25.

Attested:

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 (Se*ctions: 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

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.

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:

August 31, 2025

To: Beckie Lewis, Superintendent
From: Elizabeth Nikki Guzman, Business Manager
Date: September 15, 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	$8,395.04	+$0.00	-$500.00	$7,895.04
Modoc High School	$175,173.78	+$9,339.64	-$402.00	$184,111.42

QUARTERLY FOOD SERVICE REPORT FOR BOARD

Our schools are part of the Community Eligibility Provision (CEP), which means that our Federal meal reimbursements are based on a formula determined by our identified student percentage (ISP) instead of being reported by free, reduced, and paid.

AUGUST 2025

			BREAKFAST		LUNCH	
SCHOOL	ENROLLED	# MEALS	% SERVED	# MEALS	% SERVED
AES	318	386	40%	692	73%
MHS	256	227	30%	87	11%
MMS	178	261	49%	355	66%
Other	11	25	76%	15	45%
TOTALS	**763**	**899**	39.27%	**1,149**	50.20%

Days Served: **3** Total Meals Served: **2,048**

AFTER SCHOOL PROGRAM

SCHOOL	ENROLLED	SNACKS
TOTALS	76	202

ADULT MEALS SERVED

	BREAKFAST	LUNCH	TOTAL
TOTALS	0	5	5

SEPTEMBER 2025

			BREAKFAST		LUNCH	
SCHOOL	ENROLLED	TOTAL	% SERVED	TOTAL	% SERVED
AES	321	2,960	44%	4,989	74%
MHS	259	1,923	35%	668	12%
MMS	179	2,016	54%	2,453	65%
Other	9	129	68%	52	28%
TOTALS	**768**	**7,028**	43.58%	**8,162**	50.61%

Days Served: **21** Total Meals Served: **15,190**

AFTER SCHOOL PROGRAM

SCHOOL	ENROLLED	SNACKS
TOTALS	76	1,311

ADULT MEALS SERVED

	BREAKFAST	LUNCH	TOTAL
TOTALS	0	21	21

CERTIFICATES OF PARTICIPATION FINANCIAL UPDATE
KITCHEN/GYM PROJECT
QUARTERLY REPORT - September 2025

The District is constructing a multi-purpose facility that consists of a kitchen and gymnasium. To finance this project, Certificates of Participation (COPs) were sold in September 2023. Lease payments began April 2024 and will be made for 20 years until October 2043.

COPs Project Fund Account	
Total COPs	6,000,000.00
- 23/24 Spent	-455,737.24
- 24/25 Spent	-1,775,142.09 *
- 25/26 Spent to Date	-1,751,689.38
COPs Balance Available	2,017,431.29

COPs Lease Payments for 20 Years	
Lease	9,220,773.99
- Payments Made	-921,342.57
Total Still Due	8,299,431.42

** 24/25 was revised to include account payables*

TOTAL KITCHEN/GYM PROJECT COSTS

Total Project Costs Spent by Year	
22/23 Paid by District	6,165.50
23/24 Paid by COPs	455,737.24
24/25 Paid by COPs	1,775,142.09
24/25 Paid by District	34,578.24
25/26 Paid by COPs to date	1,751,689.38
25/26 Paid by District to date	4,872.00
Total Spent to Date	**4,028,184.45**

Original cost estimate was $9,500,000. Board approved additional $900,000 on 3/17/25. Estimated total cost is currently $10,400,000.

2025-26 MJUSD GENERAL FUND BUDGET
As of October 9, 2025

	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	176,861	2,271,294	2,448,155
Other Local Revenues	8600-8799	264,857	592,966	857,823
TOTAL REVENUES		**12,014,518**	**3,577,707**	**15,592,225**
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	619,010	698,948	1,317,958
Services, Other Operating	5000-5999	1,436,322	1,455,934	2,892,256
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		**9,994,975**	**6,334,544**	**16,329,519**
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	*4,702,243*		*4,702,243*
Economic Uncertainties: 17% Minimum Reserve	*2,852,974*		*2,852,974*
Ending Fund Balance	***7,557,717***	***1,279,487***	***8,837,204***

Board Approved: Budgeted carryover approved at 9/9/25 meeting with Unaudited Actuals. Added $222,573 Student Support and Professional Development one-time grant.

Other Changes: Increase Title II by $1,324 and Indian Education grant by $362.

