

MODOC JOINT UNIFIED SCHOOL DISTRICT

Board of Trustees

Regular Board Meeting

May 13, 2026

Closed Session: 5:00 p.m.

Open Session: 6:00 p.m.

District Office Board 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:

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

OPEN SESSION

Reporting of Closed Session Items:

1. Personnel - Public Employee Employment:

1.1. Resignations / Retirements / Releases

1.1.1.	Certificated Staff	____/____	Yes:	No:	Abstain:
1.1.2.	MMS Athletic Director	____/____	Yes:	No:	Abstain:
1.1.3.	AES Title I Coordinator 3-5	____/____	Yes:	No:	Abstain:
1.1.4.	Classified Staff	____/____	Yes:	No:	Abstain:
1.1.5.	Classified Staff	____/____	Yes:	No:	Abstain:
1.1.6.	Certificated Staff	____/____	Yes:	No:	Abstain:
1.1.7.	Testing Coordinator	____/____	Yes:	No:	Abstain:
1.1.8.	Certificated Staff	____/____	Yes:	No:	Abstain:
1.1.9.	Certificated Staff	____/____	Yes:	No:	Abstain:
1.1.10.	Certificated Staff	____/____	Yes:	No:	Abstain:

1.2. Recommendations for Approval

1.2.1.	Ratify Classified Substitute	____/____	Yes:	No:	Abstain:
1.2.2.	Certificated Staff	____/____	Yes:	No:	Abstain:
1.2.3.	Ratify Certificated Staff	____/____	Yes:	No:	Abstain:
1.2.4.	Certificated Staff	____/____	Yes:	No:	Abstain:

1.3. Public Employee Performance Evaluation

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

2.1. Employee Organization: Modoc Teachers Association

2.2. Employee Organization: Teamsters Local 137

2.3. Employee Organization: Unrepresented

Reports

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

Public Comments on Items on and not on the Agenda:

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

CONSENT AGENDA

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

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

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

Approval of Consent Agenda

_____/____ Yes: No: Abstain:

1. Administration

- 1.1. Approve Minutes (**Pages 1-9**)
 - 1.1.1. Regular Board Meeting April 15, 2026;
 - 1.1.2. Special Board Meeting April 27, 2026;
- 1.2. Approve the DSA Inspection Service Agreement Extension (**Page 10**)
- 1.3. Approve the Lease Agreements between Modoc Joint Unified School District and:
 - 1.3.1. Sierra Cascade Family Opportunities (**Pages 11-14**)
 - 1.3.2. TEACH Latchkey Program (**Pages 15-17**)
 - 1.3.3. TEACH Senior Center (**Pages 18-21**)
- 1.4. Approve the Memorandum of Understanding between Modoc Joint Unified School District and Keegan's IT Services, LLC (**Pages 22-23**)
- 1.5. Approve MHS 2026 Fall Sports Schedules (**Pages 24-29**)
 - 1.5.1. Football
 - 1.5.2. Volleyball
 - 1.5.3. Soccer
 - 1.5.4. Cross Country
 - 1.5.5. Girls Golf

2. Budget and Finance

- 2.1. Approve the 2026-27 Consolidated Application (**Pages 30-31**)
- 2.2. Approve Budget Changes over \$10,000 (**Page 32**)
- 2.3. Approve Interfund Transfers (**Page 33**)
- 2.4. Approve warrants to be paid from the following (**Pages 34-37**)
 - 2.4.1. Checks dated 4/1/26 - 4/23/26
 - General Fund in the amount of \$270,003.66
 - Cafeteria Fund in the amount of \$34,907.33
 - Special Reserve Capital Outlay Fund in the amount of \$1,015,316.77
 - Warrant/Pass Through in the amount of \$10,401.04

DISCUSSION/ACTION AGENDA

1. Approve the following declaration: The Governing Board of Modoc Joint Unified School District declares that there is a shortage of qualified teachers due to the geographic location of the District and, as a consequence of this action; the District is unable to recruit certificated persons who meet the District's specified employment criteria for the positions listed on the Declaration of Need for Fully Qualified Educators. The District anticipates employing up to 10 (ten) certificated persons who do not meet the specific qualifications for the 2026/2027 school year.

_____/____ Yes: No: Abstain:

2. Approve the School Plans for Student Achievement for Modoc Middle School, High Desert Community Day School, and Alturas Elementary School **(Pages 38-166)**

_____/____ Yes: No: Abstain:

3. Approve Edmentum Agreement **(Pages 167-172)**

_____/____ Yes: No: Abstain:

4. Ratify Special Education ELOP Summer School Instructional Aide Job Description **(Pages 173-174)**

_____/____ Yes: No: Abstain:

5. Approve the Agreement for Special Services with Butte Rural Initiative Center (BRIC) **(Pages 175-181)**

_____/____ Yes: No: Abstain:

6. Approve the Final Reading to Rescind the Board Policy
 - a. BP 6146.2 - Certificate of Proficiency / High School Equivalency

_____/____ Yes: No: Abstain:

7. Approve the Final Reading of the Board Policies. **(Pages 182-276)**

- a. BP 1000 - Concepts and Roles
- b. BP / AR 1114 - District Sponsored Social Media
- c. BP 2120 - Superintendent Recruitment and Selection
- d. AR 3311.3 - Design-Build Contracts
- e. BP3470 - Debt Issuance and Management
- f. BP 4000 - Concepts and Roles
- g. BP 5000 - Concepts and Roles
- h. BP / AR 5020 - Parent Rights and Responsibilities
- i. BP / AR 5117 - Interdistrict Attendance
- j. BP 5138 - Conflict Resolution / Peer Mediation

- k. BP / AR 6020 - Parent Involvement
- l. BP / AR 6143 - Courses of Study
- m. AR 6146.2 - Certificate of Proficiency / High School Equivalency
- n. BP 7000 - Concepts and Roles
- o. BP 7131 - Relations with Local Agencies
- p. BB 9310 - Board Policies
- q. BB / E(1) / E(2) 9321 - Closed Session

_____/____ Yes: No: Abstain:

DISCUSSION

1. Construction Project Update

INFORMATION

1. Quarterly Food Service Report. **(Page 277)**
2. March 2026 ASB Report **(Pages 278-279)**
3. Quarterly & Historical Interest Earned on MJUSD Investments **(Page 280)**
4. 25/26 General Fund Budget as of May 4, 2026 **(Page 281)**
5. 25/26 General Fund Cash Flow Projection as of May 4, 2026 **(Page 282)**

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

- 1.
- 2.

Next Regular Board Meeting:

June 10, 2026

5:00 p.m. Closed Session

6:00 p.m. Open Session

Adjournment:

MODOC JOINT UNIFIED SCHOOL DISTRICT

Board of Trustees

Regular Board Meeting

April 15, 2026

Closed Session: 5:00 p.m.

Open Session: 6:00 p.m.

District Office Board Room

906 W 4th Street, Alturas, CA 96101

MINUTES

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

Call to Order by Fernand Larranaga at 5:00 p.m. closed session and at 6:08 p.m. open session.

Roll Call:

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

Pledge of Allegiance Led by: Ruth Ann Criner

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

Public Comments on Closed Session Agenda:

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

CLOSED SESSION

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

- 1. Personnel - Public Employee Employment:**
 - 1.1. Resignations / Retirements / Releases**
 - 1.1.1. Certificated Staff
 - 1.1.2. Certificated Staff
 - 1.1.3. Certificated Staff
 - 1.1.4. Classified Staff
 - 1.2. Recommendations for Approval**
 - 1.2.1. MHS Varsity Volleyball Coach

- 1.2.2. Summer School Food Service Worker
- 1.2.3. Certificated Staff
- 1.2.4. Teaching Associate
- 1.2.5. MHS Administrative Assistant

1.3. Public Employee Performance Evaluation

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

OPEN SESSION

Reporting of Closed Session Items:

1. Personnel - Public Employee Employment:

1.1. Resignations / Retirements / Releases

- 1.1.1. Certificated Staff Monica Widby/Jodie Veverka Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
- 1.1.2. Certificated Staff Monica Widby/Jodie Veverka Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
- 1.1.3. Certificated Staff Monica Widby/Jodie Veverka Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
- 1.1.4. Classified Staff Monica Widby/Jodie Veverka Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

1.2. Recommendations for Approval

- 1.2.1. MHS Varsity Volleyball Coach Ruth Ann Criner/Shawn Wood Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
- 1.2.2. Summer School Food Service Worker Jodie Veverka/Monica Widby Yes:4 (Criner, Veverka, Widby, Wood) No: 0 Abstain: 1 (Larranaga)
- 1.2.3. Certificated Staff Shaun Wood/Ruth Ann Criner Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
- 1.2.4. Teaching Associate **No Action**
- 1.2.5. MHS Administrative Assistant Ruth Ann Criner/Jodie Veverka Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

1.3. Public Employee Performance Evaluation - No Reportable Action

- 2. Negotiations:**Conference with labor negotiator pursuant to [Government Code § 54957.6]: Agency Negotiators: Rebecca Lewis, Elizabeth Guzman, Gerese Weber - **No Reportable Action**
- 2.1. Employee Organization: Modoc Teachers Association.
 - 2.2. Employee Organization: Teamsters Local 137
 - 2.3. Employee Organization: Unrepresented

Reports

1. Modoc High School Student Representatives - Allie Weber and Kenzie Diven reported that:
 - The JV Baseball program is going well. Softball is down in numbers but are working hard. Varsity Baseball won their inaugural tournament. Track and Golf are doing well. Some student athletes have applied for SCL scholarships and they are hoping to honor them at the NSCIF scholarship banquet in May.
 - FFA had a great time at the FFA State Convention. They took 19 students. They are currently planning May events.
 - ASB is working on end of the year activities and events. Some of the events are MORP, Prom, Play Day, the Rhonda Haselip Invitational Special Olympics and a Spring Blood Drive.
 - Interact Rotary is working on their Prom clothing drive. Donation close on Friday.
 - Seniors have started their Spring internships.
 - MCORP is planning a mock trial this week which will be a fun and exciting experience for the students.
 - Horticulture students are busy in the greenhouse. They are expecting to have a plant sale at the end of May / early June.
 - Juniors are getting ready for CAASP testing.
 - Mrs. Chambers ceramics class and AES 5th graders are collaborating on a public art display for Memorial Day. They are making ceramic poppies to be put on display to honor our fallen soldiers. They have made approximately 90 flowers that will be set up at the Elementary School. Community members can fill out a google form to dedicate a flower to someone who lost their life.
2. Site Principals
 - Todd Hughes, Assistant Principal of Modoc High School, reported that CAASP testing will be starting soon. There will be a WASC virtual visit on April 29th. The AP Calculus exam will be May 11th.
 - Amy Welch, Principal of Alturas Elementary School, reported that they are starting to plan for next year and reflect on this year to make changes. CAASP testing is next week. AVID strategy is to interview the next grade level students. The character trait is collaboration / sportsmanship. Schoolwide attendance is 97.47%, April 17th is a cultural dance assembly and May 6th is Open House. Family challenge is Earth Day clean up.
 - Matt McCandless, Principal of Modoc Middle School, reported that the character trait for April is dedication. The staff focus this month is test preparation. CAASP testing starts next week. Upcoming events include an AVID field trip to tour colleges, 7th grade to the Oregon Shakespeare Festival, special education students to the Rhonda Haselip Invitational and the 8th grade trip to Reno. Currently all 8th grade students are on track to promote. Open house will be May 6th.
3. Superintendent's Report - Beckie Lewis:
 - The internet has been down since Friday. The line was cut on Henderson Street. Due to this outage, the District will reapprove a different curriculum that does not rely on online curriculum.

- The district was awarded a Tobacco Grant to help educate students about the dangers of smoking and vaping. The award is for \$60,000 for 2 years.
- 4. Board Reports
 - Jodie Veverka watched Baseball and Softball. She also watched the Modoc Middle School staff versus the students Volleyball game.
 - Ruth Ann Criner is planning on site visits in May.
 - Monica Widby talked about the MMS golf and a golf clinic.
- 5. MTA
 - Laurel Rulison reported that they are continuing negotiations with the District and are happy with the cooperation. Katie and Chris went to a UNR job fair.
- 6. Director of Maintenance & Transportation
 - Doug Waterman showed a picture of the new building. He also reported that Maintenance was affected by the internet outage but not 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 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. Laurel Rulison informed the Board that she has a son at MMS that has a diagnosis of Autism and ADHD. She complimented MMS for doing a great job of communicating with her about his behavior. She is happy that he is being successful because of the MMS staff and is very grateful.

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

Monica Widby/Ruth Ann Criner

Yes: 5 (Larranaga, Widby, Veverka,

Wood, Criner) No: 0 Abstain: 0

1. Administration

- 1.1. Approve Minutes (**Pages 1-10**)
 - 1.1.1. Special Board Meeting March 11, 2026
 - 1.1.2. Regular Board Meeting March 11, 2026
- 1.2. Approve Quarterly Uniform Complaint Summary 4th Quarter (**Page 11**)
- 1.3. Approve Surplus of Technology Items (**Pages 12-26**)

- 1.4. Approve Dual Enrollment Memorandum of Understanding between Modoc Joint Unified School District and College of the Siskiyous **(Pages 27-41)**
- 1.5. Approve the 2026-2027 Designation of CIF Representatives to League **(Page 42)**
- 1.6. Approve the DSA Inspection Service Agreement Extension **(Page 43)**
- 1.7. Approve the Annual Integrated Pest Management Plan **(Pages 44-54)**
- 1.8. Approve Out of State/Over Night Field Trip **(Pages 55-56)**
 - 1.8.1. Upward Bound College Campus Tour

2. Budget and Finance

- 2.1. Approve Budget Changes Over \$10,000 **(Page 57)**
- 2.2. Approve warrants to be paid from the following **(Pages 58-63)**
 - 2.2.1. Checks dated 3/1/26-3/31/26
 - General Fund in the amount of \$226,776.19
 - Cafeteria Fund in the amount of \$30,784.26
 - Special Reserve Capital Outlay Fund in the amount of \$591,256.99
 - Warrant Pass Through in the amount of \$181,267.02

DISCUSSION/ACTION AGENDA

1. Approve San Joaquin County Office of Education Codestack Memorandum of Contract **(Pages 64-71)**

Ruth Ann Criner/Jodie Veverka

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

2. Approve the Proposal for Virtual Special Education Teacher Services **(Page 72)**

Jodie Veverka/Shawn Wood

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

3. Preliminary Review of the Mathematics Curriculum at Modoc High School. The curriculum is supported by the curriculum committee at Modoc High School. It will be on display for 30 days at the District Office, with final adoption at the May Board Meeting. **(Page 73)**

Shawn Wood/Ruth Ann Criner

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

4. Preliminary Review of the Mathematics Curriculum at Alturas Elementary School. The curriculum is supported by the curriculum committee at Alturas Elementary School. It will be on display for 30 days at the District Office, with final adoption at the May Board Meeting. **(Page 74)**

Jodie Veverka/Monica Widby

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

5. Approve the Final Adoption of the Science Curriculum at Modoc High School. The curriculum is supported by the curriculum committee at Modoc High School. **(Page 75)**

Ruth Ann Criner/Jodie Veverka

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

6. Approve the First Reading to Rescind the Board Policy
 - a. BP 6146.2 - Certificate of Proficiency / High School Equivalency

Jodie Veverka/Monica Widby

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

7. Approve the First Reading of the Board Policies. **(Pages 76-170)**
 - a. BP 1000 - Concepts and Roles
 - b. BP / AR 1114 - District Sponsored Social Media
 - c. BP 2120 - Superintendent Recruitment and Selection
 - d. AR 3311.3 - Design-Build Contracts
 - e. BP3470 - Debt Issuance and Management
 - f. BP 4000 - Concepts and Roles
 - g. BP 5000 - Concepts and Roles
 - h. BP / AR 5020 - Parent Rights and Responsibilities
 - i. BP / AR 5117 - Interdistrict Attendance
 - j. BP 5138 - Conflict Resolution / Peer Mediation
 - k. BP / AR 6020 - Parent Involvement
 - l. BP / AR 6143 - Courses of Study
 - m. AR 6146.2 - Certificate of Proficiency / High School Equivalency
 - n. BP 7000 - Concepts and Roles
 - o. BP 7131 - Relations with Local Agencies
 - p. BB 9310 - Board Policies
 - q. BB / E(1) / E(2) 9321 - Closed Session

Shaun Wood/Jodie Veverka

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

DISCUSSION

1. Construction Project Update - There will be a walkaround on April 21st. Expected completion is most likely the middle of May.

INFORMATION

1. Certificates of Participation Financial Update March 2026 **(Page 171)**
2. February 2026 ASB Report **(Pages 172-173)**
3. 2025-26 MJUSD General Fund Budget as of April 7, 2026 **(Page 174)**
4. 2025-26 Cash Flow Projection: General Fund as of April 7, 2026 **(Page 175)**

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

- 1.
- 2.

Next Regular Board Meeting:

May 13, 2026

5:00 p.m. Closed Session

6:00 p.m. Open Session

Adjournment: 7:02

MODOC JOINT UNIFIED SCHOOL DISTRICT

Board of Trustees

Regular Board Meeting

April 27, 2026

Closed Session: 3:30 p.m.

Open Session: Immediately Following Closed Session

District Office Conference Room

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 3:30 p.m. closed session and at 6:50 open session.

Roll Call:

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

Pledge of Allegiance Led by: Jodie Veverka

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

Public Comments on Closed Session Agenda:

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

CLOSED SESSION

The Board of Trustees will be involved with interviews for the Modoc Middle School Principal/Intern:

- 1. Negotiations:** Conference with labor negotiator pursuant to [Government Code § 54957.6]: Agency Negotiators: Rebecca Lewis, Elizabeth Guzman, Gerese Weber
 - 1.1. Employee Organization: Modoc Teachers Association
 - 1.2. Employee Organization: Teamsters Local 137
 - 1.3. Employee Organization: Unrepresented
- 2. Government Code § 54957: Public Employee Employment**
 - 2.1. Hiring of Modoc Middle School Principal / Intern

OPEN SESSION

Reporting of Closed Session Items:

1. **Negotiations:** Conference with labor negotiator pursuant to [Government Code § 54957.6]: Agency Negotiators: Rebecca Lewis, Elizabeth Guzman, Gerese Weber
 - 1.1. Employee Organization: Modoc Teachers Association
 - 1.2. Employee Organization: Teamsters Local 137
 - 1.3. Employee Organization: Unrepresented

No Reportable Action

2. **Government Code § 54957:** Public Employee Employment
 - 2.1. Hiring of Modoc Middle School Principal / Intern

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

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.

Next Regular Board Meeting:

May 13, 2026

5:00 p.m. Closed Session

6:00 p.m. Open Session

Adjournment: 6:52



Inspection Service Agreement Extension

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

1. Term

Pursuant to the Term provisions of the Agreement, the term is hereby extended for a limited period beginning May 1, 2026, and ending May 31, 2026, unless further amended in writing by mutual agreement of the parties.

2. Services

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

3. Reports and Deliverables

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

- Weekly written progress reports shall be provided to MJUSD and the Project Architect via email throughout the extension period.
- All reports generated from the commencement of the project through May 31, 2026, shall be provided to MJUSD and the Project Architect via email.

4. End-of-Term Review

At the conclusion of the extension period, and no later than May 31, 2026, MJUSD and Collins shall revisit the Agreement to review project status and discuss the remaining scope, time, and level of effort required to complete and close out the project, including whether a further amendment or extension is necessary.

Modoc Joint Unified School District

Collins Construction LLC

By (sign): _____
Date: _____

By (sign): _____
Date: _____

Name (print): Rebecca Lewis
Title: Superintendent
Email: blewis@modoc.k12.ca.us
Address: 906 West 4th Street
Address: Alturas, CA 96101

Name (print): Scott Collins
Title: President
Email: Inspectorscott@hotmail.com
Address: 372 S Eagle Rd #173
Address: Eagle, ID 83616

LEASE AGREEMENT

This Lease Agreement (hereinafter "Lease") is dated the 1st day of July, 2026. The parties to this Lease are Modoc Joint Unified School District (hereafter "Lessor") located at 906 West 4th Street, Alturas, California 96101 in Modoc County and Sierra Cascade Family Opportunities (hereafter "Lessee") located at 424 N. Mill Creek Road, Quincy, California 95971 in Plumas County. Lessor is a political subdivision of the State of California.

The property subject to this Lease is space located on the grounds of Modoc Joint Unified School District and having the address of 802 North East Street, Alturas, California 96101 (hereafter "Property"). The Property description is inclusive of space shown as Head Start on Attachment A, which is a total of 1,920 square feet.

1. Term: The term of this Lease shall be for the period commencing July 1, 2026 to June 30, 2027. This Lease shall be renewed based on the same conditions for an additional year at expiration of this present Lease unless either party notifies the other in writing that it will not renew the Lease at least thirty (30) days prior to this Lease's expiration date.
2. Rent: The rent for the Property shall be \$17,280.00 annually, payable at a rate of \$1,440.00 per month, due on the first day of each month. The space leased under this agreement is based on a 0.75¢ per square foot formula, which includes utilities.
3. Use: Lessee shall use the Property in a proper manner and shall comply with and conform to all applicable national, state, municipal, and other laws, ordinances, and regulations in any way governing the possession or use of the Property. Lessee shall use the Property in a manner that will not disrupt or interfere with District activities or operations.
4. Lessor's Disclosure: ~~Lessor notifies Lessee that these facilities meet the Americans with Disabilities Act (ADA) requirements but have not undergone an inspection by a Certified Access Specialist (CAsp) according to the California Civil Code.~~
5. Lessor's Inspection: Lessor shall have the right to enter into and upon the Property at all times during Lessee's regular business hours for the purpose of inspecting the Property.
6. Alterations: Lessee may make alterations, additions, changes or improvements to the Property only with the prior written consent of Lessor. No alteration, addition, change or improvement to the Property shall impair the rights and remedies of Lessor under this Lease.
7. Insurance: Lessee shall carry public liability and property damage insurance covering the Lessee's personal property. The Lessor shall be listed as an additional insured on

all policies. Lessee shall pay all premiums and shall deliver duplicates of the policies to the Lessor. All policies shall include a provision under which Lessor will be given ten (10) days written notice before the policy is altered or cancelled. Lessee may self-insure all or any portion of the Property with the prior written consent of Lessor.

8. Indemnity: Lessee shall indemnify and hold Lessor harmless from any and all claims, actions, proceedings, suits, costs, expenses, damages, and liabilities arising out of, connected with, or resulting from Lessee's possession, uses, subletting, or return of the Property.
9. Lessee Assignment: Lessee may not assign, transfer, pledge, or hypothecate this Lease, the Property, or any part thereof or interest therein, or sublet the Property, or any part thereof, or permit the Property, or any part thereof, to be used by anyone other than Lessee, without the prior written consent of Lessor. Lessor's consent will not be withheld provided that (1) Lessee's action will not result in use or occupancy of the Property which may impair Lessee's obligations hereunder to Lessor; and (2) Lessor determines that the proposed sublease, transfer, pledge or assignment will not disrupt or interfere with District activities or operations.
10. Ownership: The Property is and shall at all times be and remain the sole and exclusive property of Lessor and Lessee shall have only those rights, title and interest therein or thereto which are expressly set forth in this Lease.
11. Maintenance: Lessor shall maintain and repair; Lessee shall provide custodial services for the Property during the term of this Lease. Upon expiration of the Lease, the Property must be in the same condition as when Lessee received it, less normal wear and tear.

12. General Provisions

- a. This instrument constitutes the entire agreement between the parties, and it may be amended, altered, or changed only by a written agreement signed by both the parties.
- b. Service of all notices under this lease shall be sufficient if given personally or mailed to the party involved at such address as the party may provide in writing to the other party from time to time. Any such notices mailed to such address shall be effective when deposited in the United States mail, properly addressed and with postage prepaid.
- c. The titles to the paragraphs of this Lease are solely for the convenience of the parties and are not an aid to the interpretation of the instrument.
- d. Time is of the essence of this Lease and of each and every provision of the Lease.
- e. This Lease and the rights of the parties hereunder shall be in accordance with the laws of the State of California.

- f. In any action or proceeding arising between the parties as to this Lease, the prevailing party shall be entitled to reasonable attorney's fees.
- g. This Lease may be executed in any number of originals, each of which shall be of equal force and effect.

IN WITNESS WHEREOF, the parties hereto have executed this Lease as of the day and year first above written.

MODOC JOINT UNIFIED
SCHOOL DISTRICT

SIERRA CASCADE FAMILY
OPPORTUNITIES

By: _____

Rebecca Lewis
Superintendent
906 West 4th Street
Alturas, CA 96101
(530) 233-7201
tomalley@modoc.k12.ca.us

By: _____

Cindy Hogg
Executive Director
424 N. Mill Creek Road
Quincy, CA 95971
1-800-404-1242
chogg@headstart4u.org

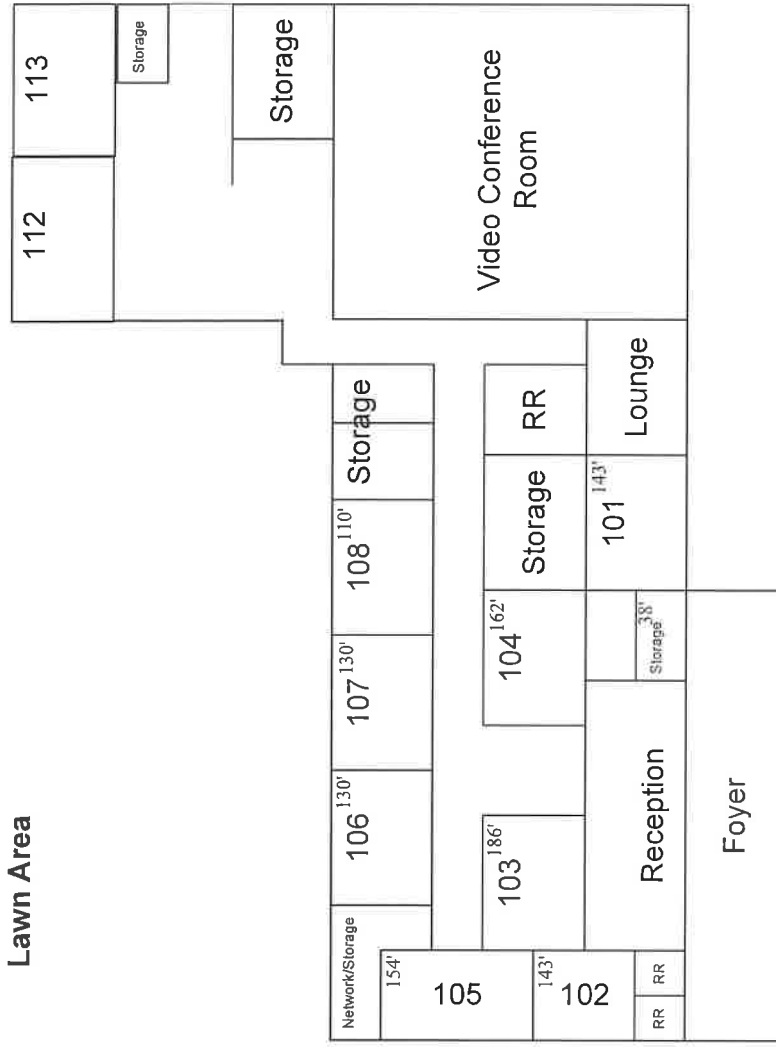
Alternative Education

802 North East Street
Alturas, CA 96101

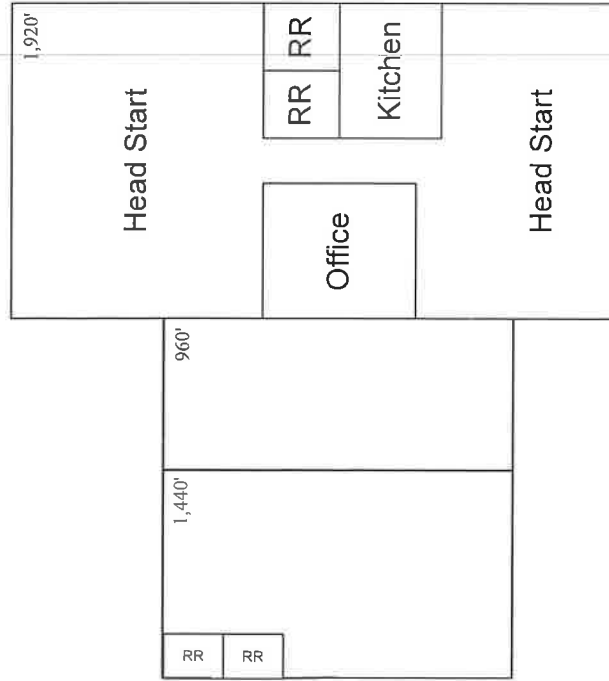
Attachment A



Lawn Area



Front Sidewalk



LEASE AGREEMENT

This Lease Agreement (hereinafter "Lease") is dated the 1st day of July, 2026. The parties to this Lease are Modoc Joint Unified School District (hereafter "Lessor") located at 906 West 4th Street, Alturas, California 96101 in Modoc County and Training, Employment & Community Help, Inc. (TEACH) for the Latchkey program (hereafter "Lessee"). The property subject to this Lease is three portable buildings located on the grounds of Modoc Joint Unified School District at Alturas Elementary School and having the address of 809 West 8th Street, Alturas, California 96101 (hereafter "Property").

The current fee schedule for the rental of Modoc Joint Unified School District Property is based on a 0.75¢ per square foot formula, which includes utilities. The three portable buildings (960 square feet each) is a total of 2,880 square feet times the formula rate of 0.75¢ would equate to \$2,160.00 for monthly rent. The Lessor recognizes the value of the Latchkey program run by Lessee and is willing to establish a monthly rent rate of \$500.00 with the condition that students that used to go to a bus room be allowed to attend the Latchkey program for a half hour a day with no charge to their parents for this service.

1. Term. The term of this Lease shall be for the period commencing July 1, 2026 to June 30, 2027. It may be terminated by either party with at least thirty (30) days notification in writing prior to this Lease's expiration date.
2. Rent. The rent for the Property shall be \$500.00 per month, which includes utilities, payable on the first day of each month.
3. Use. Lessee shall use the Property in a proper manner and shall comply with and conform to all applicable national, state, municipal, and other laws, ordinances, and regulations in any way governing the possession or use of the Property. Lessee shall use the Property in a manner that will not disrupt or interfere with District activities or operations.
4. Lessor's Disclosure. Lessor notifies Lessee that these facilities meet the Americans with Disabilities Act (ADA) requirements but have not undergone an inspection by a Certified Access Specialist (CAsp) according to the California Civil Code.
5. Lessor's Inspection. Lessor shall have the right to enter into and upon the Property at all times during Lessee's regular business hours for the purpose of inspecting the Property.
6. Alterations. Lessee may make alterations, additions, changes or improvements to the Property only with the prior written consent of Lessor. No alteration, addition, change or improvement to the Property shall impair the rights and remedies of

Lessor under this Lease.

7. Insurance. Lessee shall carry public liability and property damage insurance covering the Lessee's personal property. The Lessor shall be listed as an additional insured on all policies. Lessee shall pay all premiums and shall deliver duplicates of the policies to the Lessor. All policies shall include a provision under which Lessor will be given ten (10) days written notice before the policy is altered or cancelled. Lessee may self-insure all or any portion of the Property with the prior written consent of Lessor.
8. Indemnity. Lessee shall indemnify and hold Lessor harmless from any and all claims, actions, proceedings, suits, costs, expenses, damages, and liabilities arising out of, connected with, or resulting from Lessee's possession, uses, subletting, or return of the Property.
9. Lessee Assignment. Lessee may not assign, transfer, pledge, or hypothecate this Lease, the Property, or any part thereof or interest therein, or sublet the Property, or any part thereof, or permit the Property, or any part thereof, to be used by anyone other than Lessee, without the prior written consent of Lessor. Lessor's consent will not be withheld provided that (1) Lessee's action will not result in use or occupancy of the Property which may impair Lessee's obligations hereunder to Lessor; and (2) Lessor determines that the proposed sublease, transfer, pledge or assignment will not disrupt or interfere with District activities or operations.
10. Ownership. The Property is and shall at all times be and remain the sole and exclusive property of Lessor and Lessee shall have only those rights, title and interest therein or thereto which are expressly set forth in this Lease.
11. Maintenance. Lessor shall maintain, repair, and provide custodial services for the Property during the term of this Lease. Upon expiration of the Lease, the Property must be in the same condition as when Lessee received it, less normal wear and tear.
12. General Provisions.
 - a. This instrument constitutes the entire agreement between the parties, and it may be amended, altered, or changed only by a written agreement signed by both the parties.
 - b. Service of all notices under this lease shall be sufficient if given personally or mailed to the party involved at such address as the party may provide in writing to the other party from time to time. Any such notices mailed to such address shall be effective when deposited in the United States mail, properly addressed and with postage prepaid.
 - c. The titles to the paragraphs of this Lease are solely for the convenience of the parties and are not an aid to the interpretation of the instrument.

- d. Time is of the essence of this Lease and of each and every provision of the Lease.
- e. This Lease and the rights of the parties hereunder shall be in accordance with the laws of the State of California.
- f. In any action or proceeding arising between the parties as to this Lease, the prevailing party shall be entitled to reasonable attorney's fees.
- g. This Lease may be executed in any number of originals, each of which shall be of equal force and effect.

IN WITNESS WHEREOF, the parties hereto have executed this Lease as of the day and year first above written.

Modoc Joint Unified School District

TEACH, Inc.

By: _____

Rebecca Lewis, Superintendent
906 West 4th Street
Alturas, CA 96101
(530) 233-7201

By: _____

Carol Madison, Director
112 E 2nd Street
Alturas, CA 96101
(530) 233-4929

STANDARD TERMS AND CONDITIONS
Between Modoc Joint Unified School District (DISTRICT)
And TRAINING, EMPLOYMENT AND COMMUNITY HELP, INC. (TEACH)
For Fiscal Year 2026-2027

1. Maintenance of Premises – TEACH shall at all times keep the premises in a neat, safe, and sanitary condition, and shall at all times conduct its operations hereunder in strict compliance with all applicable and pertinent laws, statutes, ordinance, rules, and regulations of all governmental entities and agencies. TEACH shall employ a full time janitor to maintain and upkeep the premises. The DISTRICT’S custodian will maintain and upkeep the three restrooms in the main hallway and the two hallways. TEACH shall further keep and maintain the premises in good order, condition and repair, reasonable wear and tear and damage by the elements excepted. TEACH shall take all reasonable precautions to protect the premises from weather or other damage, theft, vandalism, and other such hazards. TEACH shall also be responsible for lawful removal and disposal of all trash, refuse, debris, and other waste products arising from seniors’ use or occupancy of the premises under this Agreement by TEACH with daily trash being placed in a designated DISTRICT dumpster (cost of dumpster and related fees taken care of by the DISTRICT).
2. Improvements – TEACH shall seek DISTRICT approval for all improvements to premises. Such improvements shall become the property of DISTRICT and shall remain DISTRICT’S property upon the expiration or earlier termination of this Agreement. Improvements shall be:
 - a) At the sole cost and expense of TEACH;
 - b) Compatible with DISTRICT’S site plan and design;
 - c) In accordance with plans and specifications prepared by DISTRICT architect and approved by appropriate Federal, State, and Local agencies;
 - d) Subject to inspection, approval, and acceptance by DISTRICT as well as appropriate Federal, State, and Local agencies.
 - e) Completed by TEACH on or before a date mutually agreed upon by the DISTRICT and TEACH.
3. Licenses, fees, taxes, and Utilities – TEACH, INC. shall assume responsibility for and shall pay all Federal, State, and Local license costs, fees, and taxes (including any possessory interest taxes). TEACH shall pay twenty-eight dollars (\$28.00) per month for the electric usage in lights and refrigeration, an amount previously estimated by Pacific Power and Light Company. For the propane fueled stoves, a 500 gallon propane tank secured with a chain link fence shall be maintained in good working order, with fuel costs at TEACH, INC. expense.
4. Hold Harmless/Liability Insurance – To the fullest extent permitted by law, TEACH shall defend, indemnify, and hold harmless the DISTRICT, its elected officials, officers, agents, and employees, from any and all claims, demands, losses, damages, court costs, attorney fees, expenses, or costs of any kind or character arising out of use of DISTRICT facilities by the TEACH, their employees, agents or guests, regardless of any active or passive negligence on the part of the DISTRICT, its elected or appointed officials, employees, agents or guests, regardless of any active or passive negligence on the part of the DISTRICT, its elected or appointed officials, employees, agents and volunteers. This clause shall survive termination of the lease. TEACH shall provide a Certificate of Liability Insurance and Additional Insured Endorsement to fulfill the following three requirements:
 - a) Commercial General Liability or Personal Liability on an occurrence from with a minimum limit of \$1,000,000 each occurrence/\$1,000,000 general aggregate;
 - b) Additional Insured Endorsement: This is a separate form attached to the certificate. The endorsement must name the 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;

- c) **Evidence of Primary Insurance** (either by endorsement or the actual page(s) of the policy typically found in the "Other Insurance" section of policy): **TEACH** insurance shall be **primary insurance** as respects to the DISTRICT, IT'S ELECTED OR APPOINTED OFFICIALS, EMPLOYEES, AGENTS AND VOLUNTEERS. Any insurance or self-insurance maintained by the DISTRICT, its elected or appointed officials, employees, agents and volunteers shall be excess and shall not contribute with it.

5. **Non-Assignment** – TEACH shall not encumber, assign or sublease any rights or duties under this Agreement without the prior written consent of DISTRICT which retains sole discretion in this regard.

6. **Licenses; Independent Contractor Status; Insurance Coverage** – All TEACH officers, agents, employees, and volunteers as well as it assigns and sub-lessees shall be licensed when required by law. All such persons shall be considered officers, agents, employees, volunteers, assigns, and sub – lessees of TEACH or independent contractors of TEACH and in no event shall such persons be construed to be officers, agents, employees, volunteers, assigns or sub-lessees of DISTRICT. TEACH shall provide and maintain in full force and effect at all times during the term of this lease liability and workers' compensation insurance on all such officers, agents, employees, volunteers, assigns, and sub-lessees as required by law; and shall file verification of such insurance with DISTRICT.

7. **Non-Discrimination** – TEACH agree that:

- a) No person on the grounds of race, creed, color, religion, sex, or national origin shall be excluded from participation, denied the benefits of, or be otherwise subjected to discrimination in the use of the premises or services of TEACH.
- b) In the construction of any improvements and the furnishing of services to the premises, no person on the grounds of race, creed, color, religion, sex, or national origin shall be excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination.

8. **Damage to or Destruction of Premises** – If the premises are damaged from any cause, TEACH shall repair such damages within 120 days and this Agreement shall continue in effect. If damage to the premises exceeds 50% of the total replacement cost of all improvements then existing; or if such damage cannot be repaired within 120 days; TEACH may terminate this Agreement by giving notice thereof within 15 days of such damage. TEACH shall maintain casualty insurance to DISTRICT'S satisfaction insuring against such damage or destruction. The proceeds from such insurance are to be payable jointly to DISTRICT and TEACH or their order, with the total of all proceeds to be payable to DISTRICT alone should TEACH elect to terminate under this clause.

9. **Entry/Inspection of Premises** – DISTRICT shall have the right to enter the premises at reasonable times and places for the purpose of inspection and/or abatement of any nuisance or cure of any breach.

10. **No Change or Improvement Without Approval** – Except as otherwise expressly provided herein, TEACH shall not make any change, alteration, or improvement to the premises without the prior written approval of DISTRICT, which approval shall not be unreasonably withheld. Notwithstanding any other provision to the contrary, TEACH understand and agree that any modifications or improvements shall be made solely at TEACH cost and expenses, including but not limited to, any accessibility improvements mandated by any Federal, State, or Administrative agency or tribunal, acting under the Americans with Disabilities Act, 42 U.S.C. Section 12101 et seq., the California Fair Employment and Housing Act, Government Code Sections 12940 et seq., the regulations promulgated thereunder, or ordinance mandating such accessibility improvements.

11. **Quiet Enjoyment** – Except as otherwise provided herein, DISTRICT covenants and agrees that TEACH, upon observing and keeping the covenants, conditions, and terms of this Agreement shall lawfully and quietly hold,

occupy and enjoy the premises during the terms of this Agreement without hindrance from DISTRICT or any one claiming under DISTRICT.

12. Holdover – If TEACH remains in possession of the premises after expiration of the term of this Agreement, such occupancy of the Premises shall be on the same terms and conditions as provided herein, except that it shall be on a month-to-month tenancy basis only.

13. Abstract – The parties hereto may execute, and cause to be recorded an abstract of this Agreement for notice purposes only, no lien being thereby created against DISTRICT or its property.

14. Remedies for Breach – if TEACH fails, refuses, or neglects to perform in accordance with any term or condition of this Agreement, DISTRICT may remedy such breach by any and/or all lawful means, including, but not limited to:

- a) A suit at law or in equity, including provisional remedies;
- b) Termination of Agreement thirty (30) days after notice of breach and failure to cure;
- c) Immediate termination of Agreement for any non-curable breach;
- d) Immediate abatement of any nuisance or immediate cure of any breach at TEACH's expense, including, but not limited to, any breach of Paragraph 1 hereof.
 - a. The provisions of this paragraph shall not be construed as in any way limiting DISTRICT'S right to resort to any other remedies available under this Agreement or otherwise. Any waiver by DISTRICT of a particular breach shall not be considered as waiving any other breach.

15. Eminent Domain – If the premises are taken by eminent domain, whether by DISTRICT or otherwise, this Agreement shall terminate. The proceeds of any award shall be divided between DISTRICT and TEACH with each party receiving that portion of the proceeds attributable to its respective interest.

16. Right to Premises upon expiration – The premises, and any and all improvements placed by TEACH thereon during the term of this Agreement shall become the sole possession of DISTRICT upon expiration of the term of this Agreement (or upon any sooner termination thereof) without any further compensation by DISTRICT to TEACH. TEACH shall promptly remove all its property not considered improvements from the premises.

17. Attorney's Fees – In the event suit shall be brought for enforcement of this lease, reasonable attorney fees shall be awarded the prevailing party by the Court.

18. Surrender of Premises – TEACH accepts the premises in "as is" condition and agrees, upon the expiration of the Agreement or any sooner termination, to peacefully and quietly yield up and surrender possession of the premises to DISTRICT, in as good order and condition as reasonable wear and tear and damage by the elements allow.

19. Notices – All notices required to be given by law or by this Agreement shall be given in writing, either by personal delivery (or by depositing the same in the United State Mail, postage prepaid) to the address shown in this lease. Deposit in the mail as described shall be deemed delivery of the notice for all purposes. Either party may change its address for such notices by giving the other party prior written notice thereof.

20. Subsequent Parties/Time – All the terms and conditions of this Agreement shall be binding upon and shall inure to the benefit of the heirs, successors, and assigns of the DISTRICT and TEACH. Time is hereby declared to be of the essence in this Agreement.

21. Modification – The terms and conditions of this Agreement may be modified or changed only by the written mutual consent of the parties.

22. Term – The term of this Agreement shall be from July 1, 2026 through June 30, 2027.

THESE STANDARD TERMS AND CONDITIONS have been read, understood, and agreed to as part of the Agreement to which they are attached and incorporated by reference.

Training, Employment and Community Help, Inc.
112 E. 2nd Street
Alturas, CA 96101

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

By: _____
Carol Madison, Executive Director
TEACH, Inc.

By: _____
Rebecca Lewis, Superintendent
Modoc Joint Unified School District

Date: _____

Date: _____

MEMORANDUM OF UNDERSTANDING

BETWEEN

MODOC JOINT UNIFIED SCHOOL DISTRICT (MJUSD) and

Keegan's IT Services, LLC

TERM: The term of this Agreement shall be from July 1, 2026 through June 30, 2028.

FEE FOR SERVICES: Fee for services provided by Keegan's IT Services, LLC will be based on providing technology support and services as described below. The fee for the 2026/2027 and 2027/2028 school years will be \$80 per hour.

Keegan's IT Services, LLC will provide technology support services to MJUSD. The services include:

1. General Network and Technical Support
 - a. Address requests for technical help that arrive via helpdesk applications or phone.
 - b. Maintain network equipment and associated peripheral devices and work with the staff at Shasta Union High School District to ensure a minimum of network downtime.
 - c. Create and maintain cost-effective, annual maintenance agreements.
 - d. Develop routines to ensure the availability of tools and equipment associated with wide-area-network (WAN) support services.
 - e. Explore new connectivity options that provide increased bandwidth and reduce prices.
 - f. Identify software tools that make delivery of MJUSD services and upkeep of MJUSD resources easier and more cost-effective.
 - g. Conduct scheduled maintenance within the stated service window. As much advance notice as possible will be given for emergency maintenance.
 - h. Maintain current staff and student accounts and passwords (e-mail, Google, Active Directory, websites, etc.) and ensure account security.
 - i. Document all support activity in an understandable way for review by client organizations if needed.
 - j. Provide technical training, if appropriate, and requested by MJUSD administration.
 - k. Use of MJUSD vehicles for transportation of MJUSD tech support staff and/or appropriate technology equipment.
 - l. Reporting of any suspected misuse of software or district procedure that could jeopardize the integrity of district data to the district superintendent or his/her designee by Keegan's IT Services, LLC. This is intended to protect the best interest of the district.
2. Hardware and Software Quotes and Purchase Requests.
 - a. Provide appropriate recommendations of needed parts and supplies and maintain purchasing processes that ensure that client organizations receive the highest quality equipment and supplies at the lowest possible cost.
 - b. Generate quotes, submit vendor requests and track purchases to ensure timely technology deployment.

Modoc Joint Unified School District will:

1. Notify Keegan's IT Services, LLC immediately of relevant staff changes for security and communication purposes.
2. Notify Keegan's IT Services, LLC of any new, application-driven hardware (e.g. desktop or printer), software or educational program purchases as early in the decision-making process as possible, to allow for proper workstation configuration by him and/or to provide technical input into the decision process to ensure compatible systems.
3. Be responsible for their current Student Information systems and program administration (e.g. CalPads and Aeries).

Changes, Amendments or Alterations:

No changes, amendments or alterations to this MOU shall be effective unless in writing and signed by both parties.

Dispute Resolution:

If a dispute arises between MJUSD and Keegan's IT Services, LLC under this MOU, the Superintendent of MJUSD and Keegan's IT Services, LLC shall meet to confer and resolve this dispute.

Indemnification:

The parties agree to each defend, indemnify, and hold other Party, its officers, employees and agents harmless from any and all liability or claims for injury or damages arising out of the performance of this Agreement, but only proportion to and to the extent such liability or claims for injury or damages caused by or result from the sole negligent or intentional acts or omissions of the other Party.

Agreement:

The parties hereto will have their duly authorized representatives execute the Memorandum of Understanding on the day, month, and year below written and agree that the terms of this MOU will commence effective July 1, 2026 and shall remain in effect until June 30, 2028.

MODOC JOINT UNIFIED
SCHOOL DISTRICT

Keegan's IT Services, LLC

Rebecca Lewis
District Superintendent

Keegan Richardson

Keegan Richardson
Owner

Date: _____

Date: 4-13-2026



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

MEMORANDUM

TO: Beckie Lewis
FROM: Rafael A. Sevilla
DATE: May 4, 2026
SUBJECT: 2026 Modoc High School Fall Athletics Schedules

Please review the attached Modoc High School Fall Athletics Schedules for Cross Country, Football, Girl's Golf, Soccer and Volleyball. As always, schedules are subject to change especially over summer months. The Modoc High School Athletic Department appreciates your consideration. If you have any questions or concerns please feel free to contact me.

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

2026 FOOTBALL SCHEDULE

VARSITY HEAD COACH: James Brogan JV HEAD COACH: Eric Hunter

JULY 27	PRACTICE BEGINS	5:30PM
AUGUST 21	@ DURHAM	5:30/7:30PM
AUGUST 28	BYE	
SEPTEMBER 2	@ FALL RIVER (FAIR BOWL)	5:30/7:30PM
**SEPTEMBER 11	@ LAKEVIEW	5:30/7:30PM
SEPTEMBER 18	PORTOLA	5:30/7:30PM
*SEPTEMBER 25	@ TRINITY	5:30/7:30PM
*OCTOBER 2	FALL RIVER (HOMECOMING)	5:30/7:30PM
OCTOBER 9	REDDING CHRISTIAN	5:30/7:30PM
*OCTOBER 16	SCL BYE	
*OCTOBER 23	@ WEED	5:30/7:30PM
*OCTOBER 30	MT. SHASTA	5:30/7:30PM
*NOVEMBER 6	ETNA (SENIOR NIGHT)	5:30/7:30PM

PLAYOFFS: NOVEMBER 13,20,25 STATE PLAYOFFS DECEMBER 4,5,11,12 *LEAGUE CONTESTS

**WARNER MOUNTAIN CUP CONTEST

*SCHEDULE SUBJECT TO CHANGE*LAST UPDATED: MAY 4, 2026



(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

2026 VOLLEYBALL SCHEDULE

VARSITY HEAD COACH: Jodi Boudreaux

JV HEAD COACH: Tacie Wheeler

AUGUST 8	@ LASSEN (VARSITY SCRIMMAGE)	TBD
AUGUST 13	@ LASSEN	TBD
AUGUST 15	DURHAM TOURNAMENT (VARSITY)	TBD
AUGUST 25	@ QUINCY	V 6:00PM
SEPTEMBER 1	LASSEN	JV 5PM V 6PM
**SEPTEMBER 8	LAKEVIEW	JV 5PM V 6PM
SEPTEMBER 10-12	EMBLEM "F" TOURNAMENT	TBD
*SEPTEMBER 15	@ WEED	JV 5PM V 6PM
SEPTEMBER 18	CENTRAL VALLEY	JV 5PM V 6PM
SEPTEMBER 19	ETNA.	JV 1PM V 2PM
*SEPTEMBER 22	@ MT. SHASTA	JV 5PM V 6PM
*SEPTEMBER 23	MT SHASTA	JV 5PM V 6PM
*SEPTEMBER 26	@ TRINITY	JV 1PM V 2PM
*SEPTEMBER 29	FALL RIVER (RIVALRY GAME)	JV 5PM V 6PM
*OCTOBER 6	WEED	JV 5PM V 6PM
*OCTOBER 10	@ ETNA	JV 1PM V 2PM
*OCTOBER 13	MT SHASTA	JV 5PM V 6PM
*OCTOBER 17	TRINITY (SENIOR NIGHT)	JV 1PM V 2PM
*OCTOBER 20	@ FALL RIVER (RIVALRY GAME)	JV 5PM V 6PM

PLAYOFFS: OCTOBER 27, 29 NOV 3 CHAMP NORCAL NOV 11-18 STATE NOV 21-22 *LEAGUE CONTESTS

**WARNER MOUNTAIN CUP CONTEST

*SCHEDULE SUBJECT TO CHANGE*LAST UPDATED: MAY 4, 2026



(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

2026 SOCCER SCHEDULE

VARSITY HEAD COACH: Rafael Sevilla **ASSISTANT COACH:** Paul Travers

AUGUST 11	TWILIGHT CLASSIC (FALL RIVER)	7:30PM
AUGUST 14-15	QUINCY FALL FEST	TBD
*AUGUST 25	BUTTE VALLEY	5:00PM
AUGUST 28-29	CUP F-FALL RIVER	TBD
*SEPTEMBER 3	@ TULELAKE	5:00PM
SEPTEMBER 9	@ PARADISE ADVENTIST	4:00PM
*SEPTEMBER 12	TRINITY	1:00PM
*SEPTEMBER 15	@ WEED	5:00PM
*SEPTEMBER 17	@ BUTTE VALLEY	5:00PM
*SEPTEMBER 19	ETNA	1:00PM
*SEPTEMBER 22	@ MT. SHASTA	5:00PM
**SEPTEMBER 24	@ LOST RIVER	5:00PM
*SEPTEMBER 26	@ TRINITY	1:00PM
*SEPTEMBER 29	FALL RIVER (RIVALRY GAME)	5:00PM
*OCTOBER 6	WEED	4:30PM
*OCTOBER 8	TULELAKE	4:30PM
*OCTOBER 10	@ ETNA	1:00PM
*OCTOBER 13	@ FALL RIVER (RIVALRY GAME)	4:30PM
*OCTOBER 14	MT. SHASTA (SENIOR NIGHT)	4:30PM

PLAYOFFS: OCTOBER 20, 22 FALL SOCCER CHAMPIONSHIP; 10/24 *LEAGUE CONTESTS

SCHEDULE SUBJECT TO CHANGE

LAST UPDATED: MAY 4, 2026



(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

2026 CROSS COUNTRY SCHEDULE

VARSITY HEAD COACH: Rachel Workentine

AUGUST 28	18TH BILL SPRINGHORN CLASSIC	SHASTA COLLEGE	TBD
SEPTEMBER 4	TRINITY INVITATIONAL	TRINITY	TBD
SEPTEMBER 11	LAS PLUMAS XC INVITE	OROVILLE	TBD
SEPTEMBER 18	STEVE NESHEIM INVITATIONAL	MT. SHASTA	TBD
SEPTEMBER 23	DR. BILL BROWN CLASSIC	FALL RIVER	TBD
SEPTEMBER 26	ROGUE XC INVITE	MEDFORD	TBD
OCTOBER 3	STAN GOODELL INVITATIONAL	HIDDEN VLY	TBD
OCTOBER 9	WEST VALLEY INVITATIONAL	WEST VALLEY	TBD
OCTOBER 17	YREKA ELKS INVITATIONAL	YREKA	TBD
OCTOBER 21	MODOC MEET	ARROWHEAD GC	TBD

NOVEMBER 4	SCL CHAMPIONSHIPS	WEST VALLEY	TBD
NOVEMBER 12	NSCIF XC FINALS	WEST VALLEY	TBD
NOVEMBER 28	STATE MEET	FRESNO	TBD

LAST UPDATED: MAY 4, 2026



(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

2026 GIRLS GOLF SCHEDULE VARSITY HEAD COACH: Jim Widby

*SEPTEMBER 9	TBD	TBD
*SEPTEMBER 17	TBD	TBD
*SEPTEMBER 23	TBD	TBD
*OCTOBER 1	TBD	TBD
*OCTOBER 6	TBD	TBD
*OCTOBER 15	TBD	TBD
*OCTOBER 22	NAL FINALS	TBD
NOVEMBER 2/3	NSCIF DIVISIONS	TBD

ALL LEAGUE MATCHES BEGIN AT 12:00PM

*SCHEDULE SUBJECT TO CHANGE

LAST UPDATED: MAY 4, 2026



(530) 233-7201

900 NORTH MAIN STREET, ALTURAS, CA 96101

2026–27 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	
---	--

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
---	----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title II, Part A funds used through the Alternative Fund Use Authority (AFUA) Section 5211 of ESEA	No
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title IV, Part A funds used through the Alternative Fund Use Authority (AFUA)	No

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2026–27 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Section 5211 of ESEA	
Title V, Part B Subpart 1 Small, Rural School Achievement Grant ESSA Sec. 5211 SACS 5810	No
Title V, Part B Subpart 2 Rural and Low-Income School Grant ESSA Sec. 5221 SACS 4126	Yes

*****Warning*****

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May 5, 2026

MEMORANDUM

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

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

- Increase budgeted interest revenues in the General Fund by \$110,000.
- Increase the maintenance expenditure budget by \$20,000 due to overages from unexpected repair costs to the MHS gym boiler.
- Reduce textbook expenditure budget by \$170,000 as math textbooks will be ordered next fiscal year.
- Increase Forest Reserve revenues by \$42,193 and transfers to Special Reserve Fund by the same amount for capital outlay projects.
- Reduce K-12 SWP revenue and expenditures by \$144,517, as this grant will not be fully utilized by June 30, 2026.
- Reduce CalSTRS On-Behalf revenues and expenditures by \$12,058 per state final amount notification.

The changes above will increase the General Fund unrestricted fund balance by \$260,000.

A handwritten signature in dark ink, appearing to be a stylized 'S' or 'G' followed by a flourish.



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

May 7, 2026

MEMORANDUM

To: Beckie Lewis, Superintendent
From: Elizabeth Nikki Guzman, Business Manager
Subject: INTERFUND TRANSFERS

This is to request that the Governing Board approve the following interfund transfers:

- Transfer \$452,681.26 from the General Fund to the Special Reserve Fund for the annual Certificates of Participation (COPs) lease payments.

Checks Dated 04/01/2026 through 04/23/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
30077167	04/03/2026	Fidelity Security Life/EyeMed FSL/EyeMed Premiums	76-9571	Vision Insurance April 2026		1,057.81
30077168	04/03/2026	Guardian	76-9570	Dental Claims Feb 2026		9,343.23
30077217	04/09/2026	Copp, Katie E	01-5200	Meals to attend UNR Career Fair		47.00
30077218	04/09/2026	Sandage, Erin M	01-5200	A-G Meal Per Diem		235.00
30077219	04/09/2026	Bickford, Dominique M	01-4311	Fuel Reimbursement FFA Conf	107.71	
			01-5200	Site FFA Meal Per Diem	441.00	
30077220	04/09/2026	Shea, Johana C	01-4311	Transp. Fuel Reimbursement		548.71
30077221	04/09/2026	Silvey, Holly L	01-4310	Sub Battery Replacement on Trip	252.88	
			01-4311	Fuel Reimbursement FFA Conf	349.05	
			01-5200	Site FFA Meal Per Diem	441.00	
30077222	04/09/2026	Swanson, Logan T	01-5200	A-G Meal Per Diem		1,042.93
30077223	04/09/2026	NAPA Sierra	01-4300	Maintenance Supplies	43.86	235.00
			01-4314	Transportation Supplies	1,422.15	
			01-4313	Transportation Supplies	164.63	1,466.01
30077224	04/09/2026	Alturas Tire Center	01-5800	Transportation Supplies	150.00	
			01-5503	Water/Sewer		314.63
30077225	04/09/2026	City of Alturas Water Department	01-4300	Refreshments for Staff Appreciation		1,081.54
30077226	04/09/2026	Antonio's Cucina Italiana	01-5800	Pianist		230.75
30077227	04/09/2026	Christine Armstrong	01-5800	Assembly for students		200.00
30077228	04/09/2026	BFRM	01-5800	Replacement Chromebooks		6,790.00
30077229	04/09/2026	CDW Government	01-4400	new construction; glazing		19,443.87
30077230	04/09/2026	Commercial Glass, Inc	40-6200	Art Supplies		8,100.00
30077231	04/09/2026	Blick Art Materials	01-4300	Bus Tank Fuel Delivery		1,015.67
30077232	04/09/2026	Ed Staub & Sons Petroleum, Inc	01-4311	Baseball Supplies		3,796.92
30077233	04/09/2026	Ewing Irrigation Products Inc	01-4300	Superintendent Legal Fees		1,126.09
30077234	04/09/2026	Fagen Friedman & Fulfrost LLP	01-5800	Custodial Supplies		293.00
30077235	04/09/2026	Four Seasons Supply Center	01-4300	Maintenance Supplies	1,821.80	
			01-5901	Phone Service	1,967.07	3,788.87
30077236	04/09/2026	Frontier	01-4300	Horticulture Supplies		1,713.87
30077237	04/09/2026	Greenhouse Megastore	01-5800	Repair Spot camera		1,820.09
30077238	04/09/2026	Welch Allyn, Inc.	01-4300	Ag Foods I & II March	154.75	
30077239	04/09/2026	North State Grocery, Inc.		Attendance Incentives	54.95	
				Food Living Skills Supplies	24.29	
				Parent LCAP Supplies	39.36	
				Reading incentives	32.77	
30077240	04/09/2026	Jostens, Inc.	01-4300	Diploma Signatures		306.12
30077241	04/09/2026	Keegan Richardson	01-5800	Technology services 25/26		14.00
						4,530.00

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 04/01/2026 through 04/23/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
30077242	04/09/2026	KLAI-Co Identification Products, Inc.	01-4300	Laminator parts	48.53	
30077243	04/09/2026	Les Schwab Tire Center	01-4313	Tires for Transportation		46.44
30077244	04/09/2026	Mandy Larranaga	01-5800	Sped Case Management Services	2.09-	1,574.24
30077245	04/09/2026	Card Service Center	01-5200	FFA State Leadership Conference Lodging	2,743.44	2,941.25
				Reno Career Fair Lodging	436.26	
			01-5800	Field trip deposit	1,404.73	
				Tolls charge-Fast Track	8.50	4,592.93
30077246	04/09/2026	McCombs Electric, Inc.	01-4300	Air Compressor Repairs		40.98
30077247	04/09/2026	Modoc Jt Unified School Dist Revolving Fund	01-5800	Wrestling Meet Registrations		110.00
30077248	04/09/2026	North Valley Distributing	01-4300	Maintenance Supplies		514.80
30077249	04/09/2026	ODP Business Solutions, LLC	01-6200	Ag Kitchen Supplies		990.05
30077250	04/09/2026	Pacific Power & Light	01-5501	Power Service		32,965.25
30077251	04/09/2026	Ray Mac Mechanical, Inc.	40-6200	new construction; HVAC		151,431.90
30077252	04/09/2026	Josiah Sanders Sanders Mobile Repair	01-5800	Mechanic Services		1,072.50
30077253	04/09/2026	T.E.A.C.H., Inc.	01-5800	K-12 SWP grant services		78,217.00
30077254	04/09/2026	U.S. Cellular	01-5902	Social Worker Phone		47.78
30077255	04/09/2026	Valdez Plastering, Inc.	40-6200	new construction; lath & plaster		199,010.38
30077256	04/09/2026	Buswest, LLC	01-4314	Transportation Parts		354.72
30077257	04/09/2026	Vestis	01-5505	Maint/Cafe Laundry		1,121.18
30077258	04/09/2026	Walgamuth Painting, Inc.	40-6200	new construction; painting		170,314.81
30077259	04/09/2026	Xerox Business Solutions	01-5620	AES Copier Color Copies		297.63
30077362	04/17/2026	WM Corporate Services, Inc. as Payment Agent	01-5504	Garbage Service All Sites		3,261.50
30077363	04/17/2026	Canon Financial Services, Inc	01-5620	MHS/MMS Copiers		1,398.98
30077364	04/17/2026	Collins Construction LLC	40-6200	new construction; DSA Inpsection		36,000.00
30077365	04/17/2026	Double Down Distributing Inc	13-4300	March Food Service Supplies	1,422.26	
			13-4700	March Food Service Supplies	13,845.13	15,267.39
30077366	04/17/2026	Ed Staub & Sons Petroleum, Inc	01-4311	Fuel for vehicles	4,014.76	
			01-5506	Propane all sites	2,770.85	
			13-4311	Fuel for vehicles	130.63	
30077367	04/17/2026	Keegan Richardson	01-5800	Technology services 25/26		6,916.24
30077368	04/17/2026	Mandy Larranaga	01-5800	Sped Case Management Services		3,712.50
30077369	04/17/2026	McCuen Construction, Inc.	40-6200	new construction of gym & cafe		1,105.00
30077370	04/17/2026	ODP Business Solutions, LLC	01-4300	Custodial Supplies		443,536.76
30077371	04/17/2026	Plumas Bank -Scholarship Trust Acct.	01-5800	Board Scholarship		63.38
30077372	04/17/2026	Surprise Valley JUSD	01-7211	Pass through of funds to SVJUSD		138.92
30077373	04/17/2026	Sysco Food Services of Sacramento	13-4300	Food Service Supplies	1,416.58	177.89

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 04/01/2026 through 04/23/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
30077373	04/17/2026	Sysco Food Services of Sacramento	13-4700	Food Service Supplies	18,092.73	19,509.31
30077374	04/17/2026	U.S. Bank Equipment Finance	01-5620	DO Copier		483.39
30077375	04/17/2026	Oxford Suites	01-5200	Baseball Lodging	1,650.24	
				Softball Lodging	1,589.34	
				Track Lodging	1,600.70	
				Wrestling Divisions Lodging	723.66	5,563.94
30077427	04/23/2026	Travers, Amanda S	01-5200	Foster Youth Conf Meals		141.00
30077428	04/23/2026	NAPA Sierra	01-4314	Transportation Supplies		25.78
30077429	04/23/2026	Alturas Tire Center	01-4314	Transportation Supplies	80.88	
			01-5800	Transportation Supplies	65.00	
30077430	04/23/2026	Amazon Capital Services, Inc.	01-4300	Photography Supplies		145.88
30077431	04/23/2026	Aptegy, Inc.	01-5800	Digital parent communications		10,852.83
30077432	04/23/2026	Beacon Fire Alarm & Security	01-5800	Fire Alarm System		9,282.88
30077433	04/23/2026	Big Dog Electric Aaron Teuscher	01-5800	Emergency Repairs District Office		580.00
30077434	04/23/2026	BSN Sports LLC	01-4300	Softball Helmets		1,695.96
30077435	04/23/2026	Modoc Steel & Supply	01-4300	Maintenance Supplies		738.15
30077436	04/23/2026	CDW Government	01-4300	Projector	5,004.30	67.59
				Projector / Screen	9,453.31	
				Projector screen	6,131.94	20,589.55
30077437	04/23/2026	CenturyLink	01-5901	Phone SLES		59.42
30077438	04/23/2026	Department of Justice Accounting Office	01-5800	Fingerprint Services		96.00
30077439	04/23/2026	Ed Staub & Sons Petroleum, Inc	01-4311	Bus Tank Fuel Delivery	805.75	
			01-4312	Bus Oil	549.55	
			01-5506	Propane all sites	947.83	2,303.13
30077440	04/23/2026	Full Throttle Engine Repair	01-5630	Equipment Repair and Maintenance		479.54
30077441	04/23/2026	Grainger	01-4300	Maintenance supplies		66.28
30077442	04/23/2026	Heard Plumbing, Inc.	01-5800	Emergency Repairs AG Shop		934.96
30077443	04/23/2026	North State Grocery, Inc.	01-4300	Food Living Skills Supplies	91.73	
				Math Facts Challenge	202.89	
				Parent Involvement	10.08	304.70
30077444	04/23/2026	Les Schwab Tire Center	01-4313	Tires for Transportation		1,430.55
30077445	04/23/2026	Card Service Center	01-5200	Board Member Registration	70.00	
				Highway Toll	11.50	
				SSDA Conf Registration	775.00	
			01-5800	Academic Dec. Toll Charges	17.00	
				Oregon Shakespeare Festival	1,465.00	2,338.50
30077446	04/23/2026	McCombs Electric, Inc.	01-5800	Geothermal Control Electrical Diagnosis		90.00

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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.

003 - Modoc J.U.S.D.

Generated for Wendy Ewing (WEWING), Apr 23 2026 2:35PM

Checks Dated 04/01/2026 through 04/23/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
30077447	04/23/2026	MCOE	01-5800	Mileage for Student Health Visit		551.00
30077448	04/23/2026	Mid Pacific Engineering, Inc.	40-6200	new construction testing		3,322.92
30077449	04/23/2026	Modoc Medical Center	01-5800	Driver CDL Physical		280.78
30077450	04/23/2026	ODP Business Solutions, LLC	01-4300	District Office Supplies		82.45
30077451	04/23/2026	Pro Acoustics	01-4300	sound system		7,429.05
30077452	04/23/2026	Scholastic Book Fairs - 30	01-4200	AES Spring Book Fair		3,747.08
30077453	04/23/2026	Semington Architecture & Engineering, Inc.	40-6200	new construction; architect services		3,600.00
30077454	04/23/2026	Stiles LLC Tyson Stenlund	01-5800	Annual Transportation Training		1,828.50
30077455	04/23/2026	Strong Family Health Center	01-5800	Indian Education Tutoring		4,164.00
30077456	04/23/2026	Buswest, LLC	01-4314	Transportation Parts		353.19
30077457	04/23/2026	Xerox Financial Services	01-5620	AES Copier		496.93
Total Number of Checks					90	1,330,626.71

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	78	270,003.66
13	Cafeteria	3	34,907.33
40	Sp Rsrv Capt Outly	8	1,015,316.77
76	Warrant/pass Through	2	10,401.04
Total Number of Checks		90	1,330,628.80
Less Unpaid Sales Tax Liability			2.09
Net (Check Amount)			1,330,626.71

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: May 4, 2026

SUBJECT: MMS 2026-2027 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

Please see the attached 2026-2027 School Plan for Student Achievement for Modoc Middle School. Please consider taking it to the board for approval.

 MMS 26-27 SPSA.pdf

School Year: 2026-27

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	4/2/2026	5/13/2026

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.

No indicators fell within the "red" or "orange" categories.

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. These tests show that while state indicators are yellow or above, students are still performing below national averages - especially in the area of math.

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%	0%	2	1	0
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%	0.58%	0	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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	59	70	49	59	70	49	59	70	49	100.0	100	100
Grade 7	70	56	66	70	54	66	70	54	66	100.0	96.4	100
Grade 8	52	71	55	51	70	54	51	70	54	98.1	98.6	98.2
All Grades	181	197	170	180	194	169	180	194	169	99.4	98.5	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2444.	2474.	2499.	5.08	5.71	8.16	15.25	12.86	30.61	20.34	40.00	26.53	59.32	41.43	34.69
Grade 7	2501.	2506.	2532.	8.57	7.41	9.09	20.00	29.63	34.85	32.86	24.07	28.79	38.57	38.89	27.27
Grade 8	2527.	2524.	2533.	3.92	4.29	1.85	31.37	25.71	42.59	33.33	38.57	25.93	31.37	31.43	29.63
All Grades	N/A	N/A	N/A	6.11	5.67	6.51	21.67	22.16	36.09	28.89	35.05	27.22	43.33	37.11	30.18

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	5.08	10.00	6.12	42.37	54.29	63.27	52.54	35.71	30.61
Grade 7	15.71	12.96	9.09	58.57	51.85	69.70	25.71	35.19	21.21
Grade 8	13.73	12.86	11.11	62.75	54.29	62.96	23.53	32.86	25.93
All Grades	11.67	11.86	8.88	54.44	53.61	65.68	33.89	34.54	25.44

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	1.69	2.86	8.16	35.59	47.14	65.31	62.71	50.00	26.53
Grade 7	2.86	12.96	12.12	64.29	48.15	66.67	32.86	38.89	21.21
Grade 8	5.88	5.71	7.41	54.90	50.00	57.41	39.22	44.29	35.19
All Grades	3.33	6.70	9.47	52.22	48.45	63.31	44.44	44.85	27.22

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	15.25	8.57	6.12	57.63	67.14	75.51	27.12	24.29	18.37
Grade 7	8.57	9.26	4.55	74.29	64.81	77.27	17.14	25.93	18.18
Grade 8	5.88	15.71	1.85	80.39	67.14	81.48	13.73	17.14	16.67
All Grades	10.00	11.34	4.14	70.56	66.49	78.11	19.44	22.16	17.75

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	6.78	7.14	10.20	57.63	68.57	65.31	35.59	24.29	24.49
Grade 7	5.71	14.81	12.12	74.29	68.52	62.12	20.00	16.67	25.76
Grade 8	5.88	14.29	11.11	68.63	72.86	75.93	25.49	12.86	12.96
All Grades	6.11	11.86	11.24	67.22	70.10	67.46	26.67	18.04	21.30

Conclusions based on this data:

1. Participation % was at the highest in the 24-25 school year with 99.4% of students being tested.
2. Students showed the largest % Above Standard growth in the Reading (Research/Inquiry) 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	59	70	49	59	70	48	59	70	48	100.0	100	98
Grade 7	70	56	66	70	55	66	70	55	66	100.0	98.2	100
Grade 8	52	71	55	51	70	54	51	70	54	98.1	98.6	98.2
All Grades	181	197	170	180	195	168	180	195	168	99.4	99	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	2440.	2459.	2474.	1.69	2.86	8.33	8.47	8.57	10.42	32.20	31.43	22.92	57.63	57.14	58.33
Grade 7	2483.	2456.	2488.	7.14	0.00	4.55	10.00	12.73	13.64	31.43	36.36	39.39	51.43	50.91	42.42
Grade 8	2504.	2481.	2487.	5.88	4.29	5.56	5.88	11.43	9.26	39.22	17.14	31.48	49.02	67.14	53.70
Grade 11															
All Grades	N/A	N/A	N/A	5.00	2.56	5.95	8.33	10.77	11.31	33.89	27.69	32.14	52.78	58.97	50.60

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	5.08	2.86	6.25	30.51	44.29	35.42	64.41	52.86	58.33
Grade 7	8.57	1.82	4.55	40.00	45.45	46.97	51.43	52.73	48.48
Grade 8	1.96	2.86	3.70	58.82	35.71	50.00	39.22	61.43	46.30
Grade 11									
All Grades	5.56	2.56	4.76	42.22	41.54	44.64	52.22	55.90	50.60

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	1.69	0.00	6.25	44.07	52.86	56.25	54.24	47.14	37.50
Grade 7	8.57	0.00	3.03	61.43	52.73	65.15	30.00	47.27	31.82
Grade 8	7.84	4.29	5.56	60.78	60.00	68.52	31.37	35.71	25.93
All Grades	6.11	1.54	4.76	55.56	55.38	63.69	38.33	43.08	31.55

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 6	3.39	1.43	4.17	64.41	67.14	68.75	32.20	31.43	27.08
Grade 7	5.71	3.64	4.55	55.71	60.00	69.70	38.57	36.36	25.76
Grade 8	3.92	7.14	1.85	66.67	50.00	66.67	29.41	42.86	31.48
All Grades	4.44	4.10	3.57	61.67	58.97	68.45	33.89	36.92	27.98

Conclusions based on this data:

1. Participation was greatest in the 22-23 SY with 99.4% tested.
2. The percentage of students below standard has varied but remains high.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*
All Grades										5	4	6

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*		*	*		*	*		*	*		*
All Grades	*	*	*	*	*	*	*	*	*	*	*	*

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
172	66.3%	4.1%	1.2%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	7	4.1%
Foster Youth	2	1.2%
Homeless	6	3.5%
Socioeconomically Disadvantaged	114	66.3%
Students with Disabilities	21	12.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1.7%
American Indian	8	4.7%
Asian	0	0.0%
Filipino	1	0.6%
Hispanic	36	20.9%
Two or More Races	8	4.7%
Pacific Islander	1	0.6%
White	114	66.3%

Conclusions based on this data:

1. MMS has a 66.3% of its population qualified as socioeconomically disadvantaged, an increase from the previous school year

2. MMS' 3 highest ethnic populations are white (66.3%), Hispanic (20.9%), and American Indian (4.7%)
3. Our data shows that 1.2% of our students are foster youth, we believe this % to be higher in actuality.

School and Student Performance Data

Overall Performance

The 2025 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."



2025 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. While progress has been made, mathematics is a priority area for improvement.
2. Chronic absenteeism has improved from the previous year.
3. Suspension rate has improved from the previous year.

School and Student Performance Data

Academic Performance English Language Arts

The 2025 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 number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow 22.9 points below standard Increased 27.4 points 164 Students	 No Performance Color 20.2 points below standard 11 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	 Yellow 40.2 points below standard Increased 19 points 114 Students

Students with Disabilities  No Performance Color 129.3 points below standard Increased 13.8 points 19 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 41.6 points below standard Declined 5.8 points 36 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 19.3 points below standard Increased 32.8 points 109 Students

Conclusions based on this data:

1. English Learners are a priority area.
2. Scores have increased in all reportable areas.

School and Student Performance Data

Academic Performance Mathematics

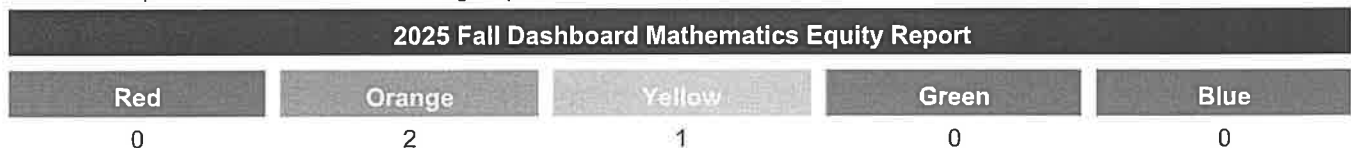
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 number of student groups in each level.



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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 81.3 points below standard Increased 20.9 points 163 Students	English Learners  No Performance Color 102 points below standard 11 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Foster Youth  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Socioeconomically Disadvantaged  Orange 99.3 points below standard Increased 10.2 points 113 Students

Students with Disabilities  No Performance Color 189.1 points below standard Declined 14.9 points 19 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 91.1 points below standard Declined 12.8 points 36 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 75.6 points below standard Increased 25.4 points 108 Students

Conclusions based on this data:

1. Students with disabilities & Hispanic students are priority areas.

School and Student Performance Data

Academic Performance Science

The 2025 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 number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow 47.7 science points Maintained 1.7 points 52 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	 Orange 44.8 science points Declined 3.3 points 39 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 40.5 science points Declined 9.3 points 11 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Pacific Islander  No Performance Color 0 Students	White  Yellow 49.4 science points Maintained 1.8 points 38 Students

Conclusions based on this data:

1. Socioeconomically Disadvantaged and hispanic students are priority areas.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color making progress. Number Students: 6 Students	 No Performance Color making progress. Number Students: 4 Students

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

2025 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:

-

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 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 2025 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 number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow 14.7% Chronically Absent Declined 3.4 177 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	 Yellow 18.9% Chronically Absent Declined 2.9 127 Students

Students with Disabilities  No Performance Color 17.4% Chronically Absent Declined 3.2 23 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 20% Chronically Absent Increased 0.6 40 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Yellow 12.2% Chronically Absent Declined 1.7 115 Students

Conclusions based on this data:

1. Hispanic students are a priority area for attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 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.

2025 Fall Dashboard Graduation Rate Equity Report

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

2025 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 2025 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 number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	1	0

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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Green 7.8% suspended at least one day Declined 19.4% 179 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	 Yellow 9.3% suspended at least one day Declined 22.6% 129 Students

Students with Disabilities  No Performance Color 26.1% suspended at least one day Declined 18% 23 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 9.8% suspended at least one day Declined 20% 41 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 7% suspended at least one day Declined 17% 115 Students

Conclusions based on this data:

1. Suspension rates have improved.
2. Continued attention should be paid to alternatives to suspension.

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 2027.

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	The AVID reports have continued to show growth within our school's program. We attained Certification in our 5th year as a program, which indicates we are meeting Certification Standards throughout all 4 essentials.	Increased growth in our ranking on the Coaching and Certification Instrument.
School-wide AVID implementation and use		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.
NWEA/MAP	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.	
CAASPP	We have continued to show growth between Fall to Winter and Winter to spring on our NWEA/MAP scores	

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	• 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	1,000 Title I, Part A Schoolwide 4000-4999: Books And Supplies Organize an Informational events with refreshments for AVID students and their parents - Fall

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			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: 2025-26

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.

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	Attitudes and Behaviors Survey (April 2025). Values are percentages.	More student engagement in classes Increase in student desire to attend class
Student Survey's - ongoing Character Traits	Support	Increase quantity of students that feel connected with at least one adult on campus
Attitudes and Behaviors Survey (2025)	1. Family support 78 2. Positive family communication 46 3. Other adult relationships 47 4. Caring neighborhood 29 5. Caring school climate 22	Decrease in discipline % throughout school
Student Discipline Records	6. Parent involvement in schooling 47	Increase student attendance (decreasing chronic absenteeism)
Student feedback about PBIS	Empowerment 7. Community values youth 24 8. Youth as resources 27	Increase student's desire to academically perform
Student participation in school-wide activities	9. Service to others 58 10. Safety 40 Boundaries and Expectations 11. Family boundaries 54 12. School boundaries 67 13. Neighborhood boundaries 48 14. Adult role models 40 15. Positive peer influence 82 16. High expectations 55 Constructive Use of Time 17. Creative activities 27 18. Youth programs 48 19. Religious community 49 20. Time at home 64 Commitment to Learning 21. Achievement motivation 67 22. School engagement 81 23. Homework 11 24. Bonding to school 52 25. Reading for pleasure 23 Positive Values 26. Caring 60 27. Equality and social justice 69 28. Integrity 62 29. Honesty 78	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
	30. Responsibility 73 31. Restraint 68 Social Competencies 32. Planning and decision-making 29 33. Interpersonal competence 44 34. Cultural competence 57 35. Resistance skills 50 36. Peaceful conflict resolution 41 Positive Identity 37. Personal power 24 38. Self-esteem 34 39. Sense of purpose 48 40. Positive view of personal future 62	

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, Student surveys generated by PBIS team for student feedback on character traits	All Students	Attitudes and Behaviors Survey administration Attitudes and Behaviors Survey Analysis Student surveys to gather more information in regards to findings within Attitudes and Behaviors Survey
2.2	PBIS continuation and growth	All students	2,000 Title I, Part A Schoolwide 5000-5999: Services And Other Operating Expenditures 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 All classes - relationship building
2.3	Class 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 Support materials for enhancing school culture

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			school-wide; creating a sense of community
			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 26,556 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: 2025-26

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 - 177, 59.9% socioeconomically disadvantaged, 5.0% English Learners, 0% Foster Youth CAASPP NWEA/MAP (Fall) National Norms: Reading – 6th -211 7th – 214 8th – 217 Math – 6th -217 7th – 222 8th – 226	CAASPP Spring 2025 Administration ELA - All Students 2024/2025 22.9 points below standard (increased by 27.4 points) Math - All Students 2025/2025 81.3 points below standard (increased by 20.9 points) MAP/NWEA TESTING Winter 2025 Reading – the average RIT scores were: 6th grade 210 RIT, 7th 217 RIT, 8th 218 RIT Math – the average RIT scores were: 6th grade 213 RIT, 7th 218 RIT, 8th 221 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 2026/2027 school year Attend training for Intervention as available. 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 tools within adopted curriculum to provide support for students below grade level.

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	67,055 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 • Online resources within Amplify, TCI, MidSchoolMath programs. 1,397 Title I, Part A Schoolwide 4000-4999: Books And Supplies Supplemental Student Supplies, such as novel for intervention support 1,199 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	• Provide substitutes when school staff members attend trainings for interventions and best practices for improving achievement of students in this population 1,500 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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			to improve school-wide effectiveness and discuss 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: 2025-26

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 and math 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	2026 California School Dashboard All Students: 14.7% chronically absent (declined by 3.4%) Hispanic Students: 20% chronically absent (increased by .6%) All Students: 7.8% suspended at least one day (declined 19.4%) Hispanic Students: 9.8% suspended at least one day (declined 20%)	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.	9,273 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: 2025-26

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 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	9,272 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: 2025-26

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.

Structured language practice has been implemented, but ongoing staff training will be necessary due to turnover.

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.

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	\$126,464
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$126,464.00
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	\$2,199.00
Title I, Part A Schoolwide	\$124,265.00

Subtotal of additional federal funds included for this school: \$126,464.00

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

Total of federal, state, and/or local funds for this school: \$126,464.00

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
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Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Targeted Assistance Program	2,199.00
Title I, Part A Schoolwide	124,265.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,092.00
2000-2999: Classified Personnel Salaries	112,156.00
4000-4999: Books And Supplies	7,716.00
5000-5999: Services And Other Operating Expenditures	4,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	1,199.00
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	2,092.00
2000-2999: Classified Personnel Salaries	Title I, Part A Schoolwide	112,156.00
4000-4999: Books And Supplies	Title I, Part A Schoolwide	6,517.00
5000-5999: Services And Other Operating Expenditures	Title I, Part A Schoolwide	3,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,120.00
Goal 2	31,556.00

Goal 3
Goal 4
Goal 5

74,243.00
9,273.00
9,272.00

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

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:



Principal, Matt McCandless on 4/2/2026



SSC Chairperson, Amy Britton on 4/2/2026

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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-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 SPSSA.

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPISA 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/fq/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/fq/fo/af/>

Updated by the California Department of Education, October 2023



Alturas Elementary School

MODOC JOINT UNIFIED SCHOOL DISTRICT

809 West 8th Street, Alturas, California 96101

Amy Welch, Principal

MEMORANDUM

To: Beckie Lewis, Superintendent
Modoc Joint Unified School District

From: Amy Welch, Principal
Alturas Elementary School

Date: April 15, 2026

SUBJECT: 26/27 Site Plan and Parent and Family Engagement Policy

Please see the attached 2026-2027 School Plan for Student Achievement and Parent and Family Engagement Policy for Alturas Elementary School. Please consider taking it to the board for approval.

The Site Council made one edit on the Parent and Family Engagement Policy to remove an o out or "roosters" to make it read "attendance rosters" in the following paragraph:

The annual meeting is held in conjunction with Back to School Night at the beginning of the year. All parents are encouraged to attend. Evidence of these meetings include Thrillshare broadcast invitations, Classroom Dojo invitations, and attendance rosters.

📎 2026_School_Plan_for_Student_Achievement_Alturas_Elementary_School_20260411.pdf

📎 AES Title I School Parent and Family Engagement.docx



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Alturas Elementary School	25-73585-6025845	4/1/2026	5/13/2026

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

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

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

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

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

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of under served student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

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.

N/A

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

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

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

Other Needs

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

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

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

Enrollment By Grade Level

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

Conclusions based on this data:

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

School and Student Performance Data

English Learner (EL) Enrollment

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

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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

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

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

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

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

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

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

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

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

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

Conclusions based on this data:

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

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

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

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

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

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

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

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

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

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

Conclusions based on this data:

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

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

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
333	73%	5.1%	2.4%
Total Number of Students enrolled in Alturas Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	17	5.1%
Foster Youth	8	2.4%
Homeless	19	5.7%
Socioeconomically Disadvantaged	243	73%
Students with Disabilities	45	13.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.3%
American Indian	20	6%
Asian	0	0.0%
Filipino	1	0.3%
Hispanic	76	22.8%
Two or More Races	26	7.8%
Pacific Islander	1	0.3%
White	205	61.6%

Conclusions based on this data:

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

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

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

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

School and Student Performance Data

Academic Performance English Language Arts

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange 47.5 points below standard Maintained -0.3 points 164 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	 Yellow 57.7 points below standard Increased 8.5 points 116 Students

Students with Disabilities  No Performance Color 97.3 points below standard Increased 8.8 points 30 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 62.8 points below standard 12 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 48.9 points below standard Increased 9.7 points 36 Students
Two or More Races  No Performance Color 38 points below standard Increased 39.5 points 11 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 47 points below standard Declined 7.1 points 101 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Mathematics

The 2025 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 number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	2	0	0

This section provides a view of how well students are meeting grade-level standards on the 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Orange 52.1 points below standard Maintained -0.2 points 163 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	 Yellow 59.7 points below standard Increased 9.3 points 115 Students

Students with Disabilities  No Performance Color 95.9 points below standard Increased 4.5 points 29 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 104.7 points below standard 12 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Yellow 41.2 points below standard Increased 17.5 points 36 Students
Two or More Races  No Performance Color 89.4 points below standard Maintained 2.2 points 11 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Orange 44.5 points below standard Declined 3.2 points 100 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance Science

The 2025 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 number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	0	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Yellow 46 science points Declined 7.1 points 52 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	 Orange 42 science points Declined 8.3 points 37 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 48.8 science points Declined 5.4 points 32 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 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.

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 No Performance Color 45.5 making progress. Number Students: 11 Students	 No Performance Color making progress. Number Students: 0 Students

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

2025 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
36.4%	18.2%	0%	45.5%

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low
Lowest Performance

Low

Medium

High

Very High
Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 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. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 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 number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Yellow 10.5% Chronically Absent Declined 1.3 351 Students	No Performance Color 17.6% Chronically Absent Increased 3.4 17 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 15.4% Chronically Absent Declined 8.1 13 Students	No Performance Color 21.7% Chronically Absent Increased 2.7 23 Students	Orange 13.8% Chronically Absent Maintained -0.3 261 Students

Students with Disabilities  Yellow 12.5% Chronically Absent Declined 2 64 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 27.3% Chronically Absent Declined 1.3 22 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Orange 15% Chronically Absent Maintained -0.2 80 Students
Two or More Races  No Performance Color 17.6% Chronically Absent Increased 10.2 34 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 5.7% Chronically Absent Declined 3.9 210 Students

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 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. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

The 2025 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 number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	2	1

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
 Blue 0.8% suspended at least one day Declined 2.6% 356 Students	 No Performance Color 0% suspended at least one day Maintained 0% 19 Students	
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 13.3% suspended at least one day Increased 1.6% 15 Students	 No Performance Color 0% suspended at least one day Maintained 0% 25 Students	 Green 1.1% suspended at least one day Declined 2.7% 265 Students

Students with Disabilities  Yellow 3.1% suspended at least one day Declined 0.6% 65 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 4.3% suspended at least one day Declined 9.9% 23 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Hispanic  Green 1.2% suspended at least one day Declined 1.1% 83 Students
Two or More Races  No Performance Color 0% suspended at least one day Declined 7.1% 35 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 0.5% suspended at least one day Declined 2% 210 Students

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

English Language Arts (Reading & Writing)

By June 2027, the percentage of 1st–2nd grade students performing at or above grade level in the Language and Writing portion of the ELA MAP assessment will increase by 10 percentage points from Fall 2024 to Spring 2025, or maintain at 90% of students performing at or above grade level in the overall English Language Arts assessment. Additionally, the percentage of 3rd–5th grade students performing at or above grade level in the Writing domain of the CAASPP assessment will increase by 10 percentage points, with a targeted reduction in students performing below standard in writing from ~40% to 30%, from Spring 2024 to Spring 2025.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare all students for careers and/or college.

Identified Need

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

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Tier III-Small Group Intervention. Staff Will: -Provide differentiated instruction in small group settings for those students who are not meeting proficiency and have been identified with a disability. -Teacher collaboration will continue to focus on student data to monitor and adjust the skill based groups. -The use of leveled learning materials will provide scaffolded support for students as well as the use of differentiated language frames targeted at the support for academic language usage aligned to skills.	Students with Disabilities	1,128 Title I, Part A Schoolwide 4000-4999: Books And Supplies • Supplemental resources and supplies for differentiation. 58,311

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	-Support personnel, such as Instructional Aides will be into the classes where students are not meeting proficiency to provide reinforcement in small groups -Students are identified through Multi-Tiered System of Support(MTSS) process then referred for further supports and intervention with site team. -Push-in and/or pull-out model of support will be provided by Ed Specialist -Frequent assessing of students who are not meeting identified -have a monthly focus of school wide note taking strategies and trimester writing share-outs based on the genres (Narrative, Opinion, and Informative) -Benchmark ELA, Benchmark Phonics Interventions and curriculum with fidelity. Small groups will utilized for ELA and Intervention and during our After School Reading Groups. -Two Title I Coordinators work closely with the site principal, certificated staff, and Ed Specialists to target at risk students through the SST process in order to better meet their academic, social emotional, and behavioral needs through Tier II & Tier III interventions.		Title I, Part A Schoolwide 2000-2999: Classified Personnel Salaries • Assist teachers in delivering small group instruction • Pull out students for one-on-one support • Assist students assigned to working lunch in completing late, missing, and/or incomplete assignments
1.2	Improve attendance by increasing family and student engagement. We will utilize our TPT process, along with attendance incentives in order to minimize absences.	Students with Disabilities	250 Title I, Part A Schoolwide 4000-4999: Books And Supplies Family & Student engagement activities and resources that target attendance.
1.3	Ed Specialists, Gen Ed Teachers, and Instructional Aides will utilize best practices when addressing and shaping behavior.	Students with Disabilities	58,310 Title I, Part A Schoolwide 2000-2999: Classified Personnel Salaries
			• Assist teachers in delivering small group instruction • Pull out students for one-on-one support • Assist students assigned to working lunch in completing late, missing, and/or incomplete assignments
1.5	Professional Development and Collaboration Time for Ed Specialist Teachers, General Education Teachers and Instructional Aides during PLCs.	Students with Disabilities	1,000 Title I, Part A Schoolwide 5000-5999: Services And Other Operating Expenditures Professional development

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			4,392 Title I, Part A Schoolwide 1000-1999: Certificated Personnel Salaries Professional Development

Annual Review

SPSA Year Reviewed: 2025-26

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.

The team changed the goal to be more concise to track data. We added the percent of students schoolwide performing at or above grade level on the ELA MAP assessment to support all English Language Arts skills. The percent of students performing at or above grade level on the Writing portion of the CAASPP increased by 2.45%

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.

The goal was adjusted to target only English Language Arts to support clear data collection and analysis.

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.

Academics (Mathematics)

By June 2027, the percentage of students in grades 1–5 performing at or above grade level in Mathematics will increase by 10 or more percentage points from Fall 2024 to Spring 2025 based on NWEA MAP Math assessment data. Using CAASPP data, the percentage of students in 3-5 grades performing at or above grade level in Mathematics will increase by 10%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Prepare all students for careers and/or college.

Identified Need

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

We analyzed the academic performance of all student groups and considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following strategies, related actions, and expenditures to raise the academic performance of students not yet meeting state standards. According to NWEA MAP data, in the Fall of 2024, 46% of students were performing at or above grade level in Math. In Spring 2025 60% of students were at or above grade level. We are continuing to see an increase of students scores and are expecting to improve test scores until 90% of the students are performing at or above grade level.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
State CAASPP Data	Overall Performance in Mathematics 23-24 23.75% of students at or above grade level 24-25 30.41% of students at or above grade level	By June 2027, 40% of 3rd-5th grade students will be performing at or above grade level.
NWEA MAP Data	School Wide Performance in Mathematics +14% Fall 2024 to Spring 2025 1st grade +14% 2nd grade +4% 3rd grade +20% 4th grade +9% 5th grade +10%	By June 2027 the school wide percentage of student performing at or above grade level will be 75% of students from grade 1-5.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	All teachers, K-5 will be using the site adopted math curriculum. Teachers will also use supplemental materials to support math fact fluency and foundational math skills.	All Students	500 Title I, Part A Schoolwide 1000-1999: Certificated Personnel Salaries Training to further Eureka Math Implementation
2.2	Instructional aides work with staff members to provide services to students and teachers in such a ways as to positively impact student achievement. They will collaborate with teachers and the principal to effectively execute assigned duties. Instructional aides have been trained in and provided with math curriculum in order to effectively teach small group targeted instruction.	All Students	58,311 Title I, Part A Schoolwide 2000-2999: Classified Personnel Salaries - Assist teachers in delivering small group instruction - Pull out students for one-on-one support - Assist students assigned to working lunch in completing late, missing, and/or incomplete assignments 183,021 Unrestricted 2000-2999: Classified Personnel Salaries - Assist teachers in delivering small group instruction 268,424 Special Education 2000-2999: Classified Personnel Salaries - Assist teachers in delivering small group instruction
2.3	Provide teachers with PLC time to focus on student learning and achievement. Time will be provided for teachers to collaborate in PLCs and focus on student learning and achievement	All students	Allow time for staff to participate in PLC collaborative discussions
2.4	Two Title I Coordinators work closely with the site principal, certificated staff, and Ed Specialists to target at risk students through the SST process in order to better meet their academic, social emotional, and behavioral needs through Tier II & Tier III interventions.	All Students	5,669 Title I, Part A Schoolwide 1000-1999: Certificated Personnel Salaries The Title I Coordinators provides instructional leadership for Title I programs.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.5	Provide Intervention materials, ViewSonic Active Boards, Document Cameras, and SAVVAS Math Curriculum.	All Students	1,000 Title I, Part A Schoolwide 4000-4999: Books And Supplies Materials, such as SIPPS phonics intervention materials

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

We will continue to keep this as our goal in an effort to continue to close the achievement gap in Math. Schoolwide, we did see an increase in students at or above grade level in Math (increase of 14%), but not all grade levels increased by 10%. We will continue to improve students foundational math skills until 90% of all students are at or above grade level.

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.

The goal was adjusted to target only Mathematics to support clear data collection and analysis.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Social Emotional Learning

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Staff will have open lines of communication with families through communication platforms such as Thrillshare, Class Dojo, email, newsletters and phone calls. They will also meet in person as needed. Inquiries from families will be answered in a timely manner.	All students	
3.2	Our MTSS team, will work with our grade level teams and PTO teams will organize workshops and engagement events for families. These events will	All students	250 Title I, Part A Schoolwide 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	also include community agencies that can offer support and guidance.		Supplies for Family & Student Engagement 2,500 Title I, Part A Schoolwide 5000-5999: Services And Other Operating Expenditures Educational field trips, assemblies, and engagement/informational events for student and family engagement
3.3	Our district Social Worker helps to facilitate access to resources for families. She assists them in accessing healthcare, clothing and supplies, as well as parent education opportunities for parents to support their children succeed academically. Conduct home visits as needed.	All Students	53,110 Title I, Part A Schoolwide 2000-2999: Classified Personnel Salaries Social Worker 500 Title I, Part A Schoolwide 4000-4999: Books And Supplies Opportunities for parents
3.4	Our district's Student and Family Support Worker offers support to families with attendance, home visits, nursing services, and access to community resources.	All Students	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

We will continue to invite families in at least Monthly for Family Game Nights, PTO events and for our Assemblies. We will also try to include Community Agencies in our family events such as back to school night and open house to share resources with families to support our students.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

English Language Development- ELD

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

By June 2027, the percent of English Learning students at Level 3 will increase students performing at Level 3 or higher from ~44% to 60% overall and the percent of English Learning student will increase the percentage of Level 3+ in written language from ~12% to 30%, as measured by ELPAC.

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Oral Language Growth	2024-25 Baseline: 37.50% of students scored at Level 4 25.00% scored at Level 3	Target by June 2027: Increase combined Level 3 & 4 from 64.28% to 75% Decrease Level 1 from 7.14% to =5%
Written Language Growth	2024-25 Baseline: 0.00% scored at Level 4 12.50% scored at Level 3 50.00% scored at Level 2, 37.50% at Level 1	Target by June 2027: 30% of students will score at Level 3 or 4 Decrease Level 1 to =15%
Overall Language Proficiency (Composite Score)	2024-25 Baseline: 0.00% at Level 4 43.75% at Level 3	Target by June 2027: 60% of students at Level 3 or higher Decrease Level 1 from 12.50% to =7%

	43.75% at Level 2	
	12.50% at Level 1	

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Continue to assign instructional aides or intervention teachers to support ELs during small group time in ELA and Math.	English learners	47,253 Unrestricted 2000-2999: Classified Personnel Salaries Bi-lingual instructional aide
4.2	Ensure all EL students receive both integrated and designated ELD instruction daily.	English learners	
4.3	Provide professional development on effective ELD strategies for all teachers.	English learners	
4.4	Implement targeted intervention using research-based programs (e.g., Benchmark Phonics, Benchmark ELD, IXL)	English learners	
4.5	Utilize PLC and Staff Meeting time to analyze EL student data and plan scaffolded instruction and to monitor EL progress regularly and adjust instruction accordingly	English learners	
4.6	Provide translated communication and interpretation services at all family engagement events.	English learners	

Annual Review

SPSA Year Reviewed: 2025-26

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.

Through increasing the schoolwide implementation of integrated EL supports with targeted writing instruction using monthly note taking strategies and focusing on a writing genre each trimester students written scores at level 3 have increased by 12.50%. The students performing at a level 3 in Oral Language also increased 8.9%. Overall the students performing at a level 3 increased by 0.89%. The school will continue to use integrated and designated ELD instruction to support all learners.

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	\$245,231
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$743,929.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I, Part A Schoolwide	\$245,231.00

Subtotal of additional federal funds included for this school: **\$245,231.00**

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 (\$)
Special Education	\$268,424.00
Unrestricted	\$230,274.00

Subtotal of state or local funds included for this school: **\$498,698.00**

Total of federal, state, and/or local funds for this school: **\$743,929.00**

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
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Expenditures by Funding Source

Funding Source	Amount
Special Education	268,424.00
Title I, Part A Schoolwide	245,231.00
Unrestricted	230,274.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	10,561.00
2000-2999: Classified Personnel Salaries	726,740.00
4000-4999: Books And Supplies	3,128.00
5000-5999: Services And Other Operating Expenditures	3,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Special Education	268,424.00
1000-1999: Certificated Personnel Salaries	Title I, Part A Schoolwide	10,561.00
2000-2999: Classified Personnel Salaries	Title I, Part A Schoolwide	228,042.00
4000-4999: Books And Supplies	Title I, Part A Schoolwide	3,128.00
5000-5999: Services And Other Operating Expenditures	Title I, Part A Schoolwide	3,500.00
2000-2999: Classified Personnel Salaries	Unrestricted	230,274.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	123,391.00

Goal 2	516,925.00
Goal 3	56,360.00
Goal 4	47,253.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

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

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

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

Attested:



Principal, Amy Welch on 10/20/2025

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

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

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fq/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/fq/fo/af/>

Updated by the California Department of Education, October 2023



Date: 04/21/2026
Order Number: Q-739979
Revision: 1
Order Form Expiration Date: 04/14/2026

ORDER FORM

Customer and Billing Address

Customer No.: 112885
Customer Name: Modoc Joint Unified Sch Dist
Billing Address: 906 W 4th St
Alturas, CA 96101-3716

Products and Services

Products	Qty	License Start Date	License End Date	License Term (Months)
Courseware: Comprehensive Library - Program License	100	**	**	12
Customer Success Services	1	**	**	12

Subtotal: \$13,613.00

Total US Funds: \$13,613.00

This Order shall have an effective date ("Effective Date") which is the earlier of (a) the date we accept your signed Order Form or (b) the initial License Start Date, if any, applicable to the products listed in the order summary above ("Order Summary") and shall remain in effect through the end of the Term.

To the extent this Order includes Purchases of Enrollment Products, they are governed by the terms and conditions listed in Appendix A. For all other products, unless otherwise specified in the Order Summary, the Start Date for your software subscription license(s) will be the date on which we have accepted your order and have issued log-in credentials. In the case of a purchase for multiple successive subscription licenses, the Start Date for each successive subscription will be the day immediately following the License Term expiration of the preceding license subscription.

*** Services purchased are valid for an annual term. Any service offering that is not used during the applicable term will expire and cannot be carried over or used in subsequent periods.

Taxes

Prices shown above do not include any state and local taxes that may apply. Any such taxes are the responsibility of the Customer and will appear on the final invoice. If the contracting entity is exempt from sales tax, please send the applicable tax exemption certificate to orders@edmentum.com or attach the certificate to this order form in the Signature section. We reserve the right to pursue collections to the fullest extent permitted by law for sales taxes that have been charged on invoices submitted prior to our receipt of a valid tax exemption certificate.

Invoicing and Payment Terms

Edmentum | P.O. Box 776725 | Chicago, IL 60677-6725 | www.edmentum.com





Date: 04/21/2026
Order Number: Q-739979
Revision: 1
Order Form Expiration Date: 04/14/2026

ORDER FORM

The full amount of your Order will be invoiced on the Effective Date or in accordance with the payment schedule shown below, if any.

You agree to pay all invoices within 15 days of receipt. Although we will generally not invoice you until after you enroll, use, or access, we reserve the right to immediately invoice you for any services you purchase.

Payment Due Date	Amount
06/15/2026	\$13,613.00

Terms and Conditions

For the purposes of this Order Form, "you" and "your" refer to Customer, and "we", "us" and "our" refer to Edmentum Inc. and affiliates.

This Order Form and any documents it incorporates (including the Standard Purchase and License Terms located at <http://www.edmentum.com/standardterms> and the documents it references) form the entire agreement between you and us ("Agreement"). You acknowledge that any terms and conditions in your purchase order or any other documents you provide that enhance our obligations or restrictions or contradict the Agreement do not have force and effect. If this Agreement includes Professional Services, they are more fully described herein, in the Standard Terms and/or on an attached Statement of Work.

Purchase Order

This Agreement is non-cancellable. You will submit a purchase order to us for the full amount of this Order Form or, if applicable, for the amount listed on the first payment due date in Invoicing and Payment Terms, followed by additional purchase orders according to the Invoicing and Payment Terms. Your Order will not be scheduled for delivery until a conforming purchase order referencing this Order Form is submitted.

To the extent applicable, you will submit additional purchase orders ("Subsequent Purchase Orders") within ten (10) days of our notice to you that your Enrollment Products Purchases, in the aggregate, have exceeded the amount identified in the Initial Purchase Order for such products. If we waive a Subsequent Purchase Order requirement, you agree to pay the amounts identified on our invoice.

Acceptance

This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing.

I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreement's terms and conditions on behalf of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreement's terms and conditions. To the extent that either parties process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified in and referenced in this Agreement as signified by my receipt, use or access of the products and/or services identified.

Invoice Contact Information – Please Provide Your Finance Dept Contact Information

First Name:

Last Name:

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Date: 04/21/2026
Order Number: Q-739979
Revision: 1
Order Form Expiration Date: 04/14/2026

ORDER FORM

Email Address:

Customer Signature

Name (Printed or Typed)

Title

Date

Edmentum | P.O. Box 776725 | Chicago, IL 60677-6725 | www.edmentum.com





Date: 04/16/2026
Order Number: Q-739979
Revision: 1
Order Form Expiration Date: 04/14/2026

ORDER FORM

Customer and Billing Address

Customer No.: 112885
Customer Name: Modoc Joint Unified Sch Dist
Billing Address: 906 W 4th St
Alturas, CA 96101-3716

Products and Services

Products	Qty	License Start Date	License End Date	License Term (Months)
Courseware: Comprehensive Library - Program License	100	07/01/2026	06/30/2027	12
Customer Success Services	1	07/01/2026	06/30/2027	12

Subtotal: \$13,613.00

Total US Funds: \$13,613.00

This Order shall have an effective date ("Effective Date") which is the earlier of (a) the date we accept your signed Order Form or (b) the initial License Start Date, if any, applicable to the products listed in the order summary above ("Order Summary") and shall remain in effect through the end of the Term.

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*** Services purchased are valid for an annual term. Any service offering that is not used during the applicable term will expire and cannot be carried over or used in subsequent periods.

Taxes

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Invoicing and Payment Terms

Edmentum | P.O. Box 776725 | Chicago, IL 60677-6725 | www.edmentum.com





Date: 04/16/2026
Order Number: Q-739979
Revision: 1
Order Form Expiration Date: 04/14/2026

ORDER FORM

The full amount of your Order will be invoiced on the Effective Date or in accordance with the payment schedule shown below, if any.

You agree to pay all invoices within 15 days of receipt. Although we will generally not invoice you until after you enroll, use, or access, we reserve the right to immediately invoice you for any services you purchase.

Payment Due Date	Amount
07/15/2026	\$13,613.00

Terms and Conditions

For the purposes of this Order Form, "you" and "your" refer to Customer, and "we", "us" and "our" refer to Edmentum Inc. and affiliates.

This Order Form and any documents it incorporates (including the Standard Purchase and License Terms located at <http://www.edmentum.com/standardterms> and the documents it references) form the entire agreement between you and us ("Agreement"). You acknowledge that any terms and conditions in your purchase order or any other documents you provide that enhance our obligations or restrictions or contradict the Agreement do not have force and effect. If this Agreement includes Professional Services, they are more fully described herein, in the Standard Terms and/or on an attached Statement of Work.

Purchase Order

This Agreement is non-cancellable. You will submit a purchase order to us for the full amount of this Order Form or, if applicable, for the amount listed on the first payment due date in Invoicing and Payment Terms, followed by additional purchase orders according to the Invoicing and Payment Terms. Your Order will not be scheduled for delivery until a conforming purchase order referencing this Order Form is submitted.

To the extent applicable, you will submit additional purchase orders ("Subsequent Purchase Orders") within ten (10) days of our notice to you that your Enrollment Products Purchases, in the aggregate, have exceeded the amount identified in the Initial Purchase Order for such products. If we waive a Subsequent Purchase Order requirement, you agree to pay the amounts identified on our invoice.

Acceptance

This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing.

I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreement's terms and conditions on behalf of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreement's terms and conditions. To the extent that either parties process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified in and referenced in this Agreement as signified by my receipt, use or access of the products and/or services identified.

Invoice Contact Information – Please Provide Your Finance Dept Contact Information

First Name:

Last Name:

Edmentum | P.O. Box 776725 | Chicago, IL 60677-6725 | www.edmentum.com





Date: 04/16/2026
Order Number: Q-739979
Revision: 1
Order Form Expiration Date: 04/14/2026

ORDER FORM

Email Address:

Customer Signature

Name (Printed or Typed)

Title

Date

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MODOC JOINT UNIFIED SCHOOL DISTRICT

CLASSIFIED JOB DESCRIPTION

Job Description: Special Education ELOP Summer School Instructional Aide Position (2025–2026 Program)
Position Title: Special Education Summer School Staff – Expanded Learning Opportunities Program (ELOP)
Location: Alturas Elementary School
Schedule: 5 hours per day (with extended hours on field trip days as needed)
Program Dates: June 15-July 28, 2026 (No School on June 18th & July 3rd)

Position Summary

Under the direction of site and district administration, the Special Education ELOP Summer School staff member provides academic, behavioral, and social-emotional support to students with disabilities participating in the district's Expanded Learning Opportunities Program. This position supports inclusive, engaging, and safe summer learning experiences.

Essential Duties and Responsibilities

- Provide direct support to students with disabilities in academic and enrichment activities during summer programming
 - Implement accommodations, modifications, and behavior support strategies
 - Collaborate with general education staff, special education staff, and program leadership to ensure student access and success
 - Support positive behavior interventions and maintain a safe, structured learning environment
 - Supervise students during classroom activities, outdoor play, meals, and transitions
 - Assist with monitoring student progress and documenting observations as requested
 - Support inclusion of students in ELOP enrichment activities and field trips
 - Ensure student safety at all times, including active supervision during off-site field trips (extended hours may be required)
 - Communicate effectively and professionally with staff, families, and administrators
 - Follow district policies, safety procedures, and confidentiality requirements in accordance with FERPA and IDEA
-

Minimum Qualifications

- High school diploma or equivalent required
 - Experience working with children or youth, preferably in educational or special education settings
 - Understanding of or willingness to learn IEP implementation and behavior support strategies
 - Ability to work collaboratively as part of a team
 - Strong communication, patience, and problem-solving skills
-

Teamsters Approved: _____

Board Approved: _____

Required Certifications & Licenses

- Current CPI (Crisis Prevention Intervention) Certification – up to date and maintained throughout employment
 - Valid California Driver's License (required for participation in district-approved field trips and transportation activities)
-

Preferred Qualifications

- Experience working with students with disabilities in K–12 settings
 - Paraprofessional certification or eligibility
 - First Aid/CPR certification
-

Work Environment & Conditions

- Fast-paced summer school environment serving elementary-aged students
 - May include indoor and outdoor supervision
 - Requires standing, walking, and active supervision for extended periods
 - Must be able to participate in field trips and off-site activities, which may extend the daily work schedule
-

Compensation

- Hourly rate based on district classified salary schedule and/or negotiated summer program rate
 - Extended hours on field trip days compensated accordingly per district guidelines
-

Equal Employment Opportunity Statement

The district is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, ancestry, religion, sex, gender identity, sexual orientation, disability, or any other protected category under state or federal law.

Teamsters Approved: _____

Board Approved: _____

AGREEMENT FOR SPECIAL SERVICES BETWEEN LOCAL EDUCATION AGENCIES

This Agreement for Services ("Agreement") is made and entered into as of Modoc Joint Unified School District ("MJUSD") and between the **Butte County Office of Education** ("BCOE") and ("MJUSD"), (together, "Parties").

The terms of this Agreement are as follows:

1. **Purpose.** The duties, obligations and agreements to provide the services under this Agreement are set forth in the attached **Exhibit "A"** ("Services").
2. **Term.** Services shall commence on July 1, 2026 and will continue until June 30th, 2027, unless this Agreement is terminated and/or otherwise cancelled prior to that time.
3. **Payment.** Compensation shall be as set forth in **Exhibit "B"** as the proposed fee for Services.
4. **Termination.** Either party may, at any time, with or without reason, terminate this Agreement with a reasonable explanation. Written notice by the terminating party shall be sufficient to stop further provision of Services. Notice shall be deemed given when received by the non-terminating party or no later than three (3) days after the day of mailing, whichever is sooner.
5. **Additional Services.** In the event either Party requires services from the other Party in addition to those set forth in this Agreement, the Party requiring additional services shall compensate the other Party for costs incurred by those additional services. If either Party believes that additional services are necessary or desirable, that Party shall submit a written description of the additional services to the other Party, along with the reasons the additional services are required or reasonable, and the specific cost of the additional services. Such services shall be performed only after both Parties agree in writing to proceed with the additional services.
6. **Indemnification.** The MJUSD agrees to indemnify, defend, and hold harmless BCOE, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on BCOE arising out of the MJUSD's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of BCOE, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless BCOE under this Agreement, the MJUSD shall reimburse BCOE for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. The MJUSD shall seek BCOE approval of any settlement that could adversely affect the BCOE, its officers, agents or employees.

The BCOE agrees to indemnify, defend, and hold harmless MJUSD, its officers, agents and employees against any claim, liability, loss, injury or damage imposed on MJUSD arising out of the BCOE's performance on this Agreement, except for liability resulting from the negligent or willful misconduct of MJUSD, its officers, agents and employees. If obligated to indemnify, defend, or hold harmless MJUSD under this Agreement, the BCOE shall reimburse MJUSD for all costs, attorney's fees, expenses and liabilities associated with any resulting legal action. The BCOE shall seek MJUSD approval of any settlement that could adversely affect the MJUSD, its officers, agents or employees.
7. **Insurance.** Each party shall procure and maintain at all times insurance with minimum limits as customary for that party's course of business.

8. **Anti-Discrimination.** It is the policy of the BCOE that in connection with all work performed under contracts there be no discrimination against any person engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore Program Region agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735.
9. **No Rights in Third Parties.** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
10. **Notice.** Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission, addressed as follows:

If to BCOE:

Butte County Office of Education
Attn: Melissa Anderson
1859 Bird Street
Oroville, CA 95965
Email: manderson@bcoe.org

If to AGENCY:

Modoc Joint Unified School
District
Attn: Rebecca Lewis
906 West 4th Street
Alturas, CA 96101
blewis@modoc.k12.ca.us

Any notice personally given or sent by email transmission shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective five (5) days after deposit in the United States mail.

11. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.
12. **Assignment.** The obligations and/or interests of either party under this Agreement shall not be assigned or transferred in anyway without written consent from the other party.
13. **Arbitration.** The Parties agree that should any controversy or claim arise out of or relating to this Agreement they will first seek to resolve the matter informally for a reasonable period of time not to exceed forty-five (45) days. If the dispute remains, it shall be subject to mediation with a mediator agreed to by both parties and paid for by both parties, absent an agreement otherwise. If after mediation there is no resolution of the dispute, the parties agree to resolve the dispute by binding arbitration administered by the American Arbitration Association ("AAA") in accordance with its Commercial Arbitration Rules, and judgment on an arbitrator's award may be entered in any court having jurisdiction thereof.
- a. The Parties shall select one arbitrator pursuant to the AAA's Commercial Arbitration Rules.

- b. The arbitrator shall present a written, well-reasoned decision that includes the arbitrator's findings of fact and conclusions of law. The decision of the arbitrator shall be binding and conclusive on the Parties.
 - c. The arbitrator shall have no authority to award punitive or other damages not measured by the prevailing Party's actual damages, except as may be required by statute. The arbitrator shall have no authority to award equitable relief. Any arbitration award initiated under this clause shall be limited to monetary damages and shall include no injunction or direction to either Party other than the direction to pay a monetary amount. As determined by the arbitrator, the arbitrator shall award the prevailing Party, if any, all of its costs and fees. The term "costs and fees" includes all reasonable pre-award arbitration expenses, including arbitrator fees, administrative fees, witness fees, attorney's fees and costs, court costs, travel expenses, and out-of-pocket expenses such as photocopy and telephone expenses. The decision of the arbitrator is not reviewable, except to determine whether the arbitrator complied with sections (b) and (c) of this section.
14. **COVID-19 Acknowledgement.** MJUSD recognizes and understands that guidance on how to protect oneself from the COVID-19 virus and how to avoid spreading the virus to others, is available at <https://www.cdc.gov/coronavirus/2019-ncov/index.html> and through federal, local, and state recommendations and/or regulations. MJUSD understands that this guidance can change, and that MJUSD has a responsibility to stay abreast of the changing information found on these COVID-19 guidance resources. MJUSD is encouraged to follow their district's protocols and have enough school-appropriate cleaning supplies to continuously disinfect the equipment in accordance with California Department of Public Health (CDPH) guidance.
15. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in Butte County.
16. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.
17. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.
18. **Provisions Required By Law Deemed Inserted.** Each and every provision of law and clause required by law to be inserted in this Agreement shall be deemed to be inserted herein and this Agreement shall be read and enforced as though it were included therein.
19. **Authority to Bind Parties.** Neither party in the performance of any and all duties under this Agreement, except as otherwise provided in this Agreement, has any authority to bind the other to any agreements or undertakings.
20. **Captions and Interpretations.** Paragraph headings in this Agreement are used solely for convenience, and shall be wholly disregarded in the construction of this Agreement. No provision of this Agreement shall be interpreted for or against a party because that

party or its legal representative drafted such provision, and this Agreement shall be construed as being jointly prepared by the Parties.

21. **Signature Authority.** Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authorized and empowered to enter into this Agreement.

22. **Counterparts.** This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

23. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

IN WITNESS WHEREOF, the Parties have executed this Agreement on the date(s) indicated below.

BCOE:

Dated: _____

BUTTE COUNTY OFFICE OF EDUCATION

Signed By: _____

Print Name: Mary Sakuma

Title: Superintendent

AGENCY:

Dated: _____

MODOC JOINT UNIFIED SCHOOL

DISTRICT

Signed By: _____

Print Name: Rebecca Lewis

Title: Superintendent

Exhibit "A" **Scope of Services**

BCOE Roles and Responsibilities

- One-on-one meetings with sub-grantees
- Assistance with reporting and measurable outcome tools
- Quarterly Communities of Practice
- Local COE partnership linkage
- Youth development support; insight and perspective from our Voices United youth
- Information exchange, including resources, challenges and success of other prevention programs in CA via a Padlet, linked on webpages like Rural Initiatives Strengthening Equity (RISE) and Ca Rural Ed Network

MJUSD Roles and Responsibilities- Direct services will be completed throughout MJUSD to grades 6-12

Student Education & Prevention

- Implement age-appropriate tobacco and nicotine prevention curriculum (including vaping) in grades 6–12
- Integrate lessons into existing health/science blocks to minimize staffing strain
- Utilize peer-led activities and student leadership groups to promote tobacco-free messaging for 4-12th grade students

Intervention & Support

- Establish a consistent, progressive discipline model paired with education—not just punishment
- Provide brief intervention/cessation resources for students (school counselor check-ins, referrals to local health)
- Partner with California Department of Public Health and local agencies for cessation materials and support

Staff Training & Capacity Building

- Train staff annually on vaping/tobacco trends, identification, and response protocols
- Provide clear expectations for supervision, especially in high-risk areas (bathrooms, locker rooms, events)
- Train MJUSD Social Worker and School Nurse to deliver tobacco prevention education to students and staff
- Attend BRIC Community of Practices Virtually (4 annually)

Family & Community Engagement

- Provide parent education on current trends (vaping devices, social media influence)
- Collaborate with local healthcare providers, law enforcement, and community organizations to reinforce consistent messaging
- Share resources through newsletters, website, and school events
- Provide family resources such as goal setting, healthy habits, and tobacco testing kits.

Policy & Enforcement

- Review and update board policies and student handbook language to reflect current laws and products (e-cigarettes, THC devices)
- Ensure consistent enforcement across all school sites
- Post clear tobacco-free campus signage

Data & Continuous Improvement- using evaluation tools made in collaboration with Butte County Office of Education, as well as information from the following data:

- Track incidents, suspensions, and referrals related to tobacco use
- Track students' hallway and bathroom use through SMARTPASS
- Use student surveys to monitor trends
- Adjust programming annually based on data and site feedback

Exhibit "B"
Fee for Services

Modoc Joint Unified School District will invoice BCOE according to the following schedule:

- **January 15th 2027 - \$15,000**
- **June 30th 2027 - \$15,000**

Total not to exceed \$30,000 for the period of this agreement.

Completed services report and required services attachments (evaluation tools)/links must be submitted with invoice.

Memorandum

To: Modoc Joint Unified School District Board of Trustees
From: Beckie Lewis, Superintendent, MJUSD
Date: April 8, 2026
Subject: Summary of Board Policy & Administrative Regulation Updates

Based on the attached November 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 1000
- BP 1114 AR 1114
- BP 2120
- AR 3311.3
- BP 3470
- BP 4000
- BP 5000
- BP 5020 AR 5020
- BP 5117 AR 5117
- BP 5138
- BP 6020 AR 6020
- BP 6143 AR 6143
- AR 6146.2
- BP 7000
- BP 7131
- BB 9310
- BB 9321 E(1) 9321 E(2) 9321

I have also reviewed the following Exhibit, which is not mandated and I recommend that we do not include it...

- E(1) 6146.2

I have reviewed the following BP and the CSBA's recommendation to delete it. My recommendation is to rescind...

- BP 6146.2

CSBA POLICY GUIDE SHEET
November 2025

Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes and minor revisions have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

Board Policy 1000 - Concepts and Roles

- * Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended for timeliness, organization, and to add a reference to Board Bylaw 9005 - Governance Standards.

Board Policy 1114 - District-Sponsored Social Media

- * Policy updated in conjunction with the accompanying administrative, with minor revisions.

Administrative Regulation 1114 - District-Sponsored Social Media

- * Regulation updated to reflect **NEW LAW (AB 2481, 2024)** which (1) requires, beginning January 1, 2026, a large social media platform, as defined, to create a process to verify certain individuals as "verified reporters," including a school principal and other district leaders, and to create a process by which a verified reporter can make a report of a social media-related threat or a violation of the platform's terms of service that poses a risk or a severe risk to the health and safety of a minor in the verified reporter's opinion, (2) directs each school principal, or an individual in a position of similar responsibility, to register as a verified reporter with each large social media platform on which the applicable school has an account when directed by the Superintendent or designee, and (3) directs a verified reporter to inform the Superintendent or designee of a social media-related threat or a violation of a social media platform's terms of service that, in the opinion of the reporter, poses a risk or severe risk to the health and safety of a minor who the reporter knows is enrolled in the reporter's school and report the threat or violation via the process created by the applicable social media platform. Additionally, regulation updated to reference "www.stopbullying.gov", which provides information from various government agencies related to bullying and includes a list of online platforms, with links, for the reporting of cyberbullying which violates the terms of service established by the online platforms. In addition, regulation updated to reflect **NEW LAW (AB 1785, 2024)** which expands the prohibition for districts to publicly post specified information of an elected or appointed official on the internet, without first obtaining the written permission of that individual, to include the name and assessor parcel number associated with the official's home address.

Board Policy 2120 - Superintendent Recruitment and Selection

- * Policy updated to reference CSBA's, "California Consultants and Leadership" search services, which provides guidance to districts recruiting and selecting a Superintendent. Additionally, policy updated to remove from the list related to the Governing Board's search and selection process items which are rarely carried out by the Board, and to add duties that a professional advisor may facilitate. In addition, policy updated to clarify material related to discussing, negotiating, and voting on the Superintendent's contract. Policy also updated to reflect **NEW LAW (SB 521, 2025)**, which prohibits the employment of a person as Superintendent if within the past five years the candidate was convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of their official duties as a public employee.

Administrative Regulation 3311.3 - Design-Build Contracts

- * Regulation updated to reflect **NEW LAW (SB 956, 2024)** which extends indefinitely the authorization to enter into a design-build contract for a public works project in excess of \$1,000,000. Additionally, regulation updated to add objective criteria for awarding a design-build contract, including the minimum factors of price, technical design and construction experience, and life-cycle costs over 15 years or more. In addition, regulation updated to clarify which occupations are subject to the 30 percent threshold for a skilled and trained workforce.

Board Policy 3470 - Debt Issuance and Management

* Policy updated to (1) add communication to the public to the list of debt issuance program activities that the Superintendent administers and coordinates, (2) remove reference to Qualified Zone Academy Bonds which are no longer authorized to be issued, (3) add types of temporary borrowing or short-term transfers to the list of potential financing sources for the district, (4) add that the method of sale for any district-issued debt be the most cost-effective, (5) add that before any sale of bonds, the Governing Board adopt a resolution stating the Board's express approval of the method of sale and a statement of the reasons for the method of sale selected, and (6) include additional information regarding the report to the California Debt Investment and Advisory Commission, which the district is required to submit annually following a bond issuance.

Board Policy 4000 - Concepts and Roles

* Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended to (1) clarify that it is the academic achievement, personal growth, and well-being of district students, in addition to the success of district programs, that hinges on district personnel, and (2) reflect The California Labor Management Initiative's, "Resource Guidebook: Building Partnerships to Create Great Public Schools," which provides guidance to support education leaders in developing labor-management partnerships that benefit students, staff, and the community.

Board Policy 5000 - Concepts and Roles

* Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended for timeliness, to include material related to school safety, and to reference applicable related Board policies and administrative regulations.

Board Policy 5020 - Parent Rights and Responsibilities

* Policy updated to more closely align with law the Governing Board's belief that the district's relationship with parents/guardians is one of mutual support and respect, and that the partnership with parents/guardians is specific to their children. Additionally, policy updated to clarify that the notification parents/guardians receive regarding their rights, includes, but is not limited to, rights under the Family Educational Rights and Privacy Act (FERPA), in accordance with Board Policy/Exhibit (1) 5145.6 - Parent/Guardian Notifications. In addition, policy updated to reflect **NEW COURT DECISION (Mahmoud v. Taylor)** which held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) storybooks as part of elementary school instruction without providing parents/guardians with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children. Policy also updated to include that the Superintendent or designee may establish a parent center at a school with a substantial number of students with a home language other than English, to encourage parent/guardian understanding of and participation in their children's educational programs.

Administrative Regulation 5020 - Parent Rights and Responsibilities

* Regulation updated to add that parent/guardian rights include notification of the opportunity to opt their child out of certain instruction, as required by state law, and **NEW COURT DECISION (Mahmoud v. Taylor)** which held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) storybooks as part of elementary school instruction without providing parents/guardians with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children. Additionally, regulation updated to clarify that parents/guardians have the right to receive notice and information about and to opt out of (1) any psychological testing involving their child and (2) any assessment, analysis, evaluation, or monitoring of the quality or character of the student's home life. In addition, regulation updated to add that (1) parents/guardians of English learners be given any required written notification in English and the student's home language, and (2) that the rights of parents/guardians be exercised in accordance with applicable Board policy and administrative regulation. Regulation also updated to expand that parents/guardians may support the learning environment of their child by monitoring and prohibiting or regulating the use of social media and other forms of online entertainment viewed by their child.

Board Policy 5117 - Interdistrict Attendance

* Policy updated to clarify that the Board policy and accompanying administrative regulation apply to students transferring into and out of the district. Additionally, policy updated to reflect **NEW LAW (SB 897, 2024)** which (1) extends the school district of choice program indefinitely, (2) requires the accounting of requests for district of choice transfers to include foster youth and student experiencing homelessness status, and (3) provides that compliance of all provisions of a district's school district of choice program are subject to the annual district audit required by law.

Administrative Regulation 5117 - Interdistrict Attendance

* Regulation updated to reflect **NEW LAW (SB 897, 2024)** which (1) expands the prohibition for school districts of choice from targeting communications regarding a school district of choice program to include individual parents/guardians or residential neighborhoods on the basis of a student's proficiency in English, family income, or any of the individual characteristics set forth in Education Code 200, (2) requires, the district to, by January 15, notify the district of residence of the number and names of students from the district of residence, by school and grade level, requesting to be transferred for the following school year, (3) prohibits rejecting the transfer of a foster youth or student experiencing homelessness, in addition to a student with a disability or an English learner, based on the transfer requiring the district to create a new program to serve that student, (4) expands second priority for transfer under the school district of choice program to include foster youth and students experiencing homelessness, (5) expands the required notification to parents/guardians when the number of students requesting to transfer exceeds the district's capacity to include that the number of students exceeds the specific school or program to which the student applied, (6) requires the district to respond to a request from the county office of education to provide data regarding the number of students transferring into the district, (7) expands the authorization for a district of residence to limit the number of students who transfer out of the district in a fiscal year if the most recent budget certification completed by the County Superintendent of Schools is a qualified status, and (8) requires the district of residence to, by February 15, notify the district of choice of the total number and names of students requesting to be transferred that exceed the number of students for which the district of residence is authorized to limit the transfer.

Board Policy 5138 - Conflict Resolution/Peer Mediation

* Policy updated to clarify the distinction between students providing peer mediation and those receiving it. Additionally, policy updated to include, in the development of a conflict resolution and/or peer mediation program (1) the expectation for confidentiality regarding who participated, what was discussed, and how any conflict was resolved, and (2) the selection of and requirements to train as a peer mediator.

Board Policy 6020 - Parent Involvement

* Policy updated to reference the U.S. Department of Education's June 2025 Dear Colleague Letter which provides school choice guidance and explains how states can use federal funds to both expand education choice and turn around underperforming schools. Additionally, policy updated to ensure compliance with the California Department of Education's federal program monitoring instrument. In addition, policy updated to add material related to the establishment and convening of a parent advisory committee (PAC) and, as applicable, an English learner parent advisory committee (ELPAC), which was moved from the accompanying administrative regulation, as it is more appropriately placed in Board policy. Policy also updated to add that the Superintendent or designee annually attend a regular meeting of the PAC or ELPAC, if applicable.

Administrative Regulation 6020 - Parent Involvement

* Regulation updated to ensure compliance with the California Department of Education's Federal Program Monitoring. Additionally, regulation updated to delete material related to the establishment and convening of a parent advisory committee and, as applicable, an English learner parent advisory committee, which was moved to the accompanying Board policy for more appropriate placement. In addition, regulation updated to include that (1) the district may utilize department leaders and district instructional coaches to provide parent/guardian training on topics that include, English language development, state academic standards and assessments, and specific strategies to support the student in the home, and (2) the Superintendent or designee

may utilize professional development sessions to train teachers, administrators, and staff on ways to effectively engage parents/guardians, with each school site sharing best practices that others may learn from.

Board Policy 6143 - Courses of Study

✱

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, and 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 that the Governing Board adopt a course of study for elementary and secondary grades that, in addition to preparing students for the next level of study and/or employment, includes all required instructional content. In addition, policy updated to reflect **NEW COURT DECISION (Mahmoud v. Taylor)** which held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) storybooks as part of elementary school instruction without providing parents/guardians with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children.

Administrative Regulation 6143 - Courses of Study

✱

Regulation updated to include, in the courses of study for grades 1-6 (1) instruction in cursive and joined italics, (2) Spanish colonization of California and the Gold Rush Era, including the treatment and perspectives of Native Americans during those periods, as required by **NEW LAW (AB 1821, 2024)**, (3) the causes and effects of climate change and the methods to mitigate climate change, and (4) prenatal care for pregnant women. Additionally, regulation updated to include, in the courses of study for grades 7-12 (1) personal financial literacy, as required by **NEW LAW (AB 1871, 2024)**, (2) to the extent instruction is provided on the Spanish colonization of California or the Gold Rush Era, the treatment and perspectives of Native Americans during those periods, as required by **NEW LAW (AB 1821 (2024)**, (3) the causes and effects of climate change and the methods to mitigate and adapt to climate change, (4) starting with the 2026-27 school year for districts that require a course in health education for high school graduation, the dangers associated with fentanyl use, as required by **NEW LAW (AB 2429, 2024)**, and (5) commencing in the 2027-28 school year, a one-semester course in personal finance. In addition, regulation updated to add how a one-semester course in Ethnic studies may be fulfilled. Regulation also updated to reflect **NEW LAW (SB 153, 2024)** which (1) requires at the beginning of each school year, the Superintendent to provide written notice to parents/guardians of students in grades 9-12 that includes a separate and distinct disclosure that data may be shared with the California College Guidance Initiative (CCGI) to provide students and their parents/guardians with direct access to online tools and resources for college and career planning, and contact information for the CaliforniaColleges.edu platform in order to access resources that help students and their parents/guardians learn about college admissions requirements, and (2) requires districts to advise each student in grade 11 to complete the grade 11 financial aid lessons on the CCGI's CaliforniaColleges.edu platform and submit student transcript information to the CCGI for students in grades 9-12. Additionally, regulation updated to reflect **NEW LAW (AB 2165, 2024)** which requires a district to provide the student and the student's parent/guardian with specified information before being exempted from the requirement to complete a Free Application for Federal Student Aid and/or the California Dream Act Application. In addition, regulation updated to reflect **NEW LAW (AB 123, 2025)** which requires a district to provide each student in grade 12, and if applicable, the student's parent/guardian, with information about, and potential eligibility for, the California Kids Investment and Development Savings Program.

Delete - Board Policy 6146.2 - Certificate of Proficiency/High School Equivalency

✱

Policy deleted as unnecessary as the requirements stated within vest with the California Department of Education and/or the State Board of Education rather than being the obligation of a school district.

Administrative Regulation 6146.2 - Certificate of Proficiency/High School Equivalency

✱

Regulation updated to reflect the name change from the California High School Proficiency Examination to the California Proficiency Program. Additionally, regulation updated to align language with guidance on the California Department of Education's, "California Proficiency Program," webpage. In addition, regulation updated to delete criteria related to a repealed state regulation and instead align with state law.

Exhibit(1) 6146.2 - Certificate of Proficiency/High School Equivalency

no/r Exhibit updated in conjunction with the accompanying Board policy and administrative regulation, including reflecting the name change from the California High School Proficiency Examination to the California Proficiency Program.

Board Policy 7000 - Concepts and Roles

* Policy updated as part of CSBA's process to regularly review policy documents that otherwise would not be revised, due to no applicable changes to law, regulations, new guidance, or other directives, and amended to clarify that (1) one of the major responsibilities of the Governing Board, in addition to providing healthful, safe and adequate facilities that enhance the instructional program, is to provide facilities that align with the needs of the district, and (2) in some instances, the best use of facilities may be reuse by a third party, and in other instances, may be lease or sale. Additionally, policy updated to clarify that, in order to plan for long-range facilities needs, the Superintendent or designee may develop, for Board approval, a school facilities master plan in accordance with Board Policy 7110 - Facilities Master Plan and that; in accordance with the plan, the Board will (1) select and purchase school sites for future expansion, as needed, and facilities for new school sites or other district use, (2) sell or lease facilities, including joint occupancy or joint use, when no other better use is identified, (3) authorize the use of school facilities by district residents and community groups, and (4) consider the use of district property for workforce housing.

Board Policy 7131 - Relations with Local Agencies

* Policy updated to add that (1) the Governing Board is required to meet with appropriate local agency recreation and park authorities to review possible methods of coordinating the planning, design, and construction of new school facilities and school sites, or major additions to existing school facilities and recreation and park facilities in the community, and (2) the district is required to recommend measures for inclusion in the city/county general plan to ensure the availability of adequate school facilities to address a new development. Additionally, policy updated to clarify material related to development within the district, including that in order to adequately mitigate additional students generated by such development, the Board may make certain findings required by law and that upon such findings, notify the city council or county board of supervisors. In addition, policy updated to add material related to a district workforce housing development.

Board Bylaw 9310 - Board Policies

* Bylaw updated to reflect current Board policy development and adoption process practice. Additionally, bylaw updated to include new "Definitions" section which more clearly defines the use of "Board policy," "Board bylaw," and "administrative regulation." In addition, bylaw updated to add section headers to differentiate between the development and adoption of Board policies versus administrative regulations. Bylaw also updated to delete the section "Monitoring and Evaluation" and include that content in the new "Board Policy Development and Adoption" section.

Board Bylaw 9321 - Closed Session

* Bylaw updated to add (1) that public comment is required to occur prior to closed session, and (2) that a copy of a document that becomes public after action was taken during closed session be provided to any person who has made a standing request for all documentation as part of a request for notice of meeting, in addition to providing such document to any person present at the conclusion of the closed session who has submitted a written request. Additionally, bylaw updated to reflect NEW ATTORNEY GENERAL OPINION which states that only a person with "an official or essential role to play in a particular closed session" agenda item may attend closed session for that particular item, and to add new section "Attendance in Closed Session" to address who is permitted to attend a particular closed session item. In addition, bylaw updated to clarify that for purposes of a closed session agenda item on personnel matters that "employee" includes an officer or independent contractor who functions as an officer or employee but excludes Governing Board members and other independent contractors. Bylaw also updated to clarify that disclosure of an approved agreement concluding labor negotiations identify the item approved and the other parties to the negotiation. Additionally, bylaw updated to reflect NEW LAW (SB 1445, 2024) which authorizes the Board to allow student board members to make restorative justice recommendations that would be considered in closed session expulsion hearings. In addition, bylaw updated to reflect NEW LAW (AB 2715, 2024) which

authorizes the Board to hold a closed session with additional types of law enforcement or security personnel and to hold a closed session on a threat to critical infrastructure controls or critical infrastructure information.

Exhibit(1) 9321 - Closed Session

- * Exhibit updated in conjunction with the accompanying bylaw, with minor revisions.

Exhibit(2) 9321 - Closed Session

- * Exhibit updated in conjunction with the accompanying bylaw, with minor revisions.

Policy 1000: Concepts And Roles

Status: ADOPTED

Original Adopted Date: 06/01/1985 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

The Governing Board desires to represent the community and provide leadership in addressing community interests related to education. In order to encourage support for the district and district schools, promote collaboration between the district, parents/guardians, community members, and local organizations, and to identify and respond to community priorities, the Board shall establish effective two-way communication systems between the district and the community.

The Board and the Superintendent or designee shall work together with city, county, and other local agencies and organizations to promote and facilitate coordinated services for children, and seek to develop partnerships with local businesses and organizations.

The Board recognizes that district schools are an important community resource and encourages community members to make appropriate use of school facilities. Community members are also encouraged to attend Board meetings, participate in district and school activities, and take an active interest in issues that affect the district and its schools. The Board and the Superintendent or designee shall keep community members well informed about district programs, needs, and accomplishments and shall ensure that they have opportunities to share in the development of district decisions, in accordance with Board Bylaw 9005 - Governance Standards.

The Board recognizes that its ability to fulfill the community's expectations for a high-quality educational program is dependent upon the level of funding provided by the state and federal government and community support. In an effort to provide the best educational experience for district students, the Board shall study legislative processes and issues, establish ongoing relationships with federal, state, and local leaders and the media, adopt positions on key issues, set priorities for advocacy, and collaborate with other organizations and coalitions in legislative and legal advocacy efforts.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

Description

Ed. Code 35160

[Authority of governing boards](#)

Ed. Code 35172

[Promotional activities](#)

Management Resources

Description

Website

[CSBA District and County Office of Education Legal Services](#)

Cross References

Description

0100

[Philosophy](#)

0510

[School Accountability Report Card](#)

0510

[School Accountability Report Card](#)

1112

[Media Relations](#)

1150

[Commendations And Awards](#)

1160

[Political Processes](#)

1220

[Citizen Advisory Committees](#)

1220

[Citizen Advisory Committees](#)

1240

[Volunteer Assistance](#)

1240

[Volunteer Assistance](#)

1330

[Use Of School Facilities](#)

1330

[Use Of School Facilities](#)

1400

[Relations Between Other Governmental Agencies And The Schools](#)

Policy 1114: District-Sponsored Social Media

Status: ADOPTED

Original Adopted Date: 07/01/2011 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

CSBA NOTE: The following optional policy is for use by districts that have created one or more official district (i.e., district-sponsored) social media accounts. "Social media" is defined in the accompanying administrative regulation as an online platform for collaboration, interaction, or active participation, or that allows users to post content, including social networking sites such as Instagram, TikTok, Facebook, X/Twitter, SnapChat, YouTube, or LinkedIn.

District strategies for effective use of online social media may be incorporated into the district's comprehensive communications plan. For more information related to informing the public, see BP 1100 - Communication with the Public.

The Governing Board recognizes the value of social media to share district information with families and the community and promote community involvement and collaboration in district decisions. The purpose of any official district social media account shall be to further the district's vision and mission, to support student learning and staff professional development, and to enhance communication and engagement with students, families, staff, and community members. The Superintendent or designee shall ensure that the content posted by the district on an official district social media account is accessible to individuals with disabilities.

CSBA NOTE: To minimize liability to the district, it is important to clearly define which social media accounts are official district social media accounts and to specify the standards, guidelines, and protocols for their use. Board policies and administrative regulations do not apply to personal social media accounts, such as those created by students, staff members, individual Governing Board members, or other individuals since those accounts are not sponsored by the district even though they may sometimes include discussion of district-related issues. For more information, see BB 9010 - Public Statements, BB 9012 - Board Member Electronic Communications, and BB 9320 - Meetings and Notices.

The Superintendent or designee shall develop content guidelines and protocols for official district social media accounts to ensure public access, appropriate and responsible use, and compliance with law, Board policy, and administrative regulation.

Guidelines for Content

CSBA NOTE: Social media platforms typically allow users to post or reply to content posted on users' accounts, which is or can be made viewable to other users and even the public. This may create a "limited public forum," which grants individuals certain freedom of speech rights and limits the district's ability to remove comments or posts. Any removal of content by the district should be based on viewpoint-neutral considerations to protect against possible legal challenges. This may include, but is not limited to, removing content that constitutes discrimination, harassment, or bullying, as specified in the accompanying administrative regulation, or that is unrelated to the purpose of the account. Additionally, in order to help maintain the district's ability to remove content, users should be informed of the purpose of the account(s) and the limited nature of the discussion. District staff should regularly monitor all such accounts so that materials are promptly removed as permitted by law. See the accompanying administrative regulation for language regarding removal of posts and monitoring of accounts. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel to ensure that any provisions related to removal of posts or discipline of students or staff are consistent with law.

Official district social media accounts shall be used only for their stated purposes and in a manner consistent with this policy and administrative regulation. This policy is not intended to create an open public forum or otherwise guarantee an individual's right to free speech on any of the official district social media accounts even if one or more features on the account that permit interaction with and between members of the public are enabled.

The Superintendent or designee shall ensure that the limited purpose of official district social media accounts is clearly communicated to users. Each account shall contain a statement specifying the purposes of the account, that the account shall only be used for such purposes, and any other user expectations or conditions as specified in the accompanying administrative regulation.

Content that is obscene, libelous, or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of school rules, or substantial disruption of the school's orderly operation shall not be permitted on official district social media accounts.

CSBA NOTE: Staff and students who post prohibited content on official district social media accounts are subject to

discipline in accordance with Board policies and administrative regulations. Pursuant to Education Code 48900(r), a student may be subject to suspension or expulsion if the student engages in an act of bullying by means of an electronic act, as defined. For more information on student suspension and expulsion, including when bullying is through an electronic act, see AR 5144.1 - Suspension and Expulsion/Due Process. Pursuant to Education Code 48900, an "electronic act" includes, but is not limited to, posts on a social networking site such as a social media platform.

When staff and students misuse the district's technological resources, they also may be subject to cancellation of user privileges in accordance with the district's Acceptable Use Agreement. For more information regarding acceptable use of the district's technological resources, see BP/E 4040 - Employee Use of Technology and BP/E 6163.4 - Student Use of Technology.

Staff or students who post on, reply from, or otherwise use an official district social media account in a manner that violates Board policies and administrative regulations shall be subject to discipline in accordance with applicable policies and regulations.

Users of official district social media accounts, and anyone who posts on, replies to, or otherwise leaves a digital footprint on an official district social media account, should be aware of the public nature and accessibility of social media and that such information posted on, replied with, or otherwise left on an official district social media account may be considered a public record subject to disclosure under the Public Records Act.

Privacy

To the extent practicable, the Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on official district social media accounts.

As it pertains to the posting of student photographs and the privacy of telephone numbers, home addresses, and email addresses, official district social media accounts shall comply with Board Policy 1113 - District and School Websites.

Social media and other online platforms shall not be used by district employees to transmit confidential information about students, employees, or district operations.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Bus. and Prof. Code 22588.2-22588.4	Youth Social Media Protection Act
Ed. Code 32260-32262	<u>Interagency School Safety Demonstration Act of 1985</u>
Ed. Code 35182.5	<u>Contracts for advertising</u>
Ed. Code 48900	<u>Grounds for suspension or expulsion</u>
Ed. Code 48907	<u>Exercise of free expression; time, place, and manner rules and regulations</u>
Ed. Code 48950	<u>Speech and other communication</u>
Ed. Code 49061	<u>Definitions; directory information</u>
Ed. Code 49073	<u>Release of directory information</u>
Ed. Code 60048	<u>Commercial brand names, contracts or logos</u>
Gov. Code 3307.5	<u>Publishing identity of public safety officers</u>
Gov. Code 54952.2	<u>Brown Act; definition of meeting</u>
Gov. Code 7920.000-7930.215	<u>California Public Records Act</u>
Federal	Description
17 USC 101-1101	Federal copyright law
20 USC 1232g	<u>Family Educational Rights and Privacy Act (FERPA) of 1974</u>

Regulation 1114: District-Sponsored Social Media

Status: ADOPTED

Original Adopted Date: 07/01/2011 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

CSBA NOTE: The following optional administrative regulation may be revised to reflect district practice and the types of social media accounts used by the district.

Definitions

Social media means any online platform for collaboration, interaction, or active participation, or that allows users to post content, including, but not limited to, social networking sites such as Instagram, TikTok, Facebook, X/Twitter, SnapChat, YouTube, and LinkedIn.

CSBA NOTE: To minimize liability to the district, it is important to clearly define which social media accounts are official district social media accounts and to specify the standards, guidelines, and protocols for their use. Board policies and administrative regulations do not apply to personal social media accounts such as those created by students, staff members, individual Governing Board members, or other individuals since those are not sponsored by the district even though they may sometimes include discussion of district-related issues. For more information, see BB 9010 - Public Statements, BB 9012 - Board Member Electronic Communications, and BB 9320 - Meetings and Notices.

The following definition may be revised to reflect district practice.

An *official district social media account* is an account on a social media platform authorized by the Superintendent or designee.

An account that contains content related to the district or comments about district operations but that has not been created based on authorization or direction from the Superintendent or designee, such as an account created by a parent-teacher organization, booster club, or other school-connected organization or a student's or employee's personal account, is not an official district social media account.

School-level employees such as teachers and coaches shall obtain authorization from the school principal before creating an official social media account.

CSBA NOTE: Business and Professions Code 22588.2-22588.4 (the Youth Social Media Protection Act), as added by AB 2481 (Ch. 832, Statutes of 2024), requires, beginning January 1, 2026, a large social media platform, as defined, to create a process to verify certain individuals as "verified reporters," including a school principal and other district leaders, and to create a process by which a verified reporter can make a report of a social media-related threat or a violation of the platform's terms of service that poses a risk or a severe risk to the health and safety of a minor in the verified reporter's opinion. The following paragraph directs each school principal, or an individual in a position of similar responsibility, to register as a verified reporter and should be modified to include other district leaders to reflect district practice.

When directed by the Superintendent or designee, each school principal, or an individual in a position of similar responsibility, shall register as a verified reporter with each large social media platform on which the applicable school has an account in accordance with Business and Professions Code 22588.2-22588.4.

Guidelines for Content

Each official district social media account shall contain content that is useful and appropriate for all audiences.

CSBA NOTE: Federal copyright law (17 USC 107) and the courts have generally provided that teachers, students, and schools are allowed to make "fair use" of materials for instructional purposes in situations which are not likely to deprive a publisher or an author of income. For more information regarding copyrights, including "fair use", see BP/AR 6162.6 - Use of Copyrighted Materials. However, as this is a fact-specific determination, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel.

District employees or agents in charge of posting or adding information to an official district social media account shall ensure that copyright laws are not violated in the use of material on official district social media accounts.

CSBA NOTE: Social media platforms typically allow users to post or reply to content on each other's accounts, which is or can be made viewable to other users and even the public. This may create a "limited public forum," which grants individuals certain freedom of speech rights and limits the district's ability to remove comments or posts. Any removal of content by the district should be based on viewpoint-neutral considerations to protect

against possible legal challenges. This may include, but is not limited to, removing content that constitutes discrimination, harassment, or bullying, as specified in the accompanying Board Policy, or that is unrelated to the purpose of the account. Additionally, in order to help maintain the district's ability to remove content, users should be informed of the purpose of the account(s) and the limited nature of the discussion. District staff should regularly monitor all such accounts so that materials are removed as permitted by law. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel to ensure that any provisions related to removal of posts or discipline of students or staff are consistent with law.

In *Sears*, the National Labor Relations Board (NLRB) advised caution when establishing policy related to employee use of electronic communications as it might interfere with an employee's right to engage in protected, concerted activity granted by 29 USC 157. The NLRB has held that social media policies can prohibit the disclosure of confidential information and address legitimate concerns for managing the workplace, but cannot expressly or by implication prohibit employees from talking with each other about wages, hours, and other terms and conditions of employment.

Additionally, Education Code 48907 grants students the right to freedom of speech except for speech which is obscene, libelous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on school premises, violation of lawful school regulations, or substantial disruption of the orderly operation of the school. For more information, see BP/AR 5145.2 - Freedom of Speech/Expression and BP/AR 6145.5 - Student Organizations and Equal Access.

In addition, if the district chooses to post advertising of a commercial nature on an official district social media account, then the ability to remove comments of a commercial nature posted by others may be limited as removing some commercial content and not others may constitute viewpoint discrimination. Districts should also be cautious about the use of district resources, such as its official district social media account, for political purposes. For more information, see BP 1160 - Political Processes.

Pursuant to the U.S. Supreme Court's decision in *Lindke v. Freed*, a district official who limits or prevents critics from speaking, such as by blocking them on social media or deleting their posts, violates the First Amendment only if the official (1) has been granted the power to speak on behalf of the district and (2) claims to be actually exercising that power. Because the determination as to whether a public official's action meets these two conditions is a fact-specific undertaking, it is recommended that districts with questions regarding this issue consult CSBA's District and County Office of Education Legal Services or district legal counsel.

The Superintendent or designee shall ensure that official district social media accounts are regularly monitored. Staff members responsible for monitoring content may remove posts or even suspend users from interacting with the account only based on viewpoint-neutral considerations, such as lack of relation to the account's purpose or violation of board policies or administrative regulations.

CSBA NOTE: While Business and Professions Code 22588.2-22588.4, beginning January 1, 2026, requires large social media platforms to create a process by which a verified reporter can make a report of a social media-related threat or a violation of the platform's terms of service as specified below, the following paragraph adds that the verified reporter is required to notify the Superintendent or designee of the threat or violation, and should be modified to reflect district practice.

If a verified reporter becomes aware of a social media-related threat or a violation of a social media platform's terms of service that, in the opinion of the reporter, poses a risk or severe risk to the health and safety of a minor who the reporter knows is enrolled in the reporter's school, the reporter shall inform the Superintendent or designee and report the threat or violation via the process created by the applicable social media platform as specified in Business and Professions Code 22588.2-22588.4.

Each official district social media account shall, as appropriate, prominently display a link to this regulation or a statement that includes Items #1-10, below:

1. The purpose(s) of the account, such as providing information to a class, school community, athletic team, or student club; engaging with the public regarding district decisions and Governing Board meetings; and sharing information regarding employment opportunities with the district
2. Users shall use the site only for those intended purposes
3. The account is regularly monitored and any inappropriate interaction will be promptly removed, blocked, or similarly addressed

Inappropriate interactions include, but are not limited to, interactions that:

- a. Are obscene, libelous, or so incite students as to create a clear and present danger of the commission of unlawful acts on district premises, violation of district or school rules, or substantial disruption to the district or school's orderly operation
 - b. Are not related to the stated purpose of the account, including, but not limited to, threats, comments of a commercial nature, political activity, and comments prohibited by board policies and administrative regulations
4. Users are expected to communicate in a respectful, courteous, and professional manner and are personally responsible for their use of the account
 5. The district is not responsible for the content posted by other users or how other users interact with the account
 6. The views and comments expressed by other users on the account belong to those users and do not necessarily reflect the views of the district
 7. Any user's reference to a specific commercial product or service does not imply endorsement or recommendation of that product or service by the district
 8. The individual(s) to contact regarding violation of district guidelines on the use of official district social media accounts

CSBA NOTE: The Cyberbullying Protection Act (Business and Professions Code 22589-22589.4) requires a social media platform, as defined, to establish a mechanism that allows any individual, including the district, to report cyberbullying or any content that violates the existing terms of service. Although not directly applicable to districts, it is good guidance for districts seeking to create a safe online space. For more information, districts may want to visit www.stopbullying.gov, which provides information from various government agencies related to bullying and includes a list of online platforms, with links, for the reporting of cyberbullying which violates the terms of service established by the online platforms.

9. Violations may be reported to the appropriate social media platform, law enforcement, or other third parties, as appropriate

CSBA NOTE: Item #10 details the length of and preconditions for a user's suspension and should be modified to reflect district practice.

10. A user may be suspended from interacting with the account for one month upon three prior violations and for six months upon two prior one-month suspensions

Appropriate Use by District Employees

CSBA NOTE: Pursuant to Government Code 7928.205, a district may not post a Board member's home address, telephone number, or, as amended by AB 1785 (Ch. 551, Statutes of 2024), both the name and assessor parcel number associated with the home address, without first obtaining the written permission of that individual. However, Government Code 7928.205 does not prohibit a district from publicly posting a legally required notice or publication of an elected or appointed official on the internet.

For policy language regarding appropriate employee communications and relationships with students, see BP 4119.21/4219.21/4319.21 - Professional Standards and BP 4040 - Employee Use Of Technology.

District employees who participate in official district social media accounts shall adhere to all applicable board policies and administrative regulations, such as Board Policy 1313 - Civility and Board Policy/Administrative Regulation 4119.25/4219.25/4319.25 - Political Activities of Employees, and shall not share confidential information about students, employees, Board members, or district operations.

When appropriate, employees posting, replying, or otherwise interacting with the public outside of their professional duties or responsibilities on official district social media accounts shall identify themselves by name and district title and include a disclaimer stating that the views and opinions expressed in their post are theirs alone and do not necessarily represent those of the district or school.

All staff shall receive information about appropriate use of the official district social media accounts.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Bus. and Prof. Code 22588.2-22588.4	Youth Social Media Protection Act
Ed. Code 32260-32262	Interagency School Safety Demonstration Act of 1985
Ed. Code 35182.5	Contracts for advertising
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 48907	Exercise of free expression; time, place, and manner rules and regulations
Ed. Code 48950	Speech and other communication
Ed. Code 49061	Definitions; directory information
Ed. Code 49073	Release of directory information
Ed. Code 60048	Commercial brand names, contracts or logos
Gov. Code 3307.5	Publishing identity of public safety officers
Gov. Code 54952.2	Brown Act; definition of meeting
Gov. Code 7920.000-7930.215	California Public Records Act
Federal	Description
17 USC 101-1101	Federal copyright law
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
29 USC 157	Employee rights to engage in concerted, protected activity
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 99.1-99.67	Family Educational Rights and Privacy
Management Resources	Description
Court Decision	Lindke v. Freed (2024) 601 U.S. 187
Court Decision	Board of Education, Island Trees Union Free School District, et.al. v. Pico (1982) 457 U.S. 853
Court Decision	Page v. Lexington County School District (2008, 4th Cir.) 531 F.3d 275
Court Decision	Perry Education Association v. Perry Local Educators' Association (1983) 460 U.S. 37
Court Decision	Aaris v. Las Virgenes Unified School District (1998) 64 Cal.App.4th 1112
Court Decision	Downs v. Los Angeles Unified School District (2000, 9th Cir.) 228 F.3d 1003
National Labor Relations Board Decision	Sears Holdings, Advice Memorandum 18-CA-1908, (December 4, 2009)
Website	Bullying Resources
Website	Meta in Education
Website	CSBA District and County Office of Education Legal Services
Website	Facebook, privacy resources
Website	California School Public Relations Association
Website	CSBA
Cross References	Description
0000	Vision

Policy 2120: Superintendent Recruitment And Selection

Status: ADOPTED

Original Adopted Date: 07/01/2001 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

CSBA NOTE: The following optional policy may be revised to reflect district practice. CSBA's California Consultants and Leadership search service provides guidance to districts recruiting and selecting a Superintendent.

The Governing Board recognizes that it is responsible for selecting and employing the Superintendent. Whenever it becomes necessary for the Board to fill a vacancy in the position of Superintendent, the Board shall work diligently to employ a person whose management and leadership abilities are most closely aligned with district needs.

The Board shall establish and implement a search and selection process that includes consideration of:

1. The district's current and long-term needs, including a review of the district's vision and goals
2. The desired characteristics of a new Superintendent, including professional experience, educational qualifications, leadership characteristics, philosophy of education, and other management, technical, interpersonal and conceptual skills, as well as the priorities the Board wants to place on different abilities, traits and levels of knowledge
3. The scope of the search, including whether to promote from within the district or broaden the search to include both internal and external candidates and, if external candidates will be considered, whether to conduct a statewide or nationwide search
4. The salary range and benefits to be offered
5. Basic elements to be included in the Superintendent's contract
6. Whether to hire a professional adviser to facilitate the hiring and contract negotiation process and to ensure that verifications of the candidates' qualifications are obtained
7. How and when to involve the community in certain phases of the selection process
8. The process for screening applications and determining how the screener(s) will be selected
9. Interview questions, processes, and participants
10. Other actions necessary to ensure a fair selection process and a smooth transition to new leadership

Even if a professional adviser is used to facilitate the process, the Board shall retain the right and responsibility to oversee the process and to review all applications if desired.

The Board shall select candidates to be interviewed based on recommendations of the screener(s), if applicable, and the Board's own assessment of how candidates meet the criteria established by the Board.

CSBA NOTE: Pursuant to Government Code 54957, specified personnel matters, including interviews and deliberation of the appointment or employment of an employee, may be discussed in closed session as provided in the following paragraph. For more information regarding closed session meetings, see BB 9321 - Closed Session.

The Board shall interview candidates and select a final candidate in closed session. (Government Code 54957)

CSBA NOTE: Government Code 54954 provides an exception to the requirement that meetings of the Governing Board be held within the district and authorizes a quorum of the Board to meet outside of the district to (1) interview members of the public about the potential employment of an applicant for superintendent, and (2) interview a potential employee from that district.

In general, if a quorum of the Board participates in an interview, the Brown Act open meeting laws apply. If less than a quorum of the Board participates in an interview, the Brown Act may not apply.

Because this is a complex area of law with significant consequences for violations, it is recommended that Boards consult CSBA's District and County Office of Education Legal Services or district legal counsel prior to visiting a candidate's district.

For more information about what constitutes a Board meeting, see BB 9320 - Meetings and Notices.

Before offering the position to the selected candidate or making any announcements, Board members may visit that candidate's current place of employment, as appropriate.

Pursuant to Board Policy 2121 - Superintendent's Contract, the Board shall discuss and negotiate the Superintendent's contract in closed session, but shall vote to approve the contract in open session. (Government Code 53262, 54957, 54957.6)

The Board shall conduct any superintendent recruitment and selection process in accordance with legal and ethical obligations regarding confidentiality and equal opportunity.

As necessary, the Board may appoint an interim or acting superintendent, to manage the district when there is no permanent superintendent.

CSBA NOTE: Education Code 35029 authorizes the Board to waive the credential requirements of Education Code 35028. However, Education Code 35029.1 prohibits a district from employing a superintendent whose credential has been revoked by the Commission on Teacher Credentialing.

The Superintendent shall hold both a valid school administration certificate and a valid teacher's certificate. The Board may waive any credential requirement, but shall not employ a person whose credential has been revoked by the Commission on Teacher Credentialing pursuant to Education Code 44421-44427. (Education Code 35028, 35029, 35029.1)

CSBA NOTE: Pursuant to Government Code 1021.5, as amended by SB 521 (Ch. 92, Statutes of 2025), if a public employee is convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of their official duties as a public employee, the public employee shall be disqualified for five years from any public employment, including, but not limited to, employment with a city, county, district, or any other public agency of the state. The five-year disqualification period begins on the later of either the date of final conviction or the date on which the public employee is released from any incarceration.

The Board shall not employ a person as Superintendent if, within the past five years, the candidate was convicted of any felony involving accepting or giving, or offering to give, any bribe, conflict of interest, the embezzlement of public money, extortion or theft of public money, perjury, or conspiracy to commit any of those crimes arising directly out of their official duties as a public employee. (Government Code 1021.5)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
2 CCR 11006-11086	Discrimination in employment
Ed. Code 220	Prohibition of discrimination
Ed. Code 35026	Employment of district superintendent by certain district
Ed. Code 35028	Qualifications for employment
Ed. Code 35029	Waiver of credential requirements
Ed. Code 35029.1	Superintendent credentials
Ed. Code 35031	Term of employment
Ed. Code 44420-44440	Revocation and suspension of credentials
Gov. Code 1021.5	Public employment disqualification
Gov. Code 11135	Prohibition of discrimination
Gov. Code 12900-12996	Fair Employment and Housing Act
Gov. Code 53260-53264	Employment contracts
Gov. Code 54954	Time and place of regular meetings
Gov. Code 54957	Closed session personnel matters
Gov. Code 54957.1	Closed session; public report of action taken

Regulation 3311.3: Design-Build Contracts

Status: ADOPTED

Original Adopted Date: 12/01/2016 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

CSBA NOTE: The following optional Board policy may be revised to reflect district practice.

As an alternative to the more traditional design-bid-build process (see BP/AR 3311 - Bids) or a lease-leaseback process (see AR 3311.2 - Lease-Leaseback Contracts), the district may enter into a design-build contract for a public works project in excess of \$1,000,000 pursuant to Education Code 17250.10-17250.52. Education Code 17250.55, which made this authorization inoperative on January 1, 2025, was deleted by SB 956 (Ch. 177, Statutes of 2024), thereby extending such authorization indefinitely. As defined by Education Code 17250.15, "design-build" means a project delivery process in which both the design and construction of a project are procured from a single entity. Additionally, pursuant to Education Code 17250.61, the district may, until January 1, 2029, enter into an alternative design-build contract for a public works project in excess of \$5,000,000. As defined by Education Code 17250.60, "alternative design-build" means a project delivery process in which both the design and construction of a project are procured from a single design-build entity based on its proposed design cost, general conditions, overhead, and profit as a component of the project price. Education Code 17250.15, 17250.25, 17250.60, and 17250.61 provide that such contracts may be awarded to either the low bid or best value, as defined.

The Governing Board may approve a design-build contract with a single entity for both design and construction of any school facility in excess of \$1,000,000, awarding the contract to either the low bid or the best value as determined by evaluation of objective criteria including the minimum factors of price; technical design and construction experience; and life-cycle costs over 15 years or more. (Education Code 17250.20, Education Code 17250.25)

Additionally, until January 1, 2029, the Board may approve an alternative design-build contract with a single entity for both design and construction of any school facility in excess of \$5,000,000. Such contracts may be awarded to the low bid or the best value. If the selection is based on best value, the Board shall evaluate competitive proposals, taking into consideration the minimum factors of design cost, general conditions, overhead, and profit as a component of the project price; technical design and construction expertise; and life-cycle costs over 15 or more years. The district's determination of price shall be based on the open book evaluation of construction subcontracts. The contract may be subject to further negotiations or amendment and may be terminated by the district if the district and the design-build entity are unable to reach an agreement. (Education Code 17250.61, 17250.62, 17250.65)

Design-build documents shall not include provisions for long-term project operations, but may include operations during a training or transition period. (Education Code 17250.25, 17250.62)

Procedures for Awarding the Contract

The procurement process for design-build and alternative design-build projects shall be as follows: (Education Code 17250.25, 17250.35, 17250.62, 17250.65; Public Contract Code 2600)

1. Performance specifications, which includes the district preparing a set of documents setting forth the scope and estimated price of the project

The documents may include, but are not limited to:

- a. The size, type, and desired design character of the project
- b. Performance specifications that cover the quality of materials, equipment, and workmanship
- c. Preliminary plans or building layouts
- d. Any other information deemed necessary to describe adequately the district's needs

The performance specifications and any plans shall be prepared by a design professional who is duly licensed and registered in California.

2. Prequalification, which includes the district preparing and issuing a request for qualifications in order to prequalify, or develop a short list of, the design-build entities whose proposals shall be evaluated for final selection

The request for qualifications shall include, but is not limited to, all of the following elements:

- a. Identification of the basic scope and needs of the project or contract, the expected cost range, the methodology that will be used by the district to evaluate proposals, the procedure for final selection of the design-build entity, and any other information deemed necessary by the district to inform interested parties of the contracting opportunity
- b. Significant factors that the district reasonably expects to consider in evaluating qualifications, including technical design and construction expertise, acceptable safety record, and all other non-price-related factors
- c. A standard template request for statements of qualifications prepared by the district, which shall contain all of the information required pursuant to Education Code 17250.25 or 17250.62
- d. A notice that the project is subject to the skilled and trained workforce requirements specified in Public Contract Code 2600-2603

The district also may identify specific types of subcontractors that must be included in the statement of qualifications and proposal.

3. Request for Proposals (RFP), which includes the district preparing an RFP that invites prequalified or short-listed entities to submit competitive sealed proposals in a manner prescribed by the district

The RFP shall include the information identified in Items #2a, 2b, and 2d above and the relative importance or weight assigned to each of the factors.

If the district uses a best value selection method for a project, the district may reserve the right to request proposal revisions and hold discussions and negotiations with responsive proposers, in which case the district shall so specify in the RFPs and shall publish separately or incorporate into the RFPs applicable procedures to be observed by the district to ensure that any discussions or negotiations are conducted in good faith.

4. Selection based on low bid, which includes for those projects utilizing low bid as the final selection method, that the bidding process shall result in lump-sum bids by the prequalified or short-listed design-build entities, and the contract shall be awarded to the lowest responsible bidder
5. Selection based on best value, which includes for those projects utilizing best value as a selection method, that the following procedures shall be used:

- a. Competitive proposals shall be evaluated using only the criteria and selection procedures specifically identified in the RFPs

Criteria shall be weighted as deemed appropriate by the district. The proposal for a design-build project, as specified in Education Code 17250.25, shall, at a minimum, include price, unless a stipulated sum is specified; technical design and construction experience; and life-cycle costs over 15 or more years. The proposal for an alternative design-build project, as specified in Education Code 17250.62, shall, at a minimum, include design cost, general conditions, overhead, and profit as a component of the project price, unless a stipulated sum for the project is specified; technical design and construction expertise; and life-cycle costs over 15 or more years.

- b. Following any discussions or negotiations with responsive proposers and completion of the evaluation process, the responsive proposers shall be ranked on a determination of value provided, provided that no more than three proposers are required to be ranked
- c. The contract shall be awarded to the responsible entity whose proposal is determined by the district to have offered the best value to the public
- d. The district shall publicly announce the contract award, identifying the entity to which the award is made and the basis of the award

This statement and the contract file shall provide sufficient information to satisfy an external audit.

Skilled and Trained Workforce

CSBA NOTE: Education Code 17250.25 requires the district to obtain an enforceable commitment that the contractor will comply with the requirements to use a skilled and trained workforce, as defined, in accordance with Public Contract Code 2600-2603. Pursuant to Public Contract Code 2600.5, failure to provide the notice described in Items #2d and 3 above does not excuse the district from the requirement to obtain an enforceable commitment that a contractor or other entity will use a skilled and trained workforce to complete a contract or project.

Pursuant to Public Contract Code 2602, as amended by SB 1162 (Ch. 882, Statutes of 2024), the monthly compliance report is required to include the full name of, and identify the apprenticeship program name, location, and graduation date of, each worker relied upon to satisfy the apprenticeship graduation percentage requirements of Public Contract Code 2601.

A design-build entity shall not be prequalified or short-listed unless the entity provides an enforceable commitment to the district that the entity and its subcontractors at every tier will use a skilled and trained workforce to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. The entity may demonstrate such commitment through a project labor agreement, by becoming a party to the district's project labor agreement, or through an agreement with the district to provide evidence of compliance on a monthly basis during the performance of the project or contract. (Education Code 17250.25, 17250.62; Public Contract Code 2602)

Skilled and trained workforce means that all the workers performing the work are either skilled journeypersons or apprentices registered in a state-approved apprenticeship program. At least 60 percent of the skilled journeypersons employed to perform the work shall be graduates of an apprenticeship program for the applicable occupation or at least 60 percent of the hours worked by skilled journeypersons shall be performed by graduates of an apprenticeship program, with the exception of work performed in the following occupations, which are subject to a 30 percent threshold: (Public Contract Code 2601)

1. Acoustical installer
2. Bricklayer
3. Carpenter
4. Cement mason
5. Drywall installer or lather
6. Marble mason, finisher, or setter
7. Modular furniture or systems installer
8. Operating engineer
9. Pile driver
10. Plasterer, roofer, or waterproofer
11. Stone mason
12. Surveyor
13. Teamster
14. Terrazzo worker or finisher
15. Tile layer, setter, or finisher

If the contractor fails to provide the monthly report demonstrating compliance with the skilled and trained workforce requirements or provides an incomplete report, the district shall withhold further payments until a complete report is provided. If a report does not demonstrate compliance with the skilled and trained workforce requirements, the district shall withhold further payments until the contractor provides a sufficient plan to achieve substantial

compliance with respect to the relevant apprenticeable occupation, prior to completion of the contract or project. Additionally, the district shall forward to the Labor Commissioner a copy of the monthly report, any plan to achieve compliance, and the district's response to that plan. (Public Contract Code 2602)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

Ed. Code 17250.10-17250.52

Ed. Code 17250.60-17250.69

Pub. Cont. Code 2600-2603

Description

Design-build contracts

Alternative design-build contracts

Skilled and trained workforce requirements

Management Resources

Website

Website

Website

Website

Description

CSBA District and County Office of Education Legal Services

California Association of School Business Officials

California Department of Education, School Facilities

CSBA

Cross References

3311

3311

3312

7000

7110

7140

7140

Description

Bids

Bids

Contracts

Concepts And Roles

Facilities Master Plan

Architectural And Engineering Services

Architectural And Engineering Services

Policy 3470: Debt Issuance And Management

Status: ADOPTED

Original Adopted Date: 12/01/2016 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

CSBA NOTE: Government Code 8855 mandates that the Governing Board adopt a debt management policy prior to issuing any debt, such as general obligation bonds, tax and revenue anticipation notes (TRANS), and certificates of participation. The policy is required to include (1) the purposes for which the debt proceeds may be used, (2) the types of debt that may be issued, (3) the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable, (4) policy goals related to the district's planning goals and objectives, and (5) internal control procedures to ensure that the proceeds of the proposed debt issuance will be directed to the intended use. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel, and their financial advisor, in developing this policy. The following policy should be revised to reflect district practice.

The Governing Board is committed to long-term capital and financial planning and recognizes that the issuance of debt is a key source for funding the improvement and maintenance of school facilities and managing cash flow. Any debt issued by the district shall be consistent with law and this policy.

CSBA NOTE: Article 16, Section 18 of the California Constitution contains the basic "debt limitation" which places constraints on discretionary borrowing applicable to school districts. Under the "traditional authority," districts may authorize the issuance of general obligation bonds if approved by two-thirds of the electorate. Under Proposition 39, the district may authorize the issuance of general obligation bonds for the specific purpose of construction, reconstruction, rehabilitation, or replacement of school facilities if approved by 55 percent of the electorate. Lease financings, such as certificates of participation, are not considered "indebtedness" for purposes of the Constitutional debt limitation and are not subject to voter approval. For more information regarding general obligation bonds, see BP/AR 7214 - General Obligation Bonds, and for public debt financing options, see the California Debt and Investment Advisory Commission's (CDIAC), "California Debt Issuance Primer."

The district shall not enter into indebtedness or liability that in any year exceeds the income and revenue provided for such year, unless two-thirds of the voters approve the obligation or one of the exceptions specified in law applies.

When the Board determines that it is in the best interest of the district, the Board may issue debt or order an election to issue debt. The Superintendent or designee shall make recommendations to the Board regarding appropriate financing methods for capital projects or other projects that are authorized purposes for debt issuance. When approved by the Board and/or the voters as applicable, the Superintendent or designee shall administer and coordinate the district's debt issuance program and activities, including the timing of issuance, sizing of issuance, method of sale, structuring of the issue, communication with the public, and marketing strategies.

CSBA NOTE: Pursuant to 15 USC 78o-4 (Section 15B of Securities Exchange Act of 1934), any financial advisor retained by the district is required to be duly registered with both the Securities Exchange Commission (SEC) and the Municipal Securities Rulemaking Board (MSRB) and to additionally hold any certifications and/or licenses required by the SEC and/or MSRB.

The Superintendent or designee shall retain a financial advisor, municipal advisor, investment advisor, and/or other financial services professionals as needed to assist with the structuring of the debt issuance and to provide general advice on the district's debt management program, financing options, investments, and compliance with legal requirements. Contracts for services provided by such advisors may be for a single transaction or for multiple transactions, consistent with the contracting requirements in Education Code 17596. In the event that the district issues debt through a negotiated sale, underwriters may be selected for multiple transactions if multiple issuances are planned for the same project. Additionally, the district shall select a legal team on an as-needed basis to assist with debt issuances or special projects.

Goals

CSBA NOTE: Government Code 8855 requires that the district's debt management policy includes policy goals related to the district's planning goals and objectives. The following section should be revised to reflect district goals.

The district's debt issuance activities and procedures shall be aligned with the district's vision and goals for providing adequate facilities and programs that support student learning and well-being. When issuing debt, the district shall ensure that it:

1. Maintains accountability for the fiscal health of the district, including prudent management and transparency of

the district's financing programs

2. Attains the best possible credit rating for each debt issue in order to reduce interest costs, within the context of preserving financial flexibility and meeting capital funding requirements
3. Takes all practical precautions and proactive measures to avoid any financial decision that will negatively impact current credit ratings on existing or future debt issues
4. Maintains effective communication with rating agencies and, as appropriate, credit enhancers such as bond insurers or other providers of credit or liquidity instruments in order to enhance the creditworthiness, liquidity, or marketability of the debt
5. Monitors the district's statutory debt limit in relation to assessed valuation within the district and the tax burden needed to meet long-term debt service requirements
6. When determining the timing of debt issuance, considers market conditions, cash flows associated with repayment, and the district's ability to expend the obtained funds in a timely, efficient, and economical manner consistent with federal tax laws
7. Determines the amortization (maturity) schedule which will fit best within the overall debt structure of the district at the time the new debt is issued
8. Considers the useful lives of assets funded by the debt issue, as well as repair and replacement costs of those assets to be incurred in the future
9. Preserves the availability of the district's general fund for operating purposes and other purposes that cannot be funded by the issuance of voter-approved debt
10. Meets the ongoing obligations and accountability requirements associated with the issuance and management of debt under state and federal tax and securities laws

Authorized Purposes for the Issuance of Debt

CSBA NOTE: Government Code 8855 requires that the district's debt management policy include the purposes for which debt proceeds may be used. The following section should be revised to reflect purposes that the Board has determined may be appropriate purposes for issuing debt in the district.

The district may issue debt for any of the following purposes:

1. To pay for the cost of capital improvements, including acquiring, constructing, reconstructing, rehabilitating, replacing, improving, extending, enlarging, and/or equipping district facilities
2. To refund existing debt
3. To provide for cash flow needs

Pursuant to Government Code 53854, general operating costs, including, but not limited to, items normally funded in the district's annual operating budget, shall not be financed from debt payable later than 15 months from the date of issuance. The district may deem it desirable to finance cash flow requirements under certain conditions so that available resources better match expenditures within a given fiscal year. To satisfy both state constitutional and statutory constraints, such cash flow borrowing shall be payable from taxes, income, revenue, cash receipts, and other moneys attributable to the fiscal year in which the debt is issued.

Authorized Types of Debt

CSBA NOTE: Government Code 8855 requires that the district's debt management policy include the types of debt that may be issued. The following section should be revised to reflect the types of debt instruments authorized by the Board.

The Superintendent or designee shall recommend to the Board potential financing method(s) that result in the highest benefit to the district, with the cost of staff and consultants considered. Potential financing sources may include:

1. Short-Term Debt

- a. Short-term debt, such as tax and revenue anticipation notes (TRANs), when necessary to allow the district to meet its cash flow requirements (Government Code 53850-53858)
- b. Bond anticipation notes (BANs) to provide interim financing for capital bond projects that will ultimately be paid from general obligation bonds (Education Code 15150)
- c. Grant anticipation notes (GANs) to provide interim financing pending the receipt of grants and/or loans from the state or federal government that have been appropriated and committed to the district (Government Code 53859-53859.08)

2. Long-Term Debt

CSBA NOTE: The California Constitution, Article 13A, Sections 1(b)(2) and 1(b)(3), Education Code 15100-15262 and 15264-15276, and Government Code 53506-53509.5 authorize the district to issue general obligation bonds requiring either two-thirds voter approval or 55 percent voter approval, subject to specific accountability requirements. Voter-approved general obligation bonds typically provide the lowest cost of borrowing and, by providing for the levy of additional ad valorem property taxes to service the debt, do not impact the district's general fund. For requirements pertaining to the issuance of general obligation bonds, see BP/AR 7214 - General Obligation Bonds.

- a. General obligation bonds for projects approved by voters (Education Code 15100-15262, 15264-15276; Government Code 53506-53509.5)

CSBA NOTE: Districts may establish a community facilities district for school facility purposes in accordance with the Mello-Roos Community Facilities Act (Government Code 53311-53368.3). The boundaries of the Mello-Roos district may include the entire school district, but usually include only a portion of the district, such as an area with new housing developments. The bonds sold by the community facilities district are paid for by a special tax on the properties within that community facilities district's boundaries. For more information regarding community facilities districts, see BP 7212 - Mello-Roos Districts.

- b. Special tax bonds issued pursuant to the Mello-Roos Community Facilities Act of 1982 (Government Code 53311-53368.3)

3. Lease financing, including certificates of participation (COPs)

- a. Lease financing to fund the highest priority capital equipment purchases when pay-as-you-go financing is not feasible (Education Code 17450-17453.1)

CSBA NOTE: Authority for lease financings is based in part on judicial rulings finding that leases that meet certain conditions do not constitute indebtedness subject to a vote of the electorate.

- b. Lease financing to fund facilities projects when there is insufficient time to obtain voter approval or in instances where obtaining voter approval is either not feasible or unavailable (Education Code 17400-17429)

4. Special financing programs or structures offered by the federal or state government when the use of such programs or structures is determined to result in sufficiently lower financing costs compared to traditional tax-exempt bonds and/or COPs (Government Code 53700-53706)

5. Temporary borrowing or short-term transfers from other sources, including the following: (Education Code 42620, 42621; Government Code 53820-53833, 53850-53858)

- a. When the district lacks sufficient funds to meet its current expenses:
 - i. Transfers of funds from the County Treasurer up to 85 percent of the amount of money that will accrue to the district within the fiscal year
 - ii. Transfers of funds from the county school service fund up to 85 percent of the money accruing to the district at the time of transfer, to be repaid before June 30 of the current fiscal year

b. Temporary borrowing from other sources

CSBA NOTE: Government Code 8855 requires that the district's debt management policy include the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable. The following section should be revised to reflect district practice.

COPs, TRANs, revenue bonds, or any other non-voter approved debt instrument shall not be issued by the district in any fiscal year in which the district has a qualified or negative certification, unless the County Superintendent of Schools determines, pursuant to criteria established by the Superintendent of Public Instruction, that the district's repayment of that indebtedness is probable. (Education Code 42133)

Relationship of Debt to District Facilities Program and Budget

CSBA NOTE: Government Code 8855 requires that the district's debt management policy includes the relationship of the debt to, and integration with, the district's capital improvement program or budget, if applicable. The following section should be revised to reflect district practice.

Decisions regarding the issuance of debt for the purpose of financing capital improvement shall be aligned with current needs for acquisition, development, and/or improvement of district property and facilities as identified in the district's facilities master plan or other applicable needs assessment, the projected costs of those needs, schedules for the projects, and the expected resources.

CSBA NOTE: The following paragraph is optional.

The cost of debt issued for major capital repairs or replacements shall be evaluated against the potential cost of delaying such repairs and/or replacing such facilities.

When considering a debt issuance, the Board and the Superintendent or designee shall evaluate both the short-term and long-term implications of the debt issuance and additional operating costs associated with the new projects involved. Such evaluation may include, but is not limited to, the projected ratio of annual debt service to the tax burden on the district's taxpayers and the ratio of annual debt service secured by the general fund to general fund expenditures.

The district may enter into credit enhancement agreements such as municipal bond insurance, surety bonds, letters of credit, and lines of credit with commercial banks, municipal bond insurance companies, or other financial entities when their use is judged to lower borrowing costs, eliminate restrictive covenants, or have a net economic benefit to the financing.

Structure of Debt Issues

The district shall consider the overall impact of the current and future debt burden of the financing when determining the duration of the debt issue.

The district shall design the financing schedule and repayment of debt so as to take best advantage of market conditions, ensure cost effectiveness, provide flexibility, and, as practical, recapture or maximize its debt capacity for future use. Principal amortization will be structured to meet debt repayment, tax rate, and flexibility goals.

CSBA NOTE: Education Code 15102 and 15268 limit the principal portion of the district's total outstanding bonded debt to 1.25 percent of the assessed valuation of the taxable property of a non-unified district. Education Code 15106 and 15270 limit the principal portion of the district's total outstanding bonded debt to 2.5 percent of the assessed valuation of the taxable property of a unified district. Consequently, the issuance of new debt is limited when the district has total bonded indebtedness in excess of the applicable percentage of the assessed valuation in the district. TRANs and lease payment obligations in support of COPs generally do not count against this limit except as provided in Education Code 17422.

For new money debt issuances for capital improvements, the district shall size the debt issuance with the aim of funding capital projects as deemed appropriate by the Board, as long as the issuance is consistent with the overall financing plan, does not exceed the amount authorized by voters, and, unless a waiver is sought and received from the state, will not cause the district to exceed the limitation on debt issuances specified in the California Constitution or Education Code 15102, 15106, 15268, and 15270.

To the extent practicable, the district shall also consider credit issues, market factors, and tax law when sizing the district's bond issuance. The sizing of refunding bonds shall be determined by the amount of money that will be required to cover the principal of, any accrued interest on, and any redemption premium for the debt to be paid on

the call date and to cover appropriate financing costs.

Any general obligation bond issued by the district shall mature within 40 years of the issuance date or as otherwise required by law. (Government Code 53508.6)

The final maturity of equipment or real property lease obligations will be limited to the useful life of the assets to be financed but, with respect to a lease purchase of equipment, no longer than a period of 10 years. (Education Code 17452)

Method of Sale

For the sale of any district-issued debt, the Superintendent or designee shall recommend the method of sale which is most cost-effective, that has the potential to achieve the lowest financing cost, and/or generates other benefits to the district. Potential methods of sale include:

1. A competitive bidding process through which the award is based on, among other factors, the lowest offered true interest cost
2. Negotiated sale, subject to approval by the district to ensure that interest costs are in accordance with comparable market interest rates
3. Private placement sale, when the financing can or must be structured for a single or limited number of purchasers or where the terms of the private placement are more beneficial to the district than either a negotiated or competitive sale

Before any sale of bonds, the Board shall adopt a resolution stating the Board's express approval of the method of sale and a statement of the reasons for the method of sale selected. (Education Code 15146)

Investment of Proceeds

The district shall actively manage the proceeds of debt issued for public purposes in a manner that is consistent with state law governing the investment of public funds and with the permitted securities covenants of related financing documents executed by the district. Where applicable, the district's official investment policy and legal documents for a particular debt issuance shall govern specific methods of investment of bond-related proceeds. Preservation of principal shall be the primary goal of any investment strategy, followed by the availability of funds and then by return on investment.

CSBA NOTE: Pursuant to Education Code 15146, the proceeds of the sale of bonds, exclusive of any premium received, are required to be deposited in the county treasury to the credit of the building fund of the district. Additionally, Education Code 15146 prohibits districts from withdrawing proceeds from the sale of bonds at any time for purposes of making investments outside the county treasury.

With regard to general obligation bonds, the district shall invest new money bond proceeds in the county treasury pool as required by law. (Education Code 15146)

The management of public funds shall enable the district to respond to changes in markets or changes in payment or construction schedules so as to ensure liquidity and minimize risk.

Refunding/Restructuring

CSBA NOTE: The following section may be revised to reflect district practice. The Government Finance Officers Association's (GFOA), "Best Practices: Refunding Municipal Bonds," states that a test often used to assess the appropriateness of a refunding is the achievement of a minimum net present value savings. According to the GFOA, a common threshold is that the savings, as a percentage of the refunding bonds, should be at least 3-5 percent. However, the GFOA recognizes that it may be appropriate to approve refunding that results in lower anticipated savings in some circumstances, such as when interest rates are at low levels or the time remaining to maturity is limited and thus future opportunities to achieve greater savings are not likely to occur.

The district may consider refunding or restructuring outstanding debt if it will be financially advantageous or beneficial for debt repayment and/or structuring flexibility. When doing so, the district shall consider the maximization of the district's expected net savings over the life of the debt issuance and, when using a general obligation bond to refund an existing bond, shall ensure that the final maturity of the refunding bond is no longer than the final maturity of the existing bond.

Internal Controls

CSBA NOTE: Government Code 8855 requires that the district's debt management policy include the internal control procedures that the district has implemented or will implement to ensure that the proceeds of the proposed debt issuance will be directed to the intended use. Examples of internal control standards for the management of bond funds are contained in the U.S. Government Accountability Office's, "Standards for Internal Control in the Federal Government." These include factors related to the internal control environment, risk assessment, control activities, information and communications, and monitoring. Because internal controls and accountability measures may be lengthy, districts may choose to develop an administrative regulation, exhibit, or other document that provides further details and that may be updated as needed. For more information regarding the effective management of the district's assets and resources, see BP 3400 - Management of District Assets/Accounts. The following section should be revised to reflect district practice.

The Superintendent or designee shall establish internal control procedures to ensure that the proceeds of any debt issuance are directed to the intended use. Such procedures shall assist the district in maintaining the effectiveness and efficiency of operations, properly expending funds, reliably reporting debt incurred by the district and the use of the proceeds, complying with all laws and regulations, preventing fraud, and avoiding conflict of interest.

The district shall be vigilant in using bond proceeds in accordance with the stated purposes at the time such debt was incurred as defined in the text of the voter-approved bond measure. (Government Code 53410)

When feasible, the district shall issue debt with a defined revenue source in order to preserve the use of the general fund for general operating purposes.

The district shall annually conduct a due diligence review to ensure its compliance with all ongoing obligations applicable to issuers of debt. Such a review may be conducted by general legal counsel or bond counsel. Any district personnel involved in conducting such reviews shall receive periodic training regarding their responsibilities.

Additionally, the Superintendent or designee shall ensure that the district completes, as applicable, all performance and financial audits that may be required for any debt issued by the district, including disclosure requirements applicable to a particular transaction.

Records/Reports

CSBA NOTE: Government Code 8855 requires that the district report any proposed issuance of debt to the CDIAC at least 30 days prior to the sale of the debt issue. Typically, bond counsel will file the report on behalf of the district. Government Code 8855 requires that the report includes a certification that the district has adopted a debt policy and that the issuance is consistent with that policy.

At least 30 days prior to the sale of any debt issue, the Superintendent or designee shall submit a report of the proposed issuance to the California Debt and Investment Advisory Commission (CDIAC). Such report shall include a self-certification that the district has adopted a policy concerning the use of debt that complies with law and that the contemplated debt issuance is consistent with that policy. (Government Code 8855)

CSBA NOTE: Pursuant to Government Code 8855, the district is required to report any final sale of debt to CDIAC. The report covers the period from July 1 to June 30, and is required to be submitted electronically on a form provided by CDIAC within seven months of the end of the reporting period (January 31).

Following a bond issuance, by each subsequent January 31, the district shall submit an annual report to CDIAC that consists of the following information for a reporting period of the prior July 1 to June 30, inclusive: (Government Code 8855)

1. The debt authorized, issued, authorized but unissued, and debt for which authorization has lapsed during the reporting period
2. The principal balance at the beginning of the reporting period, the principal paid during the reporting period, and the remaining principal outstanding at the end of the reporting period
3. The use of proceeds of issued debt including the amount of proceeds available at the beginning of the reporting period, the proceeds spent during the reporting period and the purposes for which they were spent, and the proceeds remaining at the end of the reporting period

CSBA NOTE: Pursuant to 17 CFR 240.15c2-12, most financings are required to have official disclosure statements

which include the terms of the bond, security, risk factors, financial and operating information concerning the issuer, and background information. Additionally, districts are required to provide ongoing disclosure in the form of annual reports and event notices pursuant to 17 CFR 240.15c2-12. Such disclosures are required to be made to the MSRB through its Electronic Municipal Market Access repository or any successor repository, as well as to investors and other persons or entities entitled to disclosure. For further information, see CDIAC's, "California Debt Issuance Primer," and GFOA's, "Understanding Your Continuing Disclosure Requirements."

The Superintendent or designee shall provide initial and any annual or ongoing disclosures required by 17 CFR 240.10b-5 and 240.15c2-12 to the Municipal Securities Rulemaking Board, investors, and other persons or entities entitled to disclosure, and shall ensure that the district's disclosure filings are updated as needed.

CSBA NOTE: 26 CFR 1.6001-1 requires districts to retain records for as long as the contents thereof are material in the administration of any internal revenue law. Records related to debt issuance may affect tax liability in both past and future tax years. In order to be consistent with specific record retention requirements, the Internal Revenue Service's (IRS), "Tax Exempt Bond FAQs Regarding Record Retention Requirements," available on IRS's website, recommends that material records should be kept for as long as the debt is outstanding, plus three years after the final payment of the debt. Although the IRS recommendation is specific to tax-exempt bonds, districts should also retain records related to other forms debt issuance for the same length of time.

The Superintendent or designee shall maintain transaction records of decisions made in connection with each debt issuance, including the selection of members of the financing team, the structuring of the financing, selection of credit enhancement products and providers, and selection of investment products. Each transaction file shall include the official transcript for the financing, interest rates and cost of issuance on the day when the debt was sold ("final number runs"), and a post-pricing summary of the debt issue. Additionally, documentation evidencing the expenditure of proceeds, the use of debt-financed property by public and private entities, all sources of payment or security for the debt, and investment of proceeds shall be kept for as long as the debt is outstanding, plus the period ending three years after the financial payment date of the debt or the final payment date of any obligations or series of bonds issued to refund directly or indirectly all of any portion of the debt, whichever is later.

The Superintendent or designee shall annually report to the Board regarding debt issued by the district, including information on actual and projected tax rates, an analysis of bonding capacity, ratings on the district's bonds, market update and refunding opportunities, new development for California bond financings, and the district's compliance with post-issuance requirements.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
CA Constitution Article 13A, Section 1	<u>Tax limitation</u>
CA Constitution Article 16, Section 18	<u>Debt limit</u>
Ed. Code 15100-15262	<u>Bonds for school districts and community college districts</u>
Ed. Code 15264-15276	<u>Strict accountability in local school construction bonds</u>
Ed. Code 15278-15288	<u>Citizen's oversight committees</u>
Ed. Code 15300-15425	<u>School facilities improvement districts</u>
Ed. Code 17150	<u>Public disclosure of non-voter-approved debt</u>
Ed. Code 17400-17429	<u>Leasing of school buildings</u>
Ed. Code 17450-17453.1	<u>Leasing of equipment</u>
Ed. Code 17456	<u>Sale or lease of district property</u>
Ed. Code 17596	<u>Limit on continuing contracts</u>
Ed. Code 42130-42134	<u>Financial reports and certifications</u>
Ed. Code 42620	<u>Transfer of county funds to district credit to meet current maintenance expenses</u>
Ed. Code 42621	<u>Temporary transfers to school districts or charter schools from county school service fund; repayment</u>
Ed. Code 5300-5441	<u>Conduct of elections</u>

Policy 4000: Concepts And Roles

Status: ADOPTED

Original Adopted Date: 01/01/1985 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

The Governing Board believes that the academic achievement, personal growth, and well-being of district students, and the success of district programs, hinges on district personnel. The Board desires to establish safe and supportive working conditions that will attract and retain staff members who are highly qualified and dedicated to the education and welfare of students.

The Board recognizes that every employee has a role in the district's successful operation. The Board encourages all district employees to express their ideas, concerns, and proposals related to the improvement of working conditions and the total educational program. The district's personnel policies and related regulations shall be designed to ensure a supportive, positive climate and shall be consistent with collective bargaining agreements and in conformance with state and federal law and regulations.

CSBA NOTE: The California Labor Management Initiative's, "Resource Guidebook: Building Partnerships to Create Great Public Schools," is a tool for building collaborative practices between administrators, bargaining unit leaders, and Governing Board members, and provides guidance to support education leaders in developing deeper labor-management partnerships that benefit students, staff, and the community.

The district's relationship with its collective bargaining units is critical to enhancing organizational effectiveness and improving student outcomes. Whenever possible, it is the intent of the Board that the district communicate and collaborate regularly with the representatives of collective bargaining units to resolve conflict.

As the legal representative of the district in negotiations with employee representatives, the Board shall set goals and guidelines for collective bargaining and take action on any tentative agreement. Additionally, the Board, in conjunction with the Superintendent, shall select the district's bargaining team and maintain communications with the negotiating team during the bargaining process.

Terms and conditions of employment which have been negotiated and stated in employee contracts shall have the force of policy. The Board shall hear employee complaints and appeals when such hearings are in accordance with Board policy or negotiated agreements. Additionally, the Board shall adopt wage and salary schedules and shall commit budget funds for staff development so that staff members may continue developing their skills.

The Superintendent has responsibility for overseeing district personnel. To support this effort, the Board shall approve a framework for sound hiring practices. The Superintendent shall nominate all personnel for employment, and the Board shall approve only those persons so recommended. Individuals who approach Board members regarding prospective employment shall be referred to the Superintendent or designee.

The Superintendent or designee shall assign and supervise the work of all employees and shall evaluate their work in accordance with all applicable collective bargaining agreements and any accountability systems approved by the Board. Additionally, the Superintendent or designee shall recommend disciplinary action which the Board may take against employees when warranted pursuant to Board policy, administrative regulations, and/or state or federal law.

The Superintendent or designee shall establish procedures whereby the Superintendent or designee will receive and consider employee suggestions and submit them, when appropriate, for consideration by the Board.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 35020	Duties of employees fixed by governing board
Ed. Code 35035	Powers and duties of the superintendent; transfer authority
Ed. Code 35160	Authority of governing boards
Gov. Code 3540-3549.3	Educational Employment Relations Act

Management Resources	Description
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Policy 5000: Concepts And Roles

Status: ADOPTED

Original Adopted Date: 05/01/1985 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

The Governing Board desires to create a safe school environment and positive school climate that promotes student welfare and academic achievement. Additionally, the Board recognizes that student services offered by the district play an integral role in the academic achievement and emotional well-being of district students. In addition, the Board expects students to engage in learning opportunities offered by the district by demonstrating regular attendance and completing assigned work in a timely and diligent manner, while maintaining appropriate conduct and respect for others.

The Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and has high expectations for staff and student conduct, responsible behavior, and respect for others, in accordance with Board Policy 0450 - Comprehensive Safety Plan.

The Board is fully committed to providing equal educational opportunities and maintaining schools that are free from discrimination. The Board shall not tolerate the intimidation or harassment of any student for any reason, including discriminatory harassment, intimidation, and/or bullying, in accordance with Board Policy 0410 - Nondiscrimination in District Programs and Activities and Board Policy/Administrative Regulation 5145.3 - Nondiscrimination/Harassment.

The Superintendent or designee shall establish and inform parents/guardians and students about school and district rules and regulations related to attendance, health examinations, records, grades, and student conduct. When conducting hearings related to discipline, attendance, and other student matters, the Board shall afford students their due process rights in accordance with law and applicable Board policies and administrative regulations.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
CA Constitution Article I, Section 28	Declaration of rights
Ed. Code 35160	<u>Authority of governing boards</u>
Ed. Code 35160.1	<u>Broad authority of school districts</u>
Ed. Code 35291-35291.5	<u>Rules</u>

Management Resources	Description
Website	<u>CSBA District and County Office of Education Legal Services</u>

Cross References	Description
0410	<u>Nondiscrimination In District Programs And Activities</u>
0450	<u>Comprehensive Safety Plan</u>
0450	<u>Comprehensive Safety Plan</u>
3452	<u>Student Activity Funds</u>
5113	<u>Absences And Excuses</u>
5113	<u>Absences And Excuses</u>
5125	<u>Student Records</u>
5125	<u>Student Records</u>
5131	<u>Conduct</u>
5137	<u>Positive School Climate</u>
5144	<u>Discipline</u>

Policy 5020: Parent Rights And Responsibilities

Status: ADOPTED

Original Adopted Date: 02/01/1999 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

The Governing Board recognizes that parents/guardians of district students have certain rights as well as responsibilities related to the education of their children.

CSBA NOTE: Pursuant to Education Code 51101, each Governing Board is mandated to adopt policy, jointly developed with parents/guardians, including parents/guardians whose primary language is not English, that outlines how parents/guardians, school staff, and students may share the responsibility for continuing the intellectual, physical, emotional, and social development and well-being of students at each school site. Such policy is required to include (1) the means by which the school and parents/guardians may help students achieve academic and other standards of the school, (2) a description of the school's responsibility to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the school, and (3) the manner in which parents/guardians may support the learning environment of their children, including, but not limited to, the responsibilities as detailed in the accompanying administrative regulation.

The following should be revised, so long as done so in accordance with law, to reflect the policy jointly developed with parents/guardians.

The Board believes that the district's relationship with parents/guardians is one of mutual support and respect. The Superintendent or designee shall work with parents/guardians, including parents/guardians of English learners, to determine appropriate roles and responsibilities of parents/guardians for continuing the intellectual, physical, emotional, and social development and well-being of their students, including the means by which the district and parents/guardians can help their students achieve academic and other standards of the district.

Within this framework, the district's primary responsibility shall be to provide a high-quality curriculum and instructional program in a supportive and effective learning environment that enables all students to meet the academic expectations of the district.

Parents/guardians shall have the opportunity to work with schools in a mutually supportive and respectful partnership and to help their children succeed in school. (Education Code 51100)

The Superintendent or designee shall ensure that district staff understand the rights of parents/guardians afforded by law, Board policy, and administrative regulation, and follow acceptable practices that respect those rights.

CSBA NOTE: Districts are required to annually provide parents/guardians with notice of their rights pursuant to the Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g; 34 CFR 99.1-99.8). For more information regarding annual notifications to parents/guardians, see BP/E(1) 5145.6 - Parent/Guardian Notifications.

The Superintendent or designee shall ensure that parents/guardians receive notification regarding their rights, including, but not limited to, their rights in accordance with 20 USC 1232g and 34 CFR 99.1-99.8, the federal Family Educational Rights and Privacy Act (FERPA), and as specified in Board Policy/Exhibit (1) 5145.6 - Parent/Guardian Notifications.

CSBA NOTE: Districts are required to teach certain instructional content. For example, Education Code 51204.5 requires instruction in social sciences to include a study of the role and contributions of specified groups of people to the economic, political, and social development of California and the United States of America, which includes people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) Americans, and members of other ethnic, cultural, religious, and socioeconomic status groups. Additionally, pursuant to Education Code 243 and 51501, the Board may not prohibit the continued use of an appropriately adopted textbook, instructional material, or curriculum on the basis that it contains inclusive or diverse perspectives

State law requires districts to provide parents/guardians notice and the opportunity to opt their students out of certain instruction, in some instances only based on religious beliefs and in other instances for any basis. For more information, see BP/AR 6142.1 -- Sexual Health And HIV/AIDS Prevention Instruction.

Additionally, in June 2025, the U.S. Supreme Court, in *Mahmoud v. Taylor*, held that the First Amendment prohibited a district from including LGBTQ storybooks as part of elementary school instruction without providing parents with notice and the ability to opt their students out of that instructional content on the grounds that the

storybooks substantially interfered with the religious development of their children. The court's reasoning may be interpreted to apply to other instructional content that parents/guardians could view as substantially interfering with the religious development of their children. In addition, the court's holding emphasized that the question of whether certain instructional content substantially interferes with the religious development of a student will always be fact-intensive. For more information, see BP/AR 6141.2 - Recognition of Religious Beliefs and Customs.

In light of Mahmoud and the existence of some statutorily required opt-outs and the requirement to teach certain content, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when determining the instructional content for which parents/guardians may opt their students out, creating opt-out procedures, and evaluating opt-out requests.

When required by law, Board policy, or administrative regulation, the district shall notify parents/guardians that they may request to opt their student out of certain instruction. Students for whom the district has approved the opt out shall be offered an alternative activity of similar educational value.

CSBA NOTE: Education Code 51101.1 provides that parents/guardians be afforded all rights pursuant to Education Code 51100-51140, regardless of English fluency, and grants additional rights for parents/guardians of English learners. See the accompanying administrative regulation.

Additionally, Education Code 51101.1 requires the district to take all reasonable steps to ensure that parents/guardians of English language learners are notified of the rights and opportunities available to them in English and in their home language pursuant to Education Code 48985. Education Code 48985 provides that when 15 percent or more of students enrolled in a school speak a single primary language other than English, all notices and reports sent to the parents/guardians of these students are required to also be written in the primary language and may be answered by the parent/guardian in either language.

In addition, Education Code 51101.1 encourages those districts with a substantial number of English learners to establish parent centers with district staff who can communicate with the parents/guardians and to encourage their participation in the district's educational programs.

The Superintendent or designee shall take all reasonable steps to ensure that all parents/guardians who speak a language other than English are properly notified in English, and in their home language, of the rights and opportunities available to them pursuant to Education Code 48985. (Education Code 51101.1)

The Superintendent or designee may establish a parent center at a school with a substantial number of students with a home language other than English, to encourage parent/guardian understanding of, and participation in, their children's educational programs. (Education Code 51101.1)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 220.3	Prohibition of requiring employee or contractor to disclose information related to student's sexual orientation, gender identity, or gender expression
Ed. Code 243	Refusal of approval or prohibition of instructional materials
Ed. Code 33126	School accountability report card
Ed. Code 35291	Rules
Ed. Code 48070.5	Promotion and retention of students
Ed. Code 48985	Notices to parents/guardian in language other than English
Ed. Code 49091.10-49091.19	Parental review of curriculum and instruction
Ed. Code 49602	Counseling and confidentiality of student information
Ed. Code 51100-51140	Parent/guardian rights
Ed. Code 51204.5	History of California; contributions of people of all genders, ethnic, and cultural groups to development of state and nation
Ed. Code 51240	Excuse from health instruction due to conflicts with religious beliefs
Ed. Code 51501	Prohibited means of instruction; continued use of appropriately adopted materials

Regulation 5020: Parent Rights And Responsibilities

Status: ADOPTED

Original Adopted Date: 11/01/2002 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

Parent/Guardian Rights

CSBA NOTE: Education Code 49091.10-49091.19 and 51100-51102 specify explicit rights of parents/guardians regarding the education of their children, however, such rights may not conflict with a valid restraining order, protective order, or order for custody or visitation issued by a court. For more information about noncustodial parent rights, see BP 5021 - Noncustodial Parents.

Some of the rights specified in Education Code 49091.10-49091.19 and 51100-51102 may be addressed in other policies and regulations. However, districts may choose to adopt this separate section on parent/guardian rights in order to compile these provisions in one location as provided in the following optional section.

The rights of parents/guardians of district students include, but are not limited to, the following:

1. To observe, within a reasonable period of time after making the request, the classroom(s) in which their child is enrolled or for the purpose of selecting the school in which their child will be enrolled (Education Code 51101)

Parents/guardians may observe instructional and other school activities that involve their child in accordance with Board policy and administrative regulations adopted to ensure the safety of students and staff, prevent undue interference with instruction or harassment of school staff, and provide reasonable accommodation to parents/guardians. Upon written request by a parent/guardian, the Superintendent or designee shall arrange for parental observation of a class or activity in a reasonable time frame and in accordance with Board policy and administrative regulations. (Education Code 49091.10)

2. To meet, within a reasonable time of their request, with their child's teacher(s) and the principal (Education Code 51101)
3. Under the supervision of district employees, to volunteer their time and resources for the improvement of school facilities and school programs, including, but not limited to, providing assistance in the classroom with the approval, and under the direct supervision, of the teacher (Education Code 51101)
4. To be notified on a timely basis if their child is absent from school without permission (Education Code 51101)
5. To receive the results of their child's performance and the school's performance on standardized tests and statewide tests (Education Code 51101)

For parents/guardians of English learners, this right shall include the right to receive the results of their child's performance on the English language development test. (Education Code 51101.1)

6. To request a particular school for their child and to receive a response from the district (Education Code 51101)
7. To have a school environment for their child that is safe and supportive of learning (Education Code 51101)

CSBA NOTE: 20 USC 1232h, the Protection of Pupil Rights Act, mandates that any district receiving funds from a program administered by the U.S. Department of Education adopt a policy regarding, among other things, the right of parents/guardians to inspect instructional materials. See BP/AR 5022 - Student and Family Privacy Rights for language implementing this mandate. It is recommended that districts with questions about the inspection of instructional materials consult CSBA's District and County Office of Education Legal Services or district legal counsel.

8. To examine the curriculum materials of the class(es) in which their child is enrolled (Education Code 51101; 20 USC 1232h)

Parents/guardians may inspect, in a reasonable time frame, all primary supplemental instructional materials and assessments including textbooks, teacher's manuals, films, audio and video recordings, and software, stored by the classroom teacher. (Education Code 49091.10)

Each school site shall make available to parents/guardians and others, upon request, a copy of the prospectus for each course, including the titles, descriptions and instructional aims of the course. (Education Code

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49091.14)

The school may charge an amount not to exceed the cost of duplication if a hardcopy is created. (Education Code 49091.14)

CSBA NOTE: State law requires districts to provide parents/guardians notice and the opportunity to opt their students out of certain instruction, in some instances only based on religious beliefs and in other instances for any basis. For more information, see BP/AR 6142.1 -- Sexual Health And HIV/AIDS Prevention Instruction.

Additionally, in June 2025, the U.S. Supreme Court, in *Mahmoud v. Taylor*, held that the First Amendment prohibited a district from including lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) storybooks as part of elementary school instruction without providing parents with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children. The court's reasoning may be interpreted to apply to other instructional content that parents/guardians could view as substantially interfering with the religious development of their children. In addition, the court's holding emphasized that the question of whether certain instructional content substantially interferes with the religious development of a student will always be fact-intensive. For more information, see BP/AR 6141.2 - Recognition of Religious Beliefs and Customs.

In light of *Mahmoud* and the existence of some statutorily required opt-outs, and the requirement to teach certain content, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when determining the instructional content for which parents/guardians may opt their students out, creating opt-out procedures, and evaluating opt-out requests.

9. To be notified of the opportunity to opt their child out of certain instruction, as required by law (Education Code 51240, 51938)
10. To be informed of their child's progress in school and of the appropriate school personnel whom they should contact if problems arise with their child (Education Code 51101)
11. For parents/guardians of English learners, to support their child's advancement toward literacy (Education Code 51101.1)

The Superintendent or designee may make available, to the extent possible, surplus or undistributed instructional materials to parents/guardians pursuant to Education Code 60510. (Education Code 51101.1)

12. For parents/guardians of English learners, to be informed, through the school accountability report card, about statewide and local academic standards, testing programs, accountability measures, and school improvement efforts (Education Code 51101.1)

CSBA NOTE: Pursuant to Education Code 220.3, as added by AB 1955 (Ch. 95, Statutes of 2024), a district is prohibited from requiring an employee or contractor to disclose any information related to a student's sexual orientation, gender identity, or gender expression, including changing student records, to any other person without the student's consent unless otherwise required by state or federal law. For information regarding disclosure of student records, see BP/AR 5125 - Student Records. It is recommended that districts with questions regarding the disclosure of student records consult CSBA's District and County Office of Education Legal Services or district legal counsel.

13. To have access to the student records of their child (Education Code 51101)
14. To receive information concerning the academic performance standards, proficiencies, or skills their child is expected to accomplish (Education Code 51101)
15. To be informed in advance about school rules, including disciplinary rules and procedures in accordance with Education Code 48980, attendance policies, dress codes, and procedures for visiting the school (Education Code 51101)
16. To be notified, as early in the school year as practicable pursuant to Education Code 48070.5, if their child is identified as being at risk of retention, and of their right to consult with district personnel responsible for a decision to promote or retain their child and to appeal such a decision (Education Code 51101)
17. To receive notice and information about and to opt out of any psychological testing involving their child (Education Code 51101)

CSBA NOTE: 20 USC 1232h grants a parent/guardian the right to refuse to allow the parent/guardian's child to participate in a survey requesting personal information or information for marketing purposes. See AR 5022 - Student and Family Privacy Rights.

18. To receive notice and information about and to opt out of any assessment, analysis, evaluation, or monitoring of the quality or character of the student's home life, any form of parent/guardian screening or testing, any nonacademic home-based counseling program, parent/guardian training, or any prescribed family education service plan, and to inspect any survey collecting personal information (Education Code 49091.18; 20 USC 1232h)
19. To participate as a member of a parent advisory committee, school site council, or site-based management leadership team in accordance with any rules and regulations governing membership in these organizations (Education Code 51101)

For parents/guardians of English learners, this right shall include the right to participate in school and district advisory bodies in accordance with federal and state law and regulations. (Education Code 51101.1)
20. To question anything in their child's student record that the parent/guardian feels is inaccurate or misleading or is an invasion of privacy and to receive a response from the school (Education Code 51101)
21. To provide informed, written parental consent before their child is tested for a behavioral, mental, or emotional evaluation

A general consent, including medical consent used to approve admission to or involvement in a special education or remedial program or regular school activity, shall not constitute written consent for these purposes. (Education Code 49091.12)
22. For parents/guardians of English learners, to be given any required written notification, under any applicable law, in English and the student's home language pursuant to Education Code 48985 (Education Code 51101.1)

These rights shall be exercised in accordance with applicable Board policy and administrative regulation.

Parent Responsibilities

CSBA NOTE: Education Code 51101 requires that the policy adopted by the district include Items #1-7 below, except that Item #4 below has been expanded to include social media and other forms of online entertainment.

Parents/guardians may support the learning environment of their child by: (Education Code 51101)

1. Monitoring attendance of their child.
2. Ensuring that homework is completed and turned in on time
3. Encouraging their child to participate in extracurricular and cocurricular activities
4. Monitoring and prohibiting or regulating the use of social media and other forms of online entertainment viewed by their child
5. Working with their child at home in learning activities that extend the classroom learning
6. Volunteering in their child's classroom(s) or for other school activities
7. Participating in decisions related to the education of their own child or the total school program, as appropriate

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

Ed. Code 220.3

Description

Prohibition of requiring employee or contractor to disclose information related to student's sexual orientation, gender identity, or gender expression

Policy 5117: Interdistrict Attendance

Status: ADOPTED

Original Adopted Date: 12/01/2015 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

CSBA NOTE: The Education Code provides a number of options under which a district may enroll a student whose parent/guardian does not reside within district boundaries. Under an "interdistrict attendance permit" or "reciprocal agreement" pursuant to Education Code 46600-46610, a student may attend school in a different district when both the district of residence and the district of proposed attendance agree (Option 1 below). Alternatively, pursuant to Education Code 48300-48317, the Governing Board may declare the district to be a "school district of choice" willing to accept a specific number of interdistrict transfers into the district through a random selection process (Option 2 below). In order to maintain the integrity of the random selection process, it is recommended that a school district of choice not also accept transfers under the interdistrict attendance permit option except when extraordinary circumstances exist, as provided in Option 2 below. Districts that wish to use both sources of authority should consult CSBA's District and County Office of Education Legal Services or district legal counsel.

In addition to these options, pursuant to Education 48345, the Board is authorized, until July 1, 2029, to enter into an agreement with other local educational agencies (LEA) to offer courses and coursework to students from another LEA who have been impacted by disruptions or cancellations to specified courses, or teacher shortages to such courses. See "Instruction Collaboration Agreements," below.

Pursuant to Education Code 48204, a district may authorize a student whose parent/guardian is employed within district boundaries to attend a school in the district (Allen bill transfer); see AR 5111.1 - District Residency.

The Governing Board recognizes that parents/guardians of students who reside within the geographic boundaries of one district may, for a variety of reasons, desire to enroll their children in a school in another district. Student transfers into and out of the district shall be in accordance with law and as specified in this policy and accompanying administrative regulation.

OPTION 1: Interdistrict Attendance Agreements and Permits

CSBA NOTE: The following section is for use by districts that have entered into an agreement with one or more other districts to accept student transfers through interdistrict attendance permits pursuant to Education Code 46600-46610. Districts selecting this option should also select Option 1 in the accompanying administrative regulation.

The district may enter into an agreement with any other school district, for a term not to exceed five school years, for the interdistrict attendance of students who are residents of either district. (Education Code 46600)

CSBA NOTE: Education Code 46600 requires that the interdistrict attendance agreement specify the terms and conditions under which individual permits may be granted or denied. Additionally, pursuant to Education Code 46600, students who have been granted an interdistrict attendance permit are required to be allowed to continue to attend the school without having to reapply unless the agreement between the two districts contains specific agreed-upon standards for reapplication; see the accompanying administrative regulation. In addition, districts may include in the agreement the agreed-upon standards for revocation of students' interdistrict attendance. Examples of conditions that may result in revocation include falsification of information stated on the permit application, unsatisfactory attendance, continual disruption, or poor academic achievement.

The agreement shall specify the terms and conditions under which interdistrict attendance shall be permitted or denied. Additionally, it may contain standards agreed upon by both districts for reapplication and/or revocation of the student's permit. (Education Code 46600)

CSBA NOTE: Pursuant to Education Code 46600, it is the responsibility of the Superintendent or designee of the district of residence, subject to Board policies of the district of residence and terms of the agreement, to issue an individual permit verifying the district's approval of an interdistrict transfer out of the district. The permit shall become valid when endorsed by the Board's designee in the district of proposed enrollment.

See the accompanying administrative regulation for procedures to follow when the permit is denied.

When the request of a student seeking to transfer out of the district, or an individual permit verifying another district's approval for its student to transfer into the district, is received, the Superintendent or designee shall review, and approve or deny the request or permit based on the terms and conditions of the interdistrict attendance agreement.

OPTION 1 ENDS HERE

OPTION 2: School District of Choice Program

CSBA NOTE: The following section is for use by districts that elect to participate in the school district of choice program pursuant to Education Code 48300-48317. Pursuant to Education Code 48301, such a district must register as a school district of choice with the Superintendent of Public Instruction and County Board of Education before enrolling students under this option. Districts selecting this option should also select Option 2 in the accompanying administrative regulation.

SB 897 (Ch. 865, Statutes of 2024) repealed Education Code 48315 thereby extending the school district of choice program indefinitely.

The district has registered as a "school district of choice" in accordance with Education Code 48301.

The Board shall, by resolution, annually establish the number of students that will be accepted into the district through this program based on recommendations by the Superintendent or designee. Once established, the district shall accept all students who apply to transfer into the district until the district is at maximum capacity, as required pursuant to Education Code 48301.

CSBA NOTE: Education Code 48301 requires a random, unbiased process for selecting students who will be transferred through the school district of choice program and prohibits consideration of certain characteristics and factors in making the selections. Pursuant to Education Code 48301, family income may only be considered to the extent necessary to determine enrollment priority pursuant to Education Code 48306; see the accompanying administrative regulation.

Student transfer requests into the district shall be considered through an unbiased process that prohibits an inquiry into or evaluation or consideration of whether a student should be enrolled based upon the student's academic or athletic performance, physical condition, proficiency in English, any of the individual characteristics set forth in Education Code 200, or family income. (Education Code 48301)

If the number of transfer applications exceeds the number of transfers the Board has elected to accept, approval for transfer shall be determined by a random drawing held in public at a regularly scheduled Board meeting. (Education Code 48301)

CSBA NOTE: Because the school district of choice program requires a random selection process, it is recommended that participating districts not transfer students through the interdistrict attendance permit process described in Option 1 above, except under extraordinary circumstances. Such circumstances might include approving interdistrict attendance permits for students who are victims of an act of bullying. Such students are given priority for interdistrict attendance permits pursuant to Education Code 46600; see the accompanying administrative regulation.

Because the district admits students in accordance with the school district of choice program, the Superintendent or designee shall not approve a student's transfer into the district based on an individual interdistrict attendance permit, pursuant to Education Code 46600-46610, except under extraordinary circumstances.

The Superintendent or designee shall keep an accounting of all requests for transfer through the school district of choice program and a record of their disposition, including, but not limited to, all of the following: (Education Code 48313)

1. The number of requests granted, denied, or withdrawn and, for denied requests, the reason for the denial
2. The number of students transferred into and out of the district pursuant to this program

CSBA NOTE: Pursuant to Education Code 48313, as amended by SB 897, the accounting of requests for district of choice transfers is required to include foster youth and student experiencing homelessness status.

3. The race, ethnicity, gender, self-reported socioeconomic status, eligibility for free or reduced-price meals, foster youth status, student experiencing homelessness status, and the district of residence for each student transferred into or out of the district pursuant to this program
4. The number of students transferred into or out of the district pursuant to this program who are classified as English learners or students with disabilities

CSBA NOTE: Education Code 48311 authorizes, but does not require, a school district of choice to provide

transportation to participating students to the extent that the district provides transportation assistance to other students. See "Transportation" below. Item #5 may be deleted by districts that do not provide transportation.

5. As applicable, the number of students described in Items #3 and 4 above who are provided transportation assistance to a district school or program, and the total number of students provided transportation assistance, pursuant to the school district of choice program

The information specified in Items #1-5 above shall be reported to the Board at a regularly scheduled meeting. No later than October 15 of each year, the Superintendent or designee shall provide the same information for the current school year, as well as information regarding the district's status as a school district of choice in the upcoming school year, to each geographically adjacent school district, the county office of education, and the Superintendent of Public Instruction. (Education Code 48313)

CSBA NOTE: Pursuant to Education Code 48301, as amended by SB 897, compliance of all provisions of a district's school district of choice program are subject to the annual district audit conducted pursuant to Education Code 41020.

The district's compliance with all school district of choice program requirements shall be reviewed as part of the annual district audit conducted pursuant to Education Code 41020. (Education Code 48301)

OPTION 2 ENDS HERE

Instruction Collaboration Agreements

The district may, with Board approval, enter into an instruction collaboration agreement (ICA) with another school district, county office of education, or charter school for the district to offer the same or similar courses and coursework to students from another school district, county office of education, or charter school who have been impacted by any of the following: (Education Code 48345)

1. Disruptions or cancellations in science, technology, engineering, and mathematics (STEM) classes
2. Disruptions or cancellations in dual language immersion programs
3. Teacher shortages in STEM classes or dual language immersion programs

Prior to accepting students for classes for any of the reasons specified in Items #1-3 above, the Superintendent or designee shall, with Board approval, determine the maximum number of students that the district can accept for these purposes. The district shall accept students who apply until the district is at maximum capacity.

Students shall be transferred to this program through an unbiased process that prohibits an inquiry into, or evaluation or consideration of, whether a student should be authorized to participate in the course or coursework based upon the student's current academic or athletic performance, proficiency in English, physical condition, any of the individual characteristics specified in Education Code 200, or family income. If the number of applicants exceeds the number of seats available, the approval for participation shall be determined by a random public drawing at a regularly scheduled Board meeting. (Education Code 48345)

The Superintendent or designee shall publicly post information, including, but not limited to, applicable forms and timelines for submission pursuant to the ICA, to ensure that students and their families are aware of the opportunities to participate. (Education Code 48345)

CSBA NOTE: Pursuant to Education Code 48345, the average daily attendance attributable to a student participating in the instruction collaboration agreement shall remain with the LEA of origination for purposes of state apportionment.

When negotiating the ICA, the Superintendent or designee shall collaborate with the other participating local educational agencies to agree upon an appropriate shared cost structure. (Education Code 48345)

Transportation

CSBA NOTE: Districts are not required to provide transportation or transportation assistance to students transferred under an interdistrict attendance permit pursuant to Education Code 46600-46610, except that Education Code 46600 requires the district of enrollment to provide transportation assistance to a student who is eligible for free or reduced price meals and is either a child of an active military duty parent/guardian or a victim of

an act of bullying, as defined in Education Code 48900.

Pursuant to Education Code 48311, a school district of choice is authorized, but not required, to provide transportation assistance to the extent that the district otherwise provides transportation assistance to students.

Upon parent/guardian request, the district shall provide transportation assistance to a student receiving an interdistrict transfer who is eligible for free and reduced-price meals and is the child of an active duty military parent/guardian or a victim of bullying, as defined in Education Code 46600. (Education Code 46600)

Additionally, upon request of a student's parent/guardian, the Superintendent or designee may authorize transportation for any interdistrict transfer student to and from designated bus stops within the attendance area of the school that the student attends, if space is available.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
CA Constitution Article 1, Section 31	<u>Nondiscrimination on the basis of race, sex, color, ethnicity, or national origin</u>
Ed. Code 200	Educational equity
Ed. Code 41020	<u>Requirement for annual audit</u>
Ed. Code 46600-46611	Interdistrict attendance agreements
Ed. Code 48204	<u>Residency requirements for school attendance</u>
Ed. Code 48300-48317	<u>Student attendance alternatives; school district of choice program</u>
Ed. Code 48900	<u>Grounds for suspension or expulsion</u>
Ed. Code 48915	<u>Expulsion: particular circumstances</u>
Ed. Code 48915.1	<u>Expelled individuals; enrollment in another district</u>
Ed. Code 48918	<u>Rules governing expulsion procedures</u>
Ed. Code 48980	<u>Parent/Guardian notifications</u>
Ed. Code 48985	<u>Notices to parents/guardian in language other than English</u>
Ed. Code 52317	<u>Regional Occupational Center/Program; enrollment of students; interdistrict attendance</u>
Ed. Code 8151	<u>Apprentices; exemption from interdistrict attendance agreement</u>

Management Resources	Description
Attorney General Opinion	<u>84 Ops.Cal.Atty.Gen. 198 (2001)</u>
Attorney General Opinion	<u>87 Ops.Cal.Atty.Gen. 132 (2004)</u>
Court Decision	<u>Walnut Valley Unified School District v. the Superior Court of Los Angeles County (2011) 192 Cal.App.4th 234</u>
Court Decision	<u>Crawford v. Huntington Beach Union High School District (2002) 98 Cal.App.4th 1275</u>
Website	<u>CSBA District and County Office of Education Legal Services</u>
Website	<u>California Department of Education</u>
Website	<u>CSBA</u>

Cross References	Description
1312.3	<u>Uniform Complaint Procedures</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3-E(1)	<u>Uniform Complaint Procedures</u>

Regulation 5117: Interdistrict Attendance

Status: ADOPTED

Original Adopted Date: 07/01/2012 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

CSBA NOTE: The district should select Option 1 and/or Option 2 below in accordance with the accompanying Board policy. For guidance on which option to select, see the accompanying Board policy.

OPTION 1: Interdistrict Attendance Agreements and Permits

CSBA NOTE: The following option is for use by districts that have entered into an agreement with one or more other school districts to accept transfers through the "interdistrict attendance permit" or "reciprocal agreement" process pursuant to Education Code 46600-46610. See Option 1 in the accompanying Board policy. In 87 Ops.Cal.Atty.Gen. 132 (2004), the Attorney General opined that districts could not charge students a fee for processing applications for interdistrict attendance.

In accordance with an agreement between the district and another district, a permit authorizing a student of either district to enroll in the other district may be issued upon approval of both districts.

The district shall post on its website the procedures and timelines for requesting an interdistrict transfer permit, including a link to Board Policy 5117 - Interdistrict Attendance. The posted information shall include, but is not limited to: (Education Code 46600.1, 46600.2)

1. The date upon which the district will begin accepting and processing interdistrict transfer requests for the following school year
2. The reasons for which the district may approve or deny a request, and any information or documents that must be submitted as supporting evidence
3. If applicable, the process and timelines by which a denial of a request may be appealed within the district before the district renders a final decision
4. A statement that failure of a parent/guardian to meet any timelines established by the district shall be deemed an abandonment of the request
5. Applicable timelines for processing a request, including the following statements:
 - a. For an interdistrict transfer request received by the district 15 or fewer calendar days before the commencement of instruction in the school year for which the transfer is sought, the district will notify the parent/guardian of its final decision within 30 calendar days from the date the request was received
 - b. For an interdistrict transfer request received by the district more than 15 days before the commencement of instruction in the school year for which the interdistrict transfer is sought, the district will notify the parent/guardian of its final decision as soon as possible, but no later than 14 calendar days after the commencement of instruction in the school year for which transfer is sought
6. The conditions under which an existing interdistrict transfer permit may be revoked or rescinded

CSBA NOTE: Education Code 46600 requires districts to give priority for interdistrict attendance permits to a student who is a victim of an act of bullying, as provided below. For this purpose, Education Code 48900(r) defines bullying to include, but not be limited to, bullying committed by means of an electronic act directed specifically toward the student. For more information regarding the definition of bullying, see AR 5144.1 - Suspension and Expulsion/Due Process.

Priority for interdistrict attendance shall be given to a student who has been determined, through an investigation by either the district of residence or district of proposed enrollment, to be a victim of an act of bullying, as defined in Education Code 48900(r), committed by a student of the district of residence. (Education Code 46600)

CSBA NOTE: Education Code 46600 requires districts to ensure that students who are victims of bullying or are children of active duty military parents/guardians be selected through an unbiased process that prohibits consideration of other specified characteristics.

Until the district is at maximum capacity, the district shall accept any student whose interdistrict transfer application is based on being the victim of an act of bullying or a child of an active duty military parent/guardian. The district shall ensure that such students are transferred through an unbiased process that prohibits an inquiry into or

evaluation or consideration of whether a student should be enrolled based on academic or athletic performance, physical condition, proficiency in English, family income, or any of the individual characteristics set forth in Education Code 220, including, but not limited to, race or ethnicity, gender, gender identity, gender expression, and immigration status. (Education Code 46600)

Additionally, the Superintendent or designee may approve an interdistrict attendance permit for a student for any of the following reasons when stipulated in the agreement:

CSBA NOTE: Optional Items #1-11 below should be revised and/or deleted to reflect district practice.

1. To meet the child care needs of the student, only as long as the student's child care provider remains within district boundaries
2. To meet the student's special mental or physical health needs as certified by a physician, school psychologist, or other appropriate school personnel
3. When the student has a sibling attending school in the receiving district, to avoid splitting the family's attendance
4. To allow the student to complete a school year when the student's parents/guardians have moved out of the district during that year
5. To allow the student to remain with a class graduating that year from an elementary, middle, or senior high school
6. To allow a high school senior to attend the same school attended as a junior, even if the student's family moved out of the district during the junior year
7. When the parent/guardian provides written evidence that the family will be moving into the district in the immediate future and would like the student to start the school year in the district
8. When the student will be living out of the district for one year or less
9. When recommended by the school attendance review board, or by county child welfare, probation, or social service agency staff in documented cases of serious home or community problems which make it inadvisable for the student to attend the school of residence
10. When there is valid interest in a particular educational program not offered in the district of residence
11. To provide a change in school environment for reasons of personal and social adjustment

CSBA NOTE: In 84 Ops.Cal.Atty.Gen. 198 (2001), the Attorney General opined that a lack of school facilities is a justifiable reason for denial of the interdistrict attendance permit request. However, according to the Attorney General, once the student is transferred, the district may not later deny the student continued attendance at a district school because of overcrowding. The following paragraph is based on this Attorney General opinion. It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel prior to removing an interdistrict transfer student currently attending the district.

The Superintendent or designee may deny initial requests for interdistrict attendance permits due to limited district resources, overcrowding of school facilities at the relevant grade level, or other considerations that are not arbitrary. However, once a student is transferred, the district shall not deny continued attendance because of overcrowded facilities at the relevant grade level.

If the transfer request is for a school year that begins within 15 calendar days of the receipt of the request, the Superintendent or designee shall notify the parent/guardian of the final decision within 30 calendar days of receiving the request. If the transfer request is for a school year that begins more than 15 calendar days after the receipt of the request, the parent/guardian shall be notified of the final decision as soon as possible, but no later than 14 calendar days after the commencement of instruction during that school year. (Education Code 46600.2)

CSBA NOTE: Education Code 46600.2 requires a district that denies a request for an interdistrict transfer to give written notice to the parent/guardian of the right to appeal to the County Board of Education.

Pursuant to Education Code 46601, parents/guardians may submit an appeal to the County Board within 30 calendar days of the district's final denial of the permit. The County Board then has 30 calendar days, unless extended by an additional five school days for good cause, to make its determination as to whether the student should be allowed to attend the district of proposed enrollment and the applicable period of attendance.

Pursuant to Education Code 46602, if the County Board determines that the student should be permitted to attend the district of proposed enrollment, the district is required to transfer the student without delay.

If a student's interdistrict transfer request is denied, the Superintendent or designee shall, in writing, notify the parents/guardians of their right to appeal to the County Board of Education within 30 calendar days from the date of the final denial. (Education Code 46600.2)

All notices to parents/guardians regarding the district's decision on any request for interdistrict transfer shall conform to the translation requirements of Education Code 48985, and may be provided by regular mail, electronic format if the parent/guardian provides an email address, or by any other method normally used to communicate with parents/guardians in writing. (Education Code 46600.2)

Pending a decision by the two districts or by the County Board on appeal, the Superintendent or designee may provisionally transfer a student who resides in another district for a period not to exceed two school months, provided the district is the district of proposed enrollment. If the decision has not been rendered by the conclusion of two school months and the districts or County Board is still operating within the prescribed timelines, the student shall not be allowed to continue attending the district school to which the student was provisionally transferred. (Education Code 46603)

Students who are under consideration for expulsion or who have been expelled may not appeal interdistrict attendance denials or rescissions while expulsion proceedings are pending or during the term of the expulsion. (Education Code 46601)

Once a student is transferred to a school on the basis of an interdistrict attendance permit, the student shall not be required to reapply for an interdistrict transfer and shall be allowed to continue to attend the school of enrollment, unless reapplication standards are otherwise specified in the interdistrict attendance agreement. Existing interdistrict attendance permits shall not be rescinded after June 30 following a student's completion of grade 10 or for any student entering grade 11 or 12 in the subsequent school year. (Education Code 46600)

OPTION 1 ENDS HERE

OPTION 2: School District of Choice Program

CSBA NOTE: The following section is for use by districts that elect to participate in the school district of choice program pursuant to Education Code 48300-48317. See Option 2 in the accompanying Board policy.

Education Code 48301, as amended by SB 897 (Ch. 865, Statutes of 2024), expands the prohibition for school districts of choice from targeting communications regarding a school district of choice program to include individual parents/guardians or residential neighborhoods on the basis of a student's actual or perceived academic or athletic skill, proficiency in English, any of the individual characteristics set forth in Education Code 200, or family income.

The Superintendent or designee shall communicate with parents/guardians regarding transfer opportunities under the school district of choice program. Communications sent to parents/guardians shall be available in all languages for which translations are required pursuant to Education Code 48985, shall be factually accurate, and shall not target particular neighborhoods or individual parents/guardians on the basis of a child's actual or perceived academic or athletic skill, proficiency in English, family income, or any other individual characteristic specified in Education Code 200. (Education Code 48301, 48980)

The Superintendent or designee shall also make public announcements regarding district schools, programs, policies, and procedures, including transportation options if applicable, during the enrollment period. (Education Code 48312)

CSBA NOTE: The following optional paragraph reflects Education Code 48302, which encourages districts to hold informational meetings as described below, and may be revised to reflect district practice.

The Superintendent or designee may hold informational meetings on the district's current educational programs, so that parents/guardians can provide input to the district on methods to improve current programs and make informed decisions regarding their children's education. (Education Code 48302)

The process for student transfers into the district under the school district of choice program, including, but not

limited to, any applicable form, the timeline for a transfer, and an explanation of the selection process, shall be posted on the district's website. (Education Code 48301)

Parents/guardians shall submit applications for interdistrict attendance to the district office before January 1 of the school year preceding the school year for which the student is requesting to be transferred. The application deadline may be waived upon agreement between the district and the student's district of residence. (Education Code 48308)

The application deadline shall not apply to an application requesting a transfer if the parent/guardian with whom the student resides is enlisted in the military and was relocated by the military within 90 days prior to submitting the application. (Education Code 48308)

CSBA NOTE: Pursuant to Education Code 48308, as amended by SB 897, a school district of choice is required to notify a district of residence, no later than January 15, of the number and names of students from the district of residence, by school and grade level, requesting to be transferred for the following school year.

No later than January 15 of each year, the Superintendent or designee shall notify the district of residence of the number and names of students from the district of residence, by school and grade level, requesting to be transferred for the following school year. (Education Code 48308)

CSBA NOTE: Pursuant to Education Code 48305, if the district chooses to use existing entrance criteria for specialized schools or programs, then the criteria is required to be uniformly applied. The following optional paragraph is for use by districts that choose to use existing entrance criteria.

Any existing entrance criteria for specialized schools or programs shall be uniformly applied to all applicants. (Education Code 48305)

CSBA NOTE: Pursuant to Education Code 48303, a school district of choice may reject the transfer of a student if the transfer of that student would require the district to create a new program to serve that student, except that a district of choice may not reject the transfer of a student with a disability, an English learner, or, as amended by SB 897, a foster youth, or student experiencing homelessness.

The district may reject a transfer into the district under the school district of choice program if the transfer would require the district to create a new program to serve that student, except that the district shall not reject the transfer of a student with disabilities, an English learner, a foster youth, or a student experiencing homelessness. (Education Code 48303)

Whenever the number of transfer applications exceeds the number of interdistrict transfers that may be accepted as annually determined by the Governing Board, students accepted for transfer shall be selected by a random drawing held in public at a regularly scheduled Board meeting before February 15 of the school year preceding the school year for which the transfer is sought. (Education Code 48301)

Priority for transfer under the school district of choice program shall be granted as follows: (Education Code 48306)

1. First priority shall be given to siblings of students already in attendance in the district

CSBA NOTE: Pursuant to Education Code 48306, as amended by SB 897, second priority for transfer under the school district of choice program is expanded to include foster youth and students experiencing homelessness

2. Second priority shall be given to students eligible for free or reduced-price meals, foster youth, and students experiencing homelessness
3. Third priority shall be given to children of military personnel

No later than February 15 of the school year preceding the school year for which the student is requesting to be transferred, the Superintendent or designee shall notify the parent/guardian in writing whether the application has been provisionally accepted or rejected or of the student's position on any waiting list. (Education Code 48308)

If a student's application for transfer is accepted, the Superintendent or designee shall so notify the student's district of residence no later than February 15 of the school year preceding the school year for which the student is requesting to be transferred. (Education Code 48308)

The number of students accepted for transfer into the district, by school and grade level, shall be reported to the district of residence on or before February 15. (Education Code 48308)

CSBA NOTE: Education Code 48308, as amended by SB 897, expands the required notification to parents/guardians when the number of students requesting to transfer exceeds the district's capacity to include that the number of students exceeds the specific school or program to which the student applied.

If a student's application is denied, the Superintendent or designee shall notify the student's parents/guardians that the number of students requesting to transfer exceeded the district's capacity, or the specific school or program to which the student applied, and that the student was not selected during the random drawing. Such determination shall be accurately recorded in the minutes of the Board meeting at which the determination was made. (Education Code 48308)

For a student whose parent/guardian was relocated by the military less than 90 days prior to the submission of the application, the district shall make a final decision to accept or reject the application within 90 days of its receipt. If the student's application has been submitted less than 90 days prior to the beginning of the school year, then the district shall accept or deny the application before the school year begins. Upon acceptance, the student may immediately enroll in a district school. (Education Code 48308)

Vacancies may be filled from the waiting list until May 1 of the school year preceding the school year for which students are requesting to be transferred. (Education Code 48308)

The final number of students enrolled in the district through the school district of choice program, by school and grade level, along with the names of the students, shall be reported to the district of residence on or before May 1. (Education Code 48308)

CSBA NOTE: Education Code 48307, as amended by SB 897, requires the district to respond to a request from the county office of education (COE) to provide data regarding the number of students transferring into the district in order for the COE to determine, when requested by a district of residence with average daily attendance (ADA) of 50,000 or less, the percentage of students transferring out of the district of residence for the duration of the program. If the district does not provide such information to the COE within 30 days, the district is prohibited from accepting new student transfers under the district of choice program until the district complies with the request.

The Superintendent or designee shall, within 30 days, respond to any request by the county office of education to provide data regarding the number of students transferring into the district. (Education Code 48307)

Students who transfer into the district through the school district of choice program are deemed to have fulfilled district residency requirements pursuant to Education Code 48204. (Education Code 48301)

Final acceptance of the transfer is applicable for one school year and shall be renewed automatically each year unless the Board, by adoption of a resolution, withdraws from participation in the program and no longer accepts transfer students from other districts. (Education Code 48308)

CSBA NOTE: The following paragraph may be revised by districts that do not maintain high schools.

Even if the district withdraws from participation in the program, students who attended or received a notice of acceptance into the district before the Board's resolution of withdrawal shall be permitted to attend school in the district, and high school students who transfer into the district may continue attending school in the district until they graduate from high school. (Education Code 48307, 48308)

The district may accept any completed coursework, attendance, and other academic progress credited to an accepted student by any district(s) the student has previously attended and may grant academic standing to the student based upon the district's evaluation of the student's academic progress. (Education Code 48309)

The district may revoke a student's enrollment if the student is recommended for expulsion pursuant to Education Code 48918. (Education Code 48309)

OPTION 2 ENDS HERE

Transfers Out of the District

CSBA NOTE: The following optional section is for use by all districts.

A student whose parent/guardian is in active military duty shall not be prohibited from transferring out of the district, provided the school district of proposed enrollment approves the application for transfer. (Education Code 46600, 48307)

CSBA NOTE: Pursuant to Education Code 46600, the district may not prohibit a transfer out of the district for a victim of bullying if the district has only one school offering the student's grade level and thus is unable to grant an intradistrict transfer.

If the district is unable to provide an intradistrict transfer to a student who is a victim of an act of bullying, as defined in Education Code 46600, the district shall not prohibit the student from transferring out of the district if the district of proposed enrollment approves the application for transfer. (Education Code 46600)

The district may limit transfers out of the district to a school district of choice under any of the following circumstances: (Education Code 48307)

CSBA NOTE: Pursuant to Education Code 48307, as amended by SB 897, even if a district has not designated itself as a school district of choice, it has the authority pursuant to Education Code 48307 to limit the number of students transferring out of the district into other districts that have designated themselves as school districts of choice. A district with an ADA of more than 50,000 may annually limit the number of such transfers to one percent of its ADA for the first principal apportionment for the prior fiscal year. A district with an ADA of 50,000 or less may limit the number of such transfers to three percent of its ADA for the first principal apportionment for the prior fiscal year and may limit the maximum number of such transfers for the duration of the program to 10 percent of the ADA for that period. In *Walnut Valley Unified School District v. Superior Court of Los Angeles County*, the appellate court held that the 10 percent cap on outbound transfers "for the duration of the program" should be based on the district's ADA over the entire life of the district of choice program (i.e., from the program's inception in 1994 until the present day).

Education Code 48308, as amended by SB 897, requires the district of residence to, by no later than February 15, notify the district of choice of the total number and names of students requesting to be transferred that exceed the number of students for which the district of residence is authorized to limit the transfer.

The district may revise Item #1 to reflect the applicable percentage in Education Code 48307 based on its ADA.

1. The number of student transfers out of the district to a school district of choice has reached the limit specified in Education Code 48307 based on the district's average daily attendance

CSBA NOTE: Education Code 48307, as amended by SB 897, expands the authorization for a district of residence to limit the number of students who transfer out of the district in a fiscal year if the most recent budget certification completed by the County Superintendent of Schools is a qualified status.

2. The County Superintendent of Schools has given the district a qualified or negative budget certification or has determined that the district will not meet the state's standards and criteria for fiscal stability in the subsequent fiscal year exclusively as a result of student transfers from this district to a school district of choice

CSBA NOTE: Item #3 is optional and should be revised to reflect district practice. Education Code 48307 authorizes the district to prohibit a transfer out of the district under the school district of choice program if the Governing Board determines that the transfer would negatively impact a court-ordered desegregation plan, a voluntary desegregation plan, or the racial and ethnic balance of the district. Education Code 48307 provides that denial of transfers on the basis of a voluntary desegregation plan or the racial and ethnic balance of the district must be consistent with the constitutional provisions added by Proposition 209 in 1996 (California Constitution, Article 1, Section 31). It is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel before adopting policy to allow denial of transfers on either of these bases.

3. The Board determines that the transfer would negatively impact any of the following: (Education Code 48307)
 - a. A court-ordered desegregation plan
 - b. A voluntary desegregation plan of the district, consistent with the California Constitution, Article 1, Section 31
 - c. The racial and ethnic balance of the district, consistent with the California Constitution, Article 1, Section 31

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter

Policy 5138: Conflict Resolution/Peer Mediation

Status: ADOPTED

Original Adopted Date: 07/01/1999 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

CSBA NOTE: Research indicates that school-based conflict resolution/peer mediation programs effectively reduce violence and promote safe learning environments at schools. Districts that have integrated conflict resolution/peer mediation programs into existing disciplinary procedures have reported reductions in suspensions, expulsions, and student-to-student conflict. Additionally, conflict resolution/peer mediation programs can help to promote personal responsibility and citizenship among students.

The following optional policy may be used by districts wishing to encourage the development of conflict resolution/peer mediation programs at the school site.

To promote student safety and contribute to the maintenance of a positive school climate, the Governing Board encourages the development of school-based conflict resolution and peer mediation programs designed to help students learn constructive ways of handling conflict. The Board believes that such programs can reduce violence and promote communication, personal responsibility, and problem-solving skills among students.

Conflict resolution and peer mediation programs may be considered as part of each school's comprehensive safety plan and incorporated into other district discipline procedures as appropriate. Such programs shall not supplant the authority of district staff to take appropriate action as necessary to prevent violence, ensure student safety, maintain order in the school, and institute disciplinary measures.

Such programs may incorporate peer mediation strategies in which selected student volunteers are specifically trained to work with their peers in resolving conflicts. This training may involve effective communication and listening, critical thinking, problem-solving processes, and the use of negotiation to find mutually acceptable solutions. Additionally, the training may address the ethical and social development of students, respect for diversity, and interpersonal and behavioral skills.

CSBA NOTE: It is important that students voluntarily enter the mediation process in order to secure acceptance of the program. Confidentiality by all involved parties, including the program coordinator, is essential in maintaining the integrity of the peer mediation program.

Participation in a peer mediation program by a student engaged in a conflict shall be voluntary and kept confidential by all parties involved.

In developing a conflict resolution and/or peer mediation program, school-site teams shall address, as appropriate:

1. The grade levels and courses in which the conflict resolution curriculum shall be delivered
2. Staff development related to the implementation of the curriculum and modeling of appropriate behaviors and communication skills
3. The selection of peer mediators involving, to the extent possible, a cross-section of students in terms of grade, gender, race, ethnicity, and socioeconomic status, and including some students who exhibit negative leadership among peers
4. Training and support for peer mediators, including training in mediation processes and in the skills related to understanding conflict, communicating effectively and listening
5. The process for identifying and referring students to the peer mediation program
6. The types of conflicts suitable for peer mediation
7. Expectation for confidentiality regarding who participated, what was discussed, and how any conflict was resolved
8. Scheduling and location of peer mediation sessions
9. Methods of obtaining and recording agreement from all disputants
10. The appropriate involvement of parents/guardians, the community, and staff, including counseling/guidance and security staff

11. Communications to students, parents/guardians, and staff regarding the availability of the program
12. Methods of following up with students to determine the effectiveness of the process
13. Development of assessment tools to periodically evaluate the success of the program including, but not limited to, measurements of whether there has been a reduction in violence at the school and whether the school's suspension rates have fallen since the program has been introduced
14. Selection of and requirements to train as peer mediators

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
CA Constitution Article 1, Section 28	Right to safe schools
Ed. Code 32280-32289.5	School safety plans
Ed. Code 32295.5	Teen court programs
Ed. Code 35291-35291.5	Rules
Ed. Code 44807	Teachers' duty concerning conduct of students
Ed. Code 51240	Excuse from instruction due to religious beliefs
Management Resources	Description
Court Decision	S.E. v Grey 782 F.Supp.3d 939 (S.D. Cal 2025)
Court Decision	Mahmoud v. Taylor (2025) 606 U.S. ____ (2025 WL 1773627)
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Safe Schools
Cross References	Description
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
1313	Civility
3515	Campus Security
3515	Campus Security
4131	Staff Development
4231	Staff Development
5116.2	Involuntary Student Transfers
5125	Student Records
5125	Student Records
5131	Conduct
5131.1	Bus Conduct
5131.1	Bus Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances

Policy 6020: Parent Involvement

Status: ADOPTED

Original Adopted Date: 06/01/1996 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

CSBA NOTE: Education Code 11503 and 20 USC 6318 mandate each district receiving federal Title I, Part A, funds to have a written parent/guardian and family engagement policy developed jointly with and agreed upon by parents/guardians and family members of participating students. Education Code 11504 mandates districts to adopt a policy on parent/guardian involvement applicable to each school that does not receive Title I funds. The following policy and accompanying administrative regulation contain language satisfying both mandates and should be revised to reflect whether the district receives Title I funds.

Additionally, Education Code 51101 mandates policy for all districts addressing the manner in which parents/guardians, school staff, and students may share responsibility for continuing the intellectual, physical, emotional, and social development and well-being of students; see BP/AR 5020 - Parent Rights and Responsibilities for language fulfilling this mandate.

The U.S. Department of Education's June 2025 Dear Colleague Letter provides school choice guidance and explains how states can use federal funds to both expand education choice and turn around underperforming schools. The letter provides specific examples of ways in which districts can offer choice to enable parents/guardians to make decisions that best meet the educational needs of their student, such as offering a range of activities from which parents/guardians are able to choose, dual enrollment opportunities, academic tutoring programs, and career and technical education activities. Additionally, districts may, unless any part of Title I allocations are reserved for public school choice, use Elementary and Secondary Education Act funds for any activity that it determines will help a school identified for comprehensive support and improvement, targeted support and improvement due to consistently underperforming subgroups, and additional targeted support and improvement to improve student outcomes, such as offering public school choice as part of its support and improvement plan and providing parents/guardians with information about such choice.

For best practices in implementing parent/guardian and family engagement programs, see the California Department of Education's, "Family Engagement Framework: A Tool for California School Districts."

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment.

The Superintendent or designee shall work with parents/guardians and family members to jointly develop and implement this policy, and the programs established by this policy, and to propose revisions to this policy, as needed. Additionally, the Superintendent or designee shall meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home. (Education Code 11500-11504, 51101; 20 USC 6318)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available for them to do so, in accordance with Board Policy/Administrative Regulation 5020 - Parents Rights and Responsibilities.

The district's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Board shall establish and convene a parent advisory committee (PAC), and, as applicable, an English learner parent advisory committee (ELPAC) to review and comment on the LCAP, in accordance Board Policy 0460 - Local Control and Accountability Plan, including the use of federal funds and how funds will be allocated for parent/guardian involvement activities as well as activities related to increasing student achievement.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of parent/guardian involvement opportunities and on barriers that may inhibit participation.

Title I Schools

CSBA NOTE: The following section is for use by districts that receive Title I funds. 20 USC 6318 mandates that such districts develop, jointly with parents/guardians and family members of participating students, policy which establishes expectations and objectives for meaningful parent/guardian and family involvement and describes how the district will address specified components. See the accompanying administrative regulation for the required components and optional strategies for addressing each component.

State law (Education Code 11503) also mandates procedures to ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the Title I parent/guardian and family engagement program.

The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding; developing strategies that describe how the district will carry out each activity listed in 20 USC 6318; and implementing and evaluating such programs, activities, and procedures. The Superintendent or designee shall implement these obligations in accordance with the accompanying administrative regulation. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

CSBA NOTE: The following paragraph is for use by districts that receive more than \$500,000 in Title I, Part A funding. Pursuant to 20 USC 6318, the Governing Board is required to reserve at least one percent of the district's Title I funding to carry out parent/guardian and family engagement activities, provided that one percent of the allocation received by the district totals more than \$5,000.

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318)

CSBA NOTE: 20 USC 6318 identifies allowable uses of the Title I funds reserved for parent/guardian and family engagement, as provided below. These uses are consistent with the activities that are required to be addressed in the district's parent/guardian and family engagement policy, as described in the accompanying administrative regulation.

Expenditures of such funds shall be consistent with the activities specified in this Board policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

CSBA NOTE: The following paragraph is for use by districts that receive funds under federal Title IV, Part E (20 USC 7241-7246), and should be deleted by districts that do not receive such funds.

To coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318)

CSBA NOTE: Pursuant to 20 USC 6318, the district's parent/guardian and family engagement policy is required to be incorporated into the district's Title I LEA plan. In California, all the requirements of the LEA plan are addressed

in an addendum to the local control and accountability plan (LCAP). For more information related to LCAP requirements, see BP 0460 - Local Control and Accountability Plan.

The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

As required by law, the Superintendent or designee shall annually attend a regular meeting of the PAC or ELPAC, if applicable, to receive input and feedback on topics that support student achievement and programs that reach parents/guardians and family members at home, in the community, and at school. (20 USC 6318)

Non-Title I Schools

CSBA NOTE: The following section is for use by districts that do not receive any Title I funds or that have one or more individual schools that do not receive Title I funds. Education Code 11504 mandates the Board to adopt a policy on parent/guardian involvement, applicable to each school that does not receive Title I funds, that is consistent with the purposes and goals in Education Code 11502. See the accompanying administrative regulation for information about these goals and sample strategies for addressing each goal.

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

5 CCR 18275

Ed. Code 11500-11505

Ed. Code 48985

Ed. Code 51101

Ed. Code 52060-52077

Ed. Code 54444.1-54444.2

Ed. Code 56190-56194

Ed. Code 64001

Lab. Code 230.8

Description

Child care and development programs; parent involvement and education

Programs to encourage parent/guardian involvement

Notices to parents/guardian in language other than English

Parents Rights Act of 2002

Local control and accountability plan

Parent advisory councils; services to migrant children

Community advisory committee; special education

School plan for student achievement; consolidated application programs

Time off to visit child's school

Federal

20 USC 6311

20 USC 6312

20 USC 6314

20 USC 6318

20 USC 6631

28 CFR 35.104

28 CFR 35.160

Description

State plan

Local educational agency plan

Schoolwide programs

Parent/guardian and family engagement

Teacher and school leader incentive program; purposes and definitions

Definitions, auxiliary aids and services

Effective communications for individuals with disabilities

Regulation 6020: Parent Involvement

Status: ADOPTED

Original Adopted Date: 08/01/2006 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

CSBA NOTE: The following administrative regulation contains parent/guardian and family engagement strategies that meet legal requirements applicable to districts and schools that do and do not receive federal Title I funds. The district should use and adapt the section(s) applicable to its circumstances. If desired, the district may develop one set of strategies applicable to all schools, provided that all the provisions required by law for both types of schools are included.

District Strategies for Title I Schools

CSBA NOTE: The following section is for use by districts that receive Title I, Part A, funds. 20 USC 6318 mandates that such districts develop a policy, jointly with and agreed upon by parents/guardians and family members of participating students, that describes the means by which the district will address the components specified in Items #1-6 below. Under each required component below are optional strategies for addressing the component, which should be modified to reflect the specific strategies jointly developed by the district and the parents/guardians and family members of participating students. In the state's Federal Program Monitoring process, California Department of Education (CDE) staff will check to ensure that the district has identified such strategies.

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

CSBA NOTE: Pursuant to 20 USC 6318, districts are required to involve parents/guardians and family members in the development of the Title I local educational agency (LEA) plan described in 20 USC 6312. For more information regarding Title I program requirements and LEA plans, see BP 6171 - Title I Programs. In California, all the requirements of the LEA plan are addressed in an addendum to the local control and accountability plan (LCAP). See BP 0460 - Local Control and Accountability Plan for further information about the development of the LCAP, including requirements for consultation with parents/guardians and other stakeholders and for the establishment of a parent advisory committee and English learner parent advisory committee.

1. Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

The Superintendent or designee may:

- a. Invite input on the plan from other district committees and school site councils
 - b. Communicate with parents/guardians through the district newsletter, website, or other methods regarding the plan and the opportunity to provide input
 - c. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
 - d. Ensure that there is an opportunity at a public Governing Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
 - e. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

The Superintendent or designee may:

- a. Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues

- b. Identify funding and other resources, including community resources and services, that may be used to strengthen district and school parent/guardian and family engagement programs
 - c. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist in facilitating the planning and implementation of related activities
 - d. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirements
 - e. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee may:

- a. Identify overlapping or similar program requirements
 - b. Involve district and school site representatives from other programs to assist in identifying specific population needs
 - c. Schedule joint meetings with representatives from related programs and share data and information across programs
 - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)
- a. Barriers to greater participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
 - c. Strategies to support successful school and family interactions

The Superintendent or designee may:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications
- b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged
- c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement

CSBA NOTE: Although it is not mandated to be included in the district's policy or regulation, the following paragraph reflects a legal requirement of Education Code 11503 pertaining to evaluation of the district's parent/guardian involvement efforts.

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

- 5. Use the findings of the evaluation conducted pursuant to Item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the

parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians
 - b. Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups
 - c. With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration
6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee may:

- a. Include information about school activities in district communications to parents/guardians and family members
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

Additionally, the district shall promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement by implementing the actions specified in Item #7 of "School-Level Policies for Title I Schools," below. (20 USC 6318)

School-Level Policies for Title I Schools

CSBA NOTE: The following section is for use by districts that receive federal Title I, Part A funds. 20 USC 6318 requires that each individual school receiving Title I funds have a written parent/guardian and family engagement policy, developed jointly with and agreed upon by parents/guardians and family members of participating students, that describes the means for carrying out the requirements of 20 USC 6318(c) through (f), reflected in Items #1-8 below. The following section lists the required components but does not include specific strategies since those should be added by each school. Schools may also use a template available on CDE's website, "Title I School-Level Parental Involvement Policy," to develop the school-level policy.

At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. The school policy shall describe the means by which the school will: (20 USC 6318)

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved
2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement

CSBA NOTE: As provided in Item #3 below, 20 USC 6318 requires parent/guardian involvement in the development of the comprehensive plan required by 20 USC 6314 for schoolwide programs. Education Code 64001 requires that this plan be incorporated into the school plan for student achievement (SPSA) covering all categorical programs in the state's consolidated application. For further information about the development of this plan, see AR 6171 - Title I Programs and BP/AR 0420 - School Plans/Site Councils.

3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement

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of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for schoolwide programs pursuant to 20 USC 6314

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:
 - a. Timely information about Title I programs
 - b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the state academic standards
 - c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education. The district shall respond to any such suggestions as soon as practicably possible.
5. If the schoolwide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district

CSBA NOTE: 20 USC 6318 requires Title I schools to develop a school-parent compact as provided in Item #6 below. U.S. Department of Education non-regulatory guidance, "Parental Involvement: Title I, Part A," provides a sample template that schools may use in the development of the school-parent compact.

6. Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards

This compact shall address:

- a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards
 - b. Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time
 - c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:
 - i. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement
 - ii. Frequent reports to parents/guardians on their children's progress
 - iii. Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities
 - iv. Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand
7. Promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:
 - a. Assist parents/guardians, as appropriate, in understanding such topics as the state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children

- b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement
- c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
- d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education
- e. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

CSBA NOTE: Items #7a-q below are optional and should be revised to reflect district practice. Items #7a-h are authorized, but not required, by 20 USC 6318.

In addition, the school plan may include strategies to:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. ~~Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation~~
- f. Adopt and implement model approaches to improving parent/guardian involvement
- g. Establish a parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
- h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
- i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families
- j. Provide a master calendar of district/school activities and meetings
- k. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, website, or other written or electronic means
- l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through

regular communication updates and information sessions

- m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
 - n. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
 - o. Provide ongoing workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
 - p. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
 - q. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations
8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

CSBA NOTE: The following paragraph is optional. Education Code 64001 requires that the SPSA covering the categorical programs in the state's consolidated application, including Title I schoolwide programs, be annually reviewed by the school site council and submitted to the Governing Board for approval. For more information regarding SPSAs and school site councils, see BP/AR 0420 - School Plans/Site Councils.

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

CSBA NOTE: The following section is for use by districts that do not receive any Title I funds or that have one or more individual schools that do not receive Title I funds. Education Code 11504 mandates the Board to adopt a policy on parent/guardian involvement, applicable to each school that does not receive Title I funds, that is consistent with the purposes and goals in Education Code 11502, as reflected in Items #1-5 below. Subitems under Items #1-5 are optional strategies for carrying out the legal requirement and should be revised to reflect district practice. The district may instead develop one administrative regulation applicable to both Title I and non-Title I schools, provided it meets the requirements below and in the sections above.

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to increase their knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The district may utilize department leaders and district instructional coaches to provide parent/guardian training on topics that include, English language development, state academic standards and assessments, and specific strategies to support the student in the home.

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the

skills of parents/guardians and enhance their ability to support their children's education

- b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
 - c. Provide parents/guardians with information about students' class assignments and homework assignments
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits
 - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective two-way communication between the home and school so that parents/guardians and family members may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
 - b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
 - c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's website, and other written or electronic communications
 - d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
 - e. Develop mechanisms to encourage parent/guardian input on district and school issues
 - f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
4. Train teachers, administrators, specialized instructional support personnel, and other staff to communicate effectively with parents/guardians as equal partners (Education Code 11502, 11504)

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
- b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications

- c. Utilize professional development sessions to train teachers, administrators, and staff on ways to effectively engage parents/guardians, with each school site sharing best practices that others may learn from
 5. Integrate and coordinate parent/guardian and family engagement activities within the LCAP with other activities
- The Superintendent or designee may:
- a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives
 - b. Involve parents/guardians and family members in school planning processes

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 18275	Child care and development programs; parent involvement and education
Ed. Code 11500-11505	Programs to encourage parent/guardian involvement
Ed. Code 48985	Notices to parents/guardian in language other than English
Ed. Code 51101	Parents Rights Act of 2002
Ed. Code 52060-52077	Local control and accountability plan
Ed. Code 54444.1-54444.2	Parent advisory councils; services to migrant children
Ed. Code 56190-56194	Community advisory committee; special education
Ed. Code 64001	School plan for student achievement; consolidated application programs
Lab. Code 230.8	Time off to visit child's school
Federal	Description
20 USC 6311	State plan
20 USC 6312	Local educational agency plan
20 USC 6314	Schoolwide programs
20 USC 6318	Parent/guardian and family engagement
20 USC 6631	Teacher and school leader incentive program; purposes and definitions
28 CFR 35.104	Definitions, auxiliary aids and services
28 CFR 35.160	Effective communications for individuals with disabilities
Management Resources	Description
California Department of Education Publication	Family Engagement Framework: A Tool for California School Districts, 2014
California Department of Education Publication	Title I School-Level Parental Involvement Policy
U.S. Department of Education Publication	Dear Colleague Letter: School Choice Guidance to States, June 26, 2025
Website	CSBA District and County Office of Education Legal Services
Website	California Department of Education, Family, School, Community Partnerships
Website	California Parent Center
Website	California State Parent Teacher Association
Website	CSBA

Policy 6143: Courses Of Study

Status: ADOPTED

Original Adopted Date: 03/01/2003 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

The Governing Board recognizes that a well-aligned sequence of courses fosters academic growth and provides for the best possible use of instructional time. The district's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful academically, professionally, and personally.

CSBA NOTE: The following optional paragraph should be revised to reflect the grade levels offered by the district. For example, unified school districts need to be concerned about articulation of courses within the district and with postsecondary institutions, whereas elementary districts and high school districts will need to address articulation with each other.

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within the district. As necessary, the Superintendent or designee shall work with representatives of appropriate area districts and postsecondary institutions to ensure articulation of courses with other institutions to which district students may matriculate. The sequence of courses shall be designed to ensure that each course provides adequate preparation for the next course in the sequence, only utilizes prerequisites that are essential to success in a given program or course, avoids significant duplication of content, and allows for reinforcement and progression in the subject matter.

CSBA NOTE: In accordance with various provisions of state and federal law and regulation, and related court cases, discrimination in education programs and activities is unlawful when it is based on certain actual or perceived characteristics of an individual. This includes, but is not limited to, discrimination based on race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status. For more information regarding the requirement for district programs and activities to be free from discrimination, see BP 0410 - Nondiscrimination in District Programs and Activities, regarding the protection of district students against discrimination, see BP/AR 5145.3 - Nondiscrimination/Harassment, and regarding the protection of students against sexual harassment, see BP/AR 5145.7 - Sexual Harassment.

Education Code 200 and 210.2, as amended by SB 1137 (Ch. 779, Statutes of 2024), provide 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.

The district shall not provide any course separately or require or refuse participation by any student on the basis of the student's actual race or ethnicity; ancestry; color; ethnic group identification; nationality; national origin; immigration status; sex; sexual orientation; sex stereotypes; gender; gender identity; gender expression; religion; disability; medical condition; genetic information; pregnancy, false pregnancy, childbirth, termination of pregnancy, or related conditions or recovery; and parental, marital, and family status; a perception of one or more of such characteristics; a combination of two or more of such characteristics or association with a person or group with one or more of these actual or perceived characteristics or a combination of two or more of them. (Education Code 200, 210.1, 210.2, 212, 212.1, 220, 221.51, 230, 260; Government Code 11135, 12926; Penal Code 422.55; 5 CCR 4940; 20 USC 1681-1688, 42 USC 2000d-2000d-7)

Elementary Grades

CSBA NOTE: The following section is for use by districts offering elementary grades and may be revised to reflect district practice. Education Code 51225.4 mandates elementary school districts to certify to the Superintendent of Public Instruction that they have adopted a policy to implement a course of instruction that sufficiently prepares students for the secondary courses required for graduation pursuant to Education Code 51225.3.

The Board shall adopt a course of study for elementary grades that includes all required instructional content and sufficiently prepares students for the secondary course of study specified in Education Code 51225.3.

Secondary Grades

CSBA NOTE: Education Code 51228 requires districts to offer students in grades 7-12 a course of study that fulfills the requirements and prerequisites for admission to California public colleges. Education Code 51228 also requires districts to offer such students the opportunity to attain entry-level employment skills. Pursuant to Education Code 51228, districts that adopt a course of study that meets or exceeds the state model curriculum standards in career

technical education will be deemed to have satisfied the requirement.

Education Code 66204 prohibits a public school from establishing any policy or practice that directs any student away from choosing programs that prepare a student academically for college, especially for cultural or linguistic reasons.

The following paragraph is for use by districts maintaining any of grades 7-12 and should be revised to reflect the grade levels offered by the district.

The district shall offer all otherwise qualified students in grades 7-12 a course of study that includes all required instructional content and prepares them, upon graduation from high school, to meet the requirements and prerequisites for admission to California public colleges and universities and to attain entry-level employment skills in business or industry. The district's course of study may provide for a rigorous academic curriculum that integrates academic and career skills, includes applied learning across all disciplines, and prepares all students for high school graduation and career entry. (Education Code 51228)

CSBA NOTE: The remainder of this policy is for use by districts maintaining any of grades 9-12.

Additionally, the course of study for students in grades 9-12 shall include instruction in skills and knowledge for adult life, career technical training, and a timely opportunity for all otherwise qualified students to enroll, within four years, in each course necessary to fulfill the requirements and prerequisites for admission to California public colleges and universities prior to graduation. (Education Code 51224, 51228)

CSBA NOTE: Among the criteria for admission to the University of California (UC) or California State University system is a requirement that high school students satisfactorily complete 15 yearlong/30 semesters of specified courses ("A-G" courses). These include a growing number of career technical education courses that connect knowledge of academic content with practical or work-related applications.

In order to qualify as an "A-G" course, the course must first be submitted to and approved by UC. Education Code 51229 requires that districts annually provide the list of certified courses to the parents/guardians of students in grades 9-12; see the accompanying administrative regulation and E(1) 5145.6 - Parental Notifications.

The Superintendent or designee shall develop a process by which courses that meet California college admission criteria (referred to as "A-G" course requirements) are submitted to the University of California for review and certification. The Superintendent or designee shall maintain an accurate list of all current high school courses that have been so certified, ensure that the list is provided annually to all students in grades 9-12 and their parents/guardians, and make updated lists readily available. (Education Code 51229, 66204)

Parental Notification and Opt-Out

CSBA NOTE: Districts are required to teach certain instructional content. For example, Education Code 51204.5 requires instruction in social sciences to include a study of the role and contributions of specified groups of people to the economic, political, and social development of California and the United States of America, which includes people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) Americans, and members of other ethnic, cultural, religious, and socioeconomic status groups. Additionally, pursuant to Education Code 243 and 51501, the Governing Board may not prohibit the continued use of an appropriately adopted textbook, instructional material, or curriculum on the basis that it contains inclusive or diverse perspectives.

State law requires districts to provide parents/guardians notice and the opportunity to opt their students out of certain instruction, in some instances only based on religious beliefs and in other instances for any basis. For more information, see BP/AR 6142.1 -- Sexual Health And HIV/AIDS Prevention Instruction.

Additionally, in June 2025, the U.S. Supreme Court, in *Mahmoud v. Taylor*, held that the First Amendment prohibited a district from including LGBTQ storybooks as part of elementary school instruction without providing parents with notice and the ability to opt their students out of that instructional content on the grounds that the storybooks substantially interfered with the religious development of their children. The court's reasoning may be interpreted to apply to other instructional content that parents/guardians could view as substantially interfering with the religious development of their children. In addition, the court's holding emphasized that the question of whether certain instructional content substantially interferes with the religious development of a student will always be fact-intensive. For more information, see BP/AR 6141.2 - Recognition of Religious Beliefs and Customs.

In light of *Mahmoud* and the existence of some statutorily required opt-outs and the requirement to teach certain

content, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or district legal counsel when determining the instructional content for which parents/guardians may opt their students out, creating opt-out procedures, and evaluating opt-out requests.

When required by law, Board policy, or administrative regulation, the district shall notify parents/guardians that they may request to opt their student out of certain instruction. Students for whom the district has approved the opt-out shall be offered an alternative activity of similar educational value.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 10020	<u>Automobile driver education</u>
5 CCR 10040-10043	<u>Automobile driver training</u>
5 CCR 10060	<u>Criteria for high school physical education programs</u>
5 CCR 430-438	<u>Individual student records</u>
5 CCR 4940	<u>Nondiscrimination; course access</u>
Ed. Code 200	<u>Prohibition of discrimination</u>
Ed. Code 33319.3	<u>Driver education; CDE materials on road rage</u>
Ed. Code 33540	<u>Standards for government and civics instruction</u>
Ed. Code 33540.2	Model curriculum related to Vietnamese American refugee experience
Ed. Code 33540.4	Model curriculum related to Cambodian American history and heritage
Ed. Code 33547.5	Mathematics curriculum framework; Algebra I or Mathematics offered to students in grade 8
Ed. Code 33548	Media literacy and artificial intelligence literacy curriculum frameworks
Ed. Code 48980	<u>Parent/Guardian notifications</u>
Ed. Code 49060-49079	<u>Student records</u>
Ed. Code 49110.5	Workplace readiness week
Ed. Code 51202	<u>Instruction in personal and public health and safety</u>
Ed. Code 51203	<u>Instruction on alcohol, narcotics and dangerous drugs</u>
Ed. Code 51204	<u>Course of study designed for student's needs</u>
Ed. Code 51204.5	<u>History of California; contributions of specified groups</u>
Ed. Code 51210	<u>Course of study for grades 1-6</u>
Ed. Code 51220	<u>Course of study for grades 7-12</u>
Ed. Code 51221.1	California Teachers Collaborative for Holocaust and Genocide Education
Ed. Code 51221.2	Holocaust and genocide education; notice, survey, and grant program
Ed. Code 51225.3	<u>High school graduation requirements</u>
Ed. Code 51225.38	Health education; fentanyl instruction
Ed. Code 51225.7-51225.8	<u>Completion and submission of the Free Application for Federal Student Aid and California Dream Act Application</u>
Ed. Code 51226.3	<u>Instruction on civil rights, human rights violations, genocide, slavery, and the Holocaust</u>
Ed. Code 51226.7	<u>Model curriculum in ethnic studies</u>
Ed. Code 51226.8	Personal finance course; curriculum guide and resources
Ed. Code 51229	Notifications related to college admissions and career technical education
Ed. Code 51241	<u>Temporary two-year or permanent exemption from physical education</u>

Regulation 6143: Courses Of Study

Status: ADOPTED

Original Adopted Date: 11/01/2014 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

CSBA NOTE: Education Code requirements for courses of study are generally classified into requirements for grades 1-6 and 7-12. Therefore, K-8 districts and high school districts need to collaborate with appropriate area districts to ensure that all required courses are offered sometime during grades 7-12.

The district should select the sections below ("Grades 1-6" and/or "Grades 7-12") that correspond with the grade levels offered.

Pursuant to Education Code 242, the California Department of Education (CDE) has posted on its website guidance and public educational materials developed to ensure that all Californians can access information about educational laws and policies that safeguard the right to an accurate and inclusive curriculum. For more information regarding the prohibition of discrimination as it applies to textbooks, instructional materials, supplemental instructional materials, or other curriculum for classroom instruction, or any book or resource in a school library, see BP/AR 6161.1 - Selection and Evaluation of Instructional Materials, BP 6161.11 - Supplementary Instructional Materials, and BP 6163.1 - Library Media Centers. Also see CSBA's publication, "Instructional Materials Adoptions: State and local governing board processes, roles, and responsibilities," and corresponding Fact Sheet and Reference, and the California Attorney General's, "Guidance to School Officials re: Legal Requirements for Providing Inclusive Curricula and Books."

Grades 1-6

CSBA NOTE: Items #1-7 below are areas of study required by law for grades 1-6. The Governing Board may add other studies to this list.

Courses of study for grades 1-6 shall include the following:

CSBA NOTE: Education Code 51210 requires instruction in handwriting, including instruction in cursive or joined italics.

1. English: knowledge and appreciation of language and literature, and the skills of speaking, reading, listening, spelling, handwriting, including instruction in cursive or joined italics in the appropriate grade levels, and composition (Education Code 51210)
2. Mathematics: concepts, operational skills, and problem solving (Education Code 51210)
3. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, including instruction in: (Education Code 51210)

- a. The history, resources, development, and government of California and the United States

CSBA NOTE: Education Code 51204.5 requires instruction in social sciences to include a study of the role and contributions of specified groups of people to the economic, political, and social development of California and the United States of America, which includes people of all genders, Latino Americans, lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) Americans, and members of other ethnic, cultural, religious, and socioeconomic status groups. The complete list required by Education Code 51204.5 is reflected below.

Instruction shall include the early history of California and a study of the role and contributions of people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ+) Americans, persons with disabilities, and members of other ethnic, cultural, religious, and socioeconomic status groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society. (Education Code 51204.5, 60040)

- b. The development of the American economic system, including the role of the entrepreneur and labor
 - c. The relations of persons to their human and natural environments

- d. Eastern and western cultures and civilizations
- e. Contemporary issues
- f. The wise use of natural resources

CSBA NOTE: Education Code 51210, as amended by AB 1821 (Ch. 658, Statutes of 2024), requires instruction in social sciences in grades 1-6 to include the Spanish colonization of California and the Gold Rush Era as specified in Item #3g, below.

- g. Spanish colonization of California and the Gold Rush Era, including the treatment and perspectives of Native Americans during those periods

CSBA NOTE: Education Code 51210 requires instruction in science to include the causes and effects of climate change, and the methods to mitigate and adapt to climate change.

- 4. Science: biological and physical aspects, with emphasis on the processes of experimental inquiry, the place of humans in ecological systems, the causes and effects of climate change, and the methods to mitigate and adapt to climate change (Education Code 51210)
- 5. Visual and performing arts: instruction in dance, music, theater, and visual arts aimed at developing aesthetic appreciation and creative expression (Education Code 51210)

CSBA NOTE: Education Code 51202 requires that certain health-related topics be addressed at "the appropriate elementary and secondary grade levels" during grades K-12. Districts may revise Items #6a-e below to indicate topics that will be addressed in grades K-6.

Education Code 51203 requires the Board to adopt regulations specifying the grade(s) and course(s) in which drug and alcohol education will be given. For language fulfilling this mandate, see AR 5131.6 - Alcohol and Other Drugs.

- 6. Health: principles and practices of individual, family, and community health, including instruction at the appropriate grade levels and subject areas in: (Education Code 51202, 51210)
 - a. Personal and public safety and accident prevention, including instruction in emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and cardiopulmonary resuscitation (CPR) when appropriate equipment is available
 - b. Fire prevention
 - c. The protection and conservation of resources, including the necessity for the protection of the environment
 - d. Venereal disease
 - e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body

CSBA NOTE: The following items are optional pursuant to Education Code 51202.

- f. Prenatal care for pregnant women
- g. Violence as a public health issue

CSBA NOTE: Education Code 51925 requires districts that offer a health education course to middle school students to include mental health instruction, as specified in Item #6h. Districts that offer a health education course to students in grade 6, and for which grade 6 is part of a middle school program, should include Item #6h. Districts that offer mental health instruction to any other elementary grade level(s) or for which grade 6 is not part of the middle school program, may delete or revise Item #6h, as appropriate.

Education Code 51929 requires CDE to develop a plan to expand mental health instruction, and has created a webinar, "Student Mental Health Education Implementation: Why, What & How," available on its website.

- h. Mental Health, that provides for reasonably designed instruction on the overarching themes and core

principles of mental health, which includes: (Education Code 51925)

- i. Defining the signs and symptoms of common mental health challenges
- ii. Explaining evidence-based services and supports that effectively help individuals manage mental health challenges
- iii. Promoting mental health wellness and protective factors, including positive development, social and cultural connectedness and supportive relationships, resiliency, problem solving skills, coping skills, self-esteem, and a positive school and home environment in which students feel comfortable
- iv. Identifying warning signs of common mental health problems in order to promote awareness and early intervention so that students know to take action before a situation turns into a crisis, including how to obtain assistance from the district or the community for themselves or others and evidence-based and culturally responsive practices that are proven to help overcome mental health challenges
- v. Connecting the importance of mental health to overall health and academic success and to co-occurring conditions, such as chronic physical conditions, chemical dependence, and substance abuse
- vi. Conveying an awareness and appreciation about the prevalence of mental health challenges across all populations, races, ethnicities, and socioeconomic statuses, including the impact of race, ethnicity, and culture on the experience and treatment of mental health challenges
- vii. Understanding the stigma surrounding mental health challenges and what can be done to overcome stigma, increase awareness, and promote acceptance, including, to the extent possible, classroom presentations of narratives by trained peers and other individuals who have experienced mental health challenges and how they coped with their situations, including how they sought help and acceptance

Mental health instruction offered by the district shall: (Education Code 51926)

- A. Be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural backgrounds, students with disabilities, and English learners
- B. Be accessible to students with disabilities, including, but not limited to, providing a modified curriculum, materials, and instruction in alternative formats, and auxiliary aids
- C. Not reflect or promote bias against any person on the basis of any category protected by Education Code 220
- D. Be coordinated with any existing on-campus mental health providers including, but not limited to, providers with a pupil personnel services credential, who may be immediately called upon by students for assistance

Students receiving mental health instruction shall not be required to disclose their confidential health or mental health information at any time in the course of receiving the instruction. (Education Code 51927)

7. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind

CSBA NOTE: Item #8 below is optional. Education Code 51210.5 authorizes age-appropriate instruction on violence awareness and prevention within any area of study listed in Items #1-7 above. Pursuant to Education Code 51210.5, such instruction may include personal testimony in the form of oral or video histories that illustrate the economic and cultural effects of violence within a city, the state, and the country. For more information regarding history-social science instruction, see BP 6142.94 - History-Social Science Instruction.

8. Violence awareness and prevention

CSBA NOTE: Optional Item #9 below is not required by state law but is a highly recommended component of school-to-career instruction.

9. Career awareness exploration

Grades 7-12

CSBA NOTE: Items #1-14 below are areas of study required by law for grades 7-12. The Board may add other studies to this list.

Courses of study for grades 7-12 shall include the following:

1. English: knowledge and appreciation of literature, language, and composition, and the skills of reading, listening, and speaking (Education Code 51220)
2. Social sciences: age-appropriate instruction drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, with instruction in:
 - a. The history, resources, development, and government of California and the United States, including instruction in:

CSBA NOTE: Education Code 51204.5 requires instruction in social sciences to include a study of the role and contributions of specified groups of people to the economic, political, and social development of California and the United States of America, which includes people of all genders, Latino Americans, LGBTQ Americans, and members of other ethnic, religious, cultural, and socioeconomic status groups. The complete list required by Education Code 51204.5 is reflected below.

- i. The early history of California and a study of the role and contributions of people of all genders, Native Americans, African Americans, Latino Americans, Asian Americans, Pacific Islanders, European Americans, LGBTQ+ Americans, persons with disabilities, and members of other ethnic, cultural, religious, and socioeconomic status groups to the economic, political, and social development of California and the United States, with particular emphasis on portraying the role of these groups in contemporary society (Education Code 51204.5, 60040)

CSBA NOTE: Education Code 51221.3 and 51221.4 encourage, but do not require, instruction on the topics described in optional Items #2(a)(ii)-(iv) below. These items may be modified or deleted to reflect district practice.

For districts that choose to offer such instruction, Education Code 51221.3 and 51221.4 encourage that a component be drawn from personal testimony, especially in the form of oral or video history. If oral histories are used, they must conform to the requirements of Education Code 51221.3 and 51221.4. For more information regarding history-social science instruction, see BP 6142.94 - History-Social Science Instruction.

- ii. World War II, including the role of Americans and Filipino Americans who served in the United States Army during that time

CSBA NOTE: Pursuant to Education Code 33540.2, CDE has posted on its "Model Curricula and Curriculum Guides" webpage, model curriculum regarding the Vietnamese American refugee experience that includes the period from the Vietnam War and the Fall of Saigon in 1975 to the year 2000.

- iii. The Vietnam War, including the "Secret War" in Laos and role of Southeast Asians in that war
 - iv. The Bracero program, in which there was a 1942 agreement between the United States and Mexico authorizing the temporary migration of laborers to the United States

- b. The American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the state and federal constitutions

CSBA NOTE: The following optional paragraph is for use by districts that offer a teen court or peer court program.

This course may include participation in a teen court or peer court program. (Education Code 51220.2)

CSBA NOTE: Pursuant to Education Code 49110.5, all public high schools are required to observe the week that includes April 28 as "Workplace Readiness Week" by providing information to students on their rights as workers, including specified topics. For students in grades 11 and 12, the "Workplace

Readiness Week" observances are required to be integrated into the regular school program, consistent with the history-social science framework, but may also include special events after regular school hours. For more information on "Workplace Readiness Week," see BP 6142.94 - History-Social Science Instruction.

- c. The development of the American economic system, including the role of the entrepreneur and labor

CSBA NOTE: The following item is required pursuant to Education Code 51220, as amended by AB 1871 (Ch. 810, Statutes of 2024).

- d. Personal financial literacy
- e. The relations of persons to their human and natural environments, including the wise use of natural resources (Education Code 51221)
- f. Eastern and western cultures and civilizations

CSBA NOTE: Pursuant to Education Code 51220, instruction related to human rights issues, as provided in Item #2g below, may include the study of the Armenian genocide. Education Code 51226.3 encourages the incorporation of oral testimony into instruction in human rights, the Holocaust, and genocide, including the Armenian, Cambodian, Darfur, and Rwandan genocides. In accordance with Education Code 33540.4, model curriculum related to Cambodian American history and heritage is available on CDE's, "Model Curricula and Curriculum Guides," webpage.

Education Code 51221.1, as added by SB 1277 (Ch. 890, Statutes of 2024), created the California Teachers Collaborative for Holocaust and Genocide Education, which established a statewide teacher professional development program on genocide, including the Holocaust, to ensure that genocide education is taught consistent with the current content standards, curriculum frameworks, and instructional materials adopted by the State Board of Education (SBE), and in ways that are interdisciplinary and age-appropriate to students of different grade levels. Additionally, pursuant to Education Code 51221.2, as added by SB 472 (Ch. 761, Statutes of 2025), CDE is required to establish a grant program for direct allocations to districts to enable them provide resources and opportunities and professional development for Holocaust and genocide education. In addition, Education Code 51221.2 requires CDE to provide to districts serving students in grades 7-12, a notice clarifying the requirements of Education Code 51220 as related to the understanding of human rights issues, with particular attention to the study of the inhumanity of genocide, slavery, and the Holocaust.

- g. Human rights issues, with particular attention to the study of the inhumanity of genocide, which may include, but is not limited to, the Armenian, Cambodian, Darfur, and Rwandan genocides, slavery, and the Holocaust (Education Code 51221.2, 51226.3)

CSBA NOTE: Education Code 51220, as amended by AB 1821, requires, to the extent instruction is provided on the Spanish colonization of California or the Gold Rush Era for grades 7-12, to include the treatment and perspectives of Native Americans during those periods.

Pursuant to Education Code 51226.3, as amended by AB 1821, when SBE adopts new history-social science instructional materials, the Instructional Quality Commission (IQC) is required to consider including content on the treatment and perspectives of Native Americans during the periods of the Spanish colonization of California and the Gold Rush Era.

- h. To the extent instruction is provided on the Spanish colonization of California or the Gold Rush Era, the treatment and perspectives of Native Americans during those periods
 - i. Contemporary issues
3. World language(s): understanding, speaking, reading, and writing, beginning not later than grade 7 (Education Code 51220)
 4. Physical education: with emphasis on physical activities conducive to health and vigor of body and mind, as required by Education Code 51222 (Education Code 51220)
 5. Science: physical and biological aspects; emphasis on basic concepts, theories, and processes of scientific investigation and on the place of humans in ecological systems; the causes and effects of climate change, the methods to mitigate and adapt to climate change; and appropriate applications of the interrelation and

interdependence of the sciences (Education Code 51220)

CSBA NOTE: Pursuant to Education Code 33547.5, as amended by SB 1410 (Ch. 476, Statutes of 2024), the IQC is required to consider including in the mathematics curriculum framework that students in grade 8 be offered the opportunity to take an Algebra I or Mathematics I course that is aligned to the content standards adopted by SBE.

6. Mathematics: mathematical understandings, operational skills, and problem-solving procedures; algebra (Education Code 51220, 51224.5)
7. Visual and performing arts: dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and creative expression (Education Code 51220)
8. Applied arts: consumer education, family and consumer sciences education, industrial arts, general business education, or general agriculture (Education Code 51220)
9. Career technical/vocational-technical education: in the occupations and in the numbers appropriate to the personnel needs of the state and community served and relevant to the career desires and needs of students (Education Code 51220)

CSBA NOTE: Education Code 51934 requires that students be provided comprehensive sexual health and HIV prevention instruction at least once in middle school or junior high school and at least once in high school. For components of such instruction and required opt-out procedures, see BP/AR 6142.1 - Sexual Health and HIV/AIDS Prevention Instruction.

10. Comprehensive sexual health and HIV prevention (Education Code 51225.36, 51934)

CSBA NOTE: Education Code 51202 requires that certain health-related topics be addressed at "the appropriate elementary and secondary grade levels" during grades kindergarten-12. Districts may revise Item #11 below to indicate topics that will be addressed in grades 7-12.

Education Code 51203 requires the Board to adopt regulations specifying the grade(s) and course(s) in which drug and alcohol education will be given. For language fulfilling this mandate, see AR 5131.6 - Alcohol and Other Drugs.

11. Personal and public safety, accident prevention and health, including instruction in: (Education Code 51202, 51203)
 - a. Emergency first aid, hemorrhage control, treatment for poisoning, resuscitation techniques, and CPR when appropriate equipment is available

CSBA NOTE: The following paragraph is for use by districts that require a course in health education for high school graduation. For more information regarding high school graduation requirements, see BP 6146.1 - High School Graduation Requirements. Pursuant to Education Code 51225.6, such districts are required to include instruction in performing compression-only cardiopulmonary resuscitation (CPR), as described below. Such instruction must be based on national evidence-based emergency cardiovascular care guidelines for the performance of compression-only CPR, such as those developed by the American Heart Association or the American Red Cross, and must include hands-on practice in compression-only CPR. On its website, CDE provides guidance on how to implement this requirement.

Education Code 51225.6 also encourages districts to provide students with general information on the use and importance of an automated external defibrillator.

Instruction shall be provided in compression-only CPR based on national guidelines and shall include hands-on practice (Education Code 51225.6)

- b. Fire prevention
- c. The protection and conservation of resources, including the necessity for the protection of the environment
- d. Venereal disease
- e. The effects of alcohol, narcotics, drugs, and tobacco upon the human body

CSBA NOTE: The following two items are optional pursuant to Education Code 51202.

f. Prenatal care for pregnant individuals

g. Violence as a public health issue

CSBA NOTE: Education Code 51925 requires districts that offer a health education course to high school students to include mental health instruction, as specified in Item #11h. Districts that offer a health education course to high school students should include Item #11h, and may be deleted or revised by districts that do not offer such a course.

Pursuant to Education Code 51929, CDE has developed a plan to expand mental health instruction, and has posted, "Education Code 51925: Mental Health Instruction Expansion Education Plan," on its website.

h. Mental Health, that provides for reasonably designed instruction on the overarching themes and core principles of mental health, which includes: (Education Code 51925)

- i. Defining the signs and symptoms of common mental health challenges
- ii. Explaining evidence-based services and supports that effectively help individuals manage mental health challenges
- iii. Promoting mental health wellness and protective factors, including positive development, social and cultural connectedness and supportive relationships, resiliency, problem solving skills, coping skills, self-esteem, and a positive school and home environment in which students feel comfortable
- iv. Identifying warning signs of common mental health problems in order to promote awareness and early intervention so that students know to take action before a situation turns into a crisis, including how to obtain assistance from the district or the community for themselves or others and evidence-based and culturally responsive practices that are proven to help overcome mental health challenges
- v. Connecting the importance of mental health to overall health and academic success and to co-occurring conditions, such as chronic physical conditions, chemical dependence, and substance abuse
- vi. Conveying an awareness and appreciation about the prevalence of mental health challenges across all populations, races, ethnicities, and socioeconomic statuses, including the impact of race, ethnicity, and culture on the experience and treatment of mental health challenges
- vii. Understanding the stigma surrounding mental health challenges and what can be done to overcome stigma, increase awareness, and promote acceptance, including, to the extent possible, classroom presentations of narratives by trained peers and other individuals who have experienced mental health challenges and how they coped with their situations, including how they sought help and acceptance

Mental health instruction offered by the district shall: (Education Code 51926)

- A. Be appropriate for use with students of all races, genders, sexual orientations, ethnic and cultural backgrounds, students with disabilities, and English learners
- B. Be accessible to students with disabilities, including, but not limited to, providing a modified curriculum, materials, and instruction in alternative formats, and auxiliary aids
- C. Not reflect or promote bias against any person on the basis of any category protected by Education Code 220
- D. Be coordinated with any existing on-campus mental health providers including, but not limited to, providers with a pupil personnel services credential, who may be immediately called upon by students for assistance

Students receiving mental health instruction shall not be required to disclose their confidential health or mental health information at any time in the course of receiving the instruction. (Education Code 51927)

CSBA NOTE: The following paragraph is for use by districts that require a course in health education for high school graduation. Beginning with the 2026-27 school year, Education Code 51225.38, as added by AB 2429 (Ch. 67, Statutes of 2024), requires such districts to include instruction in the dangers associated with fentanyl use in such a course. For more information regarding health education, see AR 6142.8 - Comprehensive Health Education.

- viii. Starting with the 2026-27 school year, the dangers associated with fentanyl use (Education Code 51225.38)

CSBA NOTE: Item #12 is optional. Education Code 51220.3 authorizes age-appropriate instruction on violence awareness and prevention within any area of study listed above for grades 7-12.

12. Violence awareness and prevention

CSBA NOTE: Pursuant to Education Code 51226.7, SBE has adopted a model curriculum in ethnic studies upon which districts may offer an elective course in social sciences or English language arts in at least one year during grades 9-12.

Subject to funding in the annual Budget Act or other statute, Education Code 51225.3 requires a one-semester course in ethnic studies for high school graduation beginning with students who graduate in the 2029-30 school year. At its discretion, a district may require a full-year course. Districts that require a full-year course should revise Item #13 accordingly. A student who completes a course in ethnic studies will also accrue credit for coursework in the subject that the course is offered, including, if applicable, credit towards satisfying a course required for graduation.

Item #13 is conditional upon the Legislature appropriating funding for ethnic studies courses. If funding is appropriated, districts will be required to offer a one-semester ethnic studies course, as specified.

13. A one-semester course in Ethnic studies, which may be any one of the following: (Education Code 51225.3)
- a. A course based on the model curriculum developed pursuant to Education Code 51226.7
 - b. An existing ethnic studies course
 - c. An ethnic studies course taught as part of a course that has been approved as meeting the University of California (UC)/California State University (CSU) A-G requirements

CSBA NOTE: Even though there is a model ethnic studies curriculum developed by IQC and adopted by SBE as described above, districts may locally develop an ethnic studies course pursuant to Education Code 51225.3. Education Code 51225.3 expresses legislative intent that boards choosing to locally develop an ethnic studies course not use portions of the draft model curriculum that were not adopted by IQC due to concerns related to bias, bigotry, and discrimination.

- d. A locally developed ethnic studies course approved by the Governing Board

Such a course shall first be presented at an open Board meeting, and approved only after a subsequent open Board meeting at which the public has had the opportunity to express its views on the proposed course

For the courses described in Items #13a-d above, the curriculum, instruction, and instructional materials shall: (Education Code 51225.3)

- i. Be appropriate for use with students of all races, religious, nationalities, genders, sexual orientation, and diverse ethnic and cultural backgrounds, students with disabilities, and English learners
- ii. Not reflect or promote, directly or indirectly, any bias, bigotry, or discrimination against any person or group of persons based on any category protected by Education Code 220

- iii. Not teach or promote religious doctrine

CSBA NOTE: Pursuant to Education Code 51225.3, the district is required, commencing in the 2027-28 school year, to offer a one semester course in personal finance. Additionally, Education Code 51225.3, authorizes districts to exempt a student who completes a separate, stand-alone one-semester course in personal finance, that is not combined with any other course, from the graduation requirement to complete a one-semester course in economics.

Pursuant to Education Code 51226.8, IQC is required to develop and recommend to SBE a curriculum guide and resources for a separate, stand-alone one-semester course in personal finance that is not combined with any other course.

14. Commencing in the 2027-28 school year, a separate, stand-alone one-semester course in personal finance (Education Code 51225.3)

CSBA NOTE: Education Code 51220.5 requires the equivalent content of a one-semester course in parenting skills and education in grade 7 and/or 8, subject to funding which was not subsequently appropriated; thus the following paragraph is currently optional.

In addition, the course of study for grade 7 and/or 8 may include parenting skills and education, including, but not limited to, child growth and development, parental responsibilities, household budgeting, child abuse and neglect issues, personal hygiene, maintenance of healthy relationships, teen parenting issues, and self-esteem. (Education Code 51220.5)

CSBA NOTE: The following paragraph is for use by districts that maintain high schools.

High schools shall offer automobile driver education that includes instruction in: (Education Code 51220, 51220.1, 51220.4)

1. Vehicle Code provisions and other relevant state laws
2. Proper acceptance of personal responsibility in traffic
3. Appreciation of the causes, seriousness, and consequences of traffic accidents
4. Knowledge and attitudes necessary for the safe operation of motor vehicles
5. The safe operation of motorcycles
6. The dangers involved in consuming alcohol or drugs in connection with the operation of a motor vehicle
7. The rights and duties of a motorist as they pertain to pedestrians and the rights and duties of pedestrians as they pertain to traffic laws and traffic safety

Certification of College Preparatory Courses

CSBA NOTE: The following optional section is for use by districts that maintain grades 9-12 and may be revised to reflect district practice. Among the criteria for admission to the University of California (UC) or California State University (CSU) system is a requirement that students satisfactorily complete 15 yearlong/30 semesters of specified courses ("A-G" courses). In order to qualify as an "A-G" course, the course must first be submitted to and approved by UC. The district or school should develop course descriptions using the templates provided by UC and submit them through UC's online system.

Education Code 51225.37 encourages districts that offer world language courses specifically designed for native speakers to submit those courses to UC for certification and addition to the school's "A-G" course list.

The following paragraph may be revised to reflect the position in the district or school(s) that is responsible for submitting and updating "A-G" courses.

The Superintendent or designee shall identify district courses that may qualify for designation as "A-G" college preparatory courses, including courses in history-social science, English, mathematics, laboratory science, languages other than English, visual and performing arts, career technical education, and college preparatory electives. The Superintendent or designee shall submit any necessary information regarding each identified course to UC for "A-G" designation.

Notification and Information Sharing Related to Students in Grades 9-12

CSBA NOTE: The following section is for use by districts that maintain grades 9-12.

At the beginning of each school year, the Superintendent or designee shall provide, as part of the annual notification required pursuant to Education Code 48980, written notice to parents/guardians of students in grades 9-12 that, to the extent possible, shall not exceed one page in length and that includes all of the following: (Education Code 51229)

1. A brief explanation of the course requirements for admission to UC and CSU

CSBA NOTE: The UC maintains a searchable website that lists certified "A-G" courses for all regular California public high schools.

2. A list of the current UC and CSU websites that help students and their families learn about college admission requirements and that list high school courses that have been certified by UC as satisfying the requirements for admission to UC and CSU
3. A brief description of what career technical education is, as defined by the California Department of Education (CDE)
4. The Internet address for the portion of CDE's website where students can learn more about career technical education
5. Information about how students may meet with school counselors to help them choose courses that will meet college admission requirements and/or enroll in career technical education courses

CSBA NOTE: Items #6-7 were added to the list of required information to be provided to parents/guardians pursuant to Education Code 51229, as amended by SB 153 (Ch. 38, Statutes of 2024).

6. A separate and distinct disclosure, in accordance with 20 USC 1232g, the federal Family Education Rights and Privacy Act of 1974 (FERPA), that data may be shared with the California College Guidance Initiative (CCGI) to provide students and their parents/guardians with direct access to online tools and resources for college and career planning
7. Contact information for the CaliforniaColleges.edu platform in order to access resources that help students and their parents/guardians learn about college admissions requirements

CSBA NOTE: Pursuant to Education Code 60900, as amended by SB 153, districts are required to, on or before January 1, 2026, enter into a data sharing agreement with the California College Guidance Initiative (CCGI), and by June 30, 2026, submit data for students in grades 9-12, as specified. Pursuant to Education Code 60900 and 60900.5, as amended by SB 153, CDE also shares specified data with CCGI. The district is required to include in the annual notification to parents/guardians a distinct notification that data may be shared with CCGI for specific purposes; see AR 5125 - Student Records and E(1) 5145.6 - Parent/Guardian Notifications.

In order to provide data needed to improve student achievement and accomplish other specified goals, the Superintendent or designee shall submit student transcript information for grades 9-12 students to CCGI and shall comply with other program requirements specified in Education Code 60900.5. (Education Code 60900)

CSBA NOTE: Education Code 51225.8 requires districts to provide specified information on how to properly complete and submit the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application (CADAA), as appropriate, at least once before grade 12. At the district's discretion, the information provided may be disseminated through in-class instruction, an existing program, family information sessions, group or individual sessions with school counselors, or other appropriate means.

The Superintendent or designee shall provide information to students and parents/guardians regarding the completion and submission of the Free Application for Federal Student Aid (FAFSA) and/or the California Dream Act Application (CADAA) at least once before grade 12. (Education Code 51225.8)

CSBA NOTE: Pursuant to Education Code 51225.8, as amended by SB 153, districts are required to advise students in grade 11 to complete the grade 11 financial aid lessons on CCGI's CaliforniaColleges.edu platform. The district may disseminate the information provided through in-class instruction, an existing program, family information sessions, group or individual sessions with school counselors, or other appropriate means.

The Superintendent or designee shall advise each student in grade 11 to complete the grade 11 financial aid lessons on CCGI's CaliforniaColleges.edu platform. (Education Code 51225.8)

Information shared by students and parents/guardians in completing and submitting the FAFSA and/or CADAA shall be handled in compliance with FERPA and applicable state law, regardless of any person's immigration status or other personal information. (Education Code 51225.7)

CSBA NOTE: Pursuant to Education Code 51225.7, as amended by AB 123 (Ch. 9, Statutes of 2025), beginning with the 2025-26 school year, the Board is required to provide each student and student's parent/guardian with information about, and potential eligibility for, the California Kids Investment and Development Program.

The Superintendent or designee shall provide each student in grade 12, and if applicable, the student's parent/guardian, with information about, and potential eligibility for, the California Kids Investment and Development Savings Program. (Education Code 51225.7)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 10020	<u>Automobile driver education</u>
5 CCR 10040-10043	<u>Automobile driver training</u>
5 CCR 10060	<u>Criteria for high school physical education programs</u>
5 CCR 430-438	<u>Individual student records</u>
5 CCR 4940	<u>Nondiscrimination: course access</u>
Ed. Code 200	<u>Prohibition of discrimination</u>
Ed. Code 33319.3	<u>Driver education: CDE materials on road rage</u>
Ed. Code 33540	<u>Standards for government and civics instruction</u>
Ed. Code 33540.2	Model curriculum related to Vietnamese American refugee experience
Ed. Code 33540.4	Model curriculum related to Cambodian American history and heritage
Ed. Code 33547.5	Mathematics curriculum framework; Algebra I or Mathematics offered to students in grade 8
Ed. Code 33548	Media literacy and artificial intelligence literacy curriculum frameworks
Ed. Code 48980	<u>Parent/Guardian notifications</u>
Ed. Code 49060-49079	<u>Student records</u>
Ed. Code 49110.5	<u>Workplace readiness week</u>
Ed. Code 51202	<u>Instruction in personal and public health and safety</u>
Ed. Code 51203	<u>Instruction on alcohol, narcotics and dangerous drugs</u>
Ed. Code 51204	<u>Course of study designed for student's needs</u>
Ed. Code 51204.5	<u>History of California; contributions of specified groups</u>
Ed. Code 51210	<u>Course of study for grades 1-6</u>
Ed. Code 51220	<u>Course of study for grades 7-12</u>
Ed. Code 51221.1	California Teachers Collaborative for Holocaust and Genocide Education
Ed. Code 51221.2	Holocaust and genocide education; notice, survey, and grant program
Ed. Code 51225.3	<u>High school graduation requirements</u>
Ed. Code 51225.38	Health education; fentanyl instruction
Ed. Code 51225.7-51225.8	<u>Completion and submission of the Free Application for Federal Student Aid and California Dream Act Application</u>
Ed. Code 51226.3	<u>Instruction on civil rights, human rights violations, genocide, slavery, and the Holocaust</u>
Ed. Code 51226.7	<u>Model curriculum in ethnic studies</u>

Financial Aid Requirements for Students in Grade 12

CSBA NOTE: Pursuant to Education Code 51225.7, the district is required to confirm that each student in grade 12 completes and submits a FAFSA to the U.S. Department of Education and/or, if a student is exempt from paying nonresident tuition, a CADAA to the Student Aid Commission (CSAC), unless there is an exception as specified below. To enable educators to ensure that each student has successfully completed and submitted a FAFSA or CADAA, Education Code 51225.7 requires CSAC to provide data to CCGI to inform reports available through CaliforniaColleges.edu.

Pursuant to Education Code 51225.7, CSAC adopted regulations, available on its website, that include model opt-out forms and acceptable use policies for the purpose of providing guidance on the protection of student and parent/guardian data.

The California Student Opportunity and Access Program (Cal-SOAP) is a CSAC outreach program that seeks to improve access to postsecondary education and financial aid for low-income and first-generation students in underserved regions by providing students and parents/guardians with guidance on financial aid and college admissions to make higher education accessible and affordable. CSAC's website includes toolkits available for school staff who support students in their financial aid process, including applying for the FAFSA and CADAA.

The Superintendent or designee shall ensure that each student in grade 12 completes and submits a FAFSA to the U.S. Department of Education or, if a student is exempt from paying nonresident tuition, a CADAA to the Student Aid Commission (CSAC), unless either: (Education Code 51225.7)

1. The student's parent/guardian, emancipated minor, or student age 18 years or older submits an opt-out form to the district
2. If the district determines that a student is unable to complete a requirement of Education Code 51225.7, the district shall exempt the student or the student's parent/guardian from completing the FAFSA, CADAA, or opt-out form and shall complete and submit an opt-out form on the student's behalf and notify the student's parent/guardian of the student's exemption

CSBA NOTE: Pursuant to Education Code 51225.7, as amended by AB 2165 (Ch. 702, Statutes of 2024), the district is required to provide the student and the student's parent/guardian with specified information before being exempted from the requirement to complete a FAFSA or CADAA.

Before a student or the student's parent/guardian is exempted from the requirement to complete the FAFSA or CADAA, the district shall provide a student and the student's parent/guardian with the following information: (Education Code 51225.7)

1. The purposes and benefits of the FAFSA or CADAA, which include consideration for financial aid
2. The consequences of not completing and submitting a FAFSA or CADAA
3. The option to complete a FAFSA or CADAA after an opt-out form has been submitted

The information provided in Items #1-3 above shall be provided: (Education Code 51225.7)

1. To the student through a meeting between a school counselor and the student or, if no school counselor is employed at the school, between the student and other school staff, through written material, or by other means of communication
2. To the student's parent/guardian, or the student when required, and shall include notification of the date by which the student will be opted out by the district if no action is taken

This notice shall be provided with sufficient time for the student or parent/guardian to act before the district opts out the student.

The Superintendent or designee shall ensure that each high school student in grade 12, and if applicable, the student's parent/guardian, is directed to any support and assistance necessary to complete the FAFSA and/or CADAA that may be available through outreach programs, including, but not limited to, programs operated by CSAC, postsecondary immigration resource centers, college readiness organizations, community-based organizations, and/or legal resource organizations. (Education Code 51225.7)

Regulation 6146.2: Certificate Of Proficiency/High School Equivalency

Status: ADOPTED

Original Adopted Date: 11/01/2007 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

Certificate of Proficiency

CSBA NOTE: The following administrative regulation is for use by districts that maintain grades 9-12.

CSBA NOTE: Pursuant to Education Code 48412, the State Board of Education (SBE) will award a "certificate of proficiency" to persons who pass the California Proficiency Program (CPP) established by the California Department of Education (CDE) to assess proficiency in reading, writing, and mathematics skills. A list of test centers and testing dates is available on the CPP website. Education Code 48412 requires CDE to schedule testing dates at least once in the fall semester and once in the spring semester. CDE keeps a permanent record of the issuance of all certificates.

Pursuant to 5 CCR 11523, the Superintendent is obligated to require the principal of each high school to distribute information about the exam to students in grades 11-12. At their discretion, districts may revise the following paragraph to require distribution of such information to students in grade 10.

The principal of each high school shall distribute to each student in grades 11-12 an announcement explaining the California Proficiency Program (CPP). Announcements from the California Department of Education (CDE) or its contractor shall be distributed early enough to enable interested students to register for the test to be given in the fall of that year. (5 CCR 11523)

CSBA NOTE: The following optional paragraph reflects CPP information on CDE's website.

Additionally, students may be advised that the certificate of proficiency awarded upon passing the CPP is equivalent to a high school diploma. However, once the student has taken the CPP, passed the language arts and mathematics subtests and exited high school, they may choose to take the remaining High School Equivalency Test (HiSET)-Equivalency subtests in science and social studies to earn their California High School Equivalency Certificate, which provides more opportunities than the certificate of proficiency does alone.

A student may take the CPP if the student meets one of the following conditions: (Education Code 48412)

1. Is age 16 or older
2. Has been enrolled in the 10th grade for one school year or longer
3. Will complete one school year of enrollment in 10th grade at the end of the semester during which the next CPP will be administered

If a student receives the certificate of proficiency, the district shall indicate the student's accomplishment and the date of the award on the student's official transcript. (5 CCR 11521)

Any student who has received the certificate of proficiency may be exempted from compulsory school attendance upon the student's request, with verified parent/guardian consent as appropriate. For this purpose, the Superintendent or designee shall provide a consent form which contains at least the following information: (Education Code 48410; 5 CCR 11522)

1. A general explanation of the student's rights of exemption from compulsory attendance and of re-enrollment in the public high schools
2. The date of issuance of the certificate of proficiency
3. The signature of the parent/guardian and the date
4. The signature of the school administrator who has personally confirmed the authenticity of the parent/guardian's signature and the date

Any student, 16- or 17-years of age, who terminates enrollment after receiving the certificate of proficiency may re-enroll in the district. If enrollment is subsequently terminated again, the student may be denied re-enrollment until the beginning of the following semester. (Education Code 48414)

High School Equivalency Certificate

CSBA NOTE: Education Code 51420-51427 provide that persons may be awarded the California High School Equivalency Certificate by taking a general educational development test and receiving a score that is at least as high as that determined by SBE to be equal to the standard of performance expected from high school graduates. SBE has approved the use of two tests for this purpose: (1) the General Educational Development (GED) test adopted by the General Educational Development Testing Service and (2) the High School Equivalency Test (HiSET) provided by the Educational Testing Service.

Obtaining a high school equivalency certificate requires passing of a general educational development test designated by the State Board of Education pursuant to Education Code 51420, including the General Educational Development (GED) test or the HiSET.

Anyone taking a test leading to a high school equivalency certificate is required to be a resident of California or a member of the armed forces assigned to duty in California and meet any one of the following criteria: (Education Code 51420)

1. Is 18 years of age or older
2. Would have graduated from high school had the person remained in school and followed the usual course of study
3. Is 17 years of age, has accumulated fewer than 100 units of high school credit, and is confined to a state or county hospital or to an institution maintained by a state or county correctional facility
4. Is 17 years of age, has accumulated fewer than 100 units of high school credit prior to enrollment in an academic program offered by a dropout recovery high school and has successfully completed the dropout recovery high school's state standards aligned instructional program which offers the opportunity for completion of the requirements for a high school diploma and at least one year of instruction or instruction followed by services related to the academic program

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 11520-11523	Proficiency examination and certificate
5 CCR 11530-11532.5	High school equivalency certificate
Ed. Code 48400-48403	Compulsory continuation education
Ed. Code 48410	Exemption from continuation education
Ed. Code 48412	Certificate of proficiency
Ed. Code 48413	Enrollment in continuation classes
Ed. Code 48414	Reenrollment in district
Ed. Code 51420-51427	High school equivalency certificates
Ed. Code 52052	Accountability; numerically significant student subgroups
Management Resources	Description
Website	California Department of Education, California High School Equivalency FAQ
Website	CSBA District and County Office of Education Legal Services
Website	High School Equivalency Test
Website	General Educational Development Test
Website	California High School Proficiency Examination
Website	California Department of Education, High School Equivalency Tests
Website	California Department of Education, California Proficiency Program

Policy 7000: Concepts And Roles

Status: ADOPTED

Original Adopted Date: 09/01/1988 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

The Governing Board recognizes that one of its major responsibilities is to provide healthful, safe and adequate facilities that enhance the instructional program and align with the needs of the district. The Board shall endeavor