Modoc Joint Unified School District
2025-26 CASH FLOW PROJECTION: GENERAL FUND

Updated 10/9/25

	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	6,842,216.16	7,006,988.49	5,796,887.09	7,580,234.21	6,908,017.56	6,142,301.16	6,049,433.76	6,492,667.36	5,594,042.76			
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	55,514.29	89,414.00	0.00	0.00	92,200.00	14,089.00	150,000.00	60,068.00	0.00	173,404.71	116,757.00	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	223,410.00	93,140.00	85,550.00	407,679.93	203,007.92	0.00	2,448,155.00
Local Rev.	34,182.97	10,370.44	25,191.20	28,659.32	6,301.60	6,001.60	41,166.27	7,101.60	5,101.60	35,101.60	10,901.40	233,939.84	413,803.56	0.00	857,823.00
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	2,125,092.64	1,305,517.32	69,946.60	3,066,627.60	553,776.27	509,687.60	1,312,132.60	1,646,233.60	434,375.40	1,393,299.17	1,071,492.48	0.00	15,592,225.00
DISBURSEMENTS															
Certificated Salaries	53,473.15	429,894.92	391,466.92	396,725.56	425,000.00	450,000.00	425,000.00	425,000.00	450,000.00	425,000.00	425,000.00	540,313.45	0.00	0.00	4,836,874.00
Classified Salaries	98,110.79	245,761.55	203,939.35	208,595.58	210,000.00	280,000.00	210,000.00	210,000.00	210,000.00	210,000.00	280,000.00	289,641.73	0.00	0.00	2,656,049.00
Employee Benefits	97,350.09	317,407.93	308,192.68	328,000.00	328,000.00	345,000.00	328,000.00	328,000.00	345,000.00	328,000.00	328,000.00	705,427.30	0.00	0.00	4,086,378.00
Subtotal Salaries & Benefits	248,934.03	993,064.40	903,598.95	933,321.14	963,000.00	1,075,000.00	963,000.00	963,000.00	1,005,000.00	963,000.00	1,033,000.00	1,535,382.48	0.00	0.00	11,579,301.00
Books & Supplies	12,801.66	90,460.65	87,983.76	80,000.00	70,000.00	70,000.00	90,000.00	95,000.00	100,000.00	80,000.00	100,000.00	186,711.93	255,000.00	0.00	1,317,958.00
Services	331,895.28	130,184.21	160,102.23	160,000.00	160,000.00	160,000.00	160,000.00	200,000.00	200,000.00	150,000.00	200,000.00	330,074.28	550,000.00	0.00	2,892,256.00
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	1,173,321.14	1,280,048.00	1,305,000.00	1,219,076.00	1,258,000.00	1,405,000.00	1,193,000.00	1,333,000.00	2,820,321.06	805,000.00	0.00	16,782,200.00
BALANCE SHEET ITEMS															
Investments/Cash not in Treasury	-18,435.33	0.00	0.00	-35,000.00	0.00	0.00	-15,000.00	0.00	0.00	-10,000.00	0.00	-5,000.00	83,432.55	4,145,187.29	4,145,184.51
Accounts Receivable	198,247.76	12,397.84	538,056.02	67,500.00	0.00	21,719.52	9,400.00	820.00	0.00	0.00	0.00	288,283.07	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	32,500.00	0.00	21,719.52	-5,600.00	820.00	0.00	-10,000.00	0.00	283,283.07	83,432.55	0.00	1,158,668.89
Use Tax	0.00	27.37	415.18	76.15	0.00	0.00	-518.70	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	76.15	0.00	0.00	-1,316.92	-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	32,576.15	0.00	21,719.52	-6,916.92	-17,404.00	0.00	-10,000.00	0.00	175,070.81	83,432.55	4,145,187.29	4,186,768.90
Net Increase/Decrease	-350,853.85	-363,071.43	1,057,461.88	164,772.33	-1,210,101.40	1,783,347.12	-672,216.65	-765,716.40	-92,867.40	443,233.60	-898,624.60	-1,251,951.08	349,925.03	4,145,187.29	2,996,793.90
Ending Cash	**6,147,825.71**	**5,784,754.28**	**6,842,216.16**	**7,006,988.49**	**5,796,887.09**	**7,580,234.21**	**6,908,017.56**	**6,142,301.16**	6,049,433.76	**6,492,667.36**	**5,594,042.76**	**4,342,091.68**			
Ending Cash, Plus Accruals															

Ending Fund Balance 8,837,204.00

REPORT: Projections based on historical, budgeted and estimated revenue allocations and expenditures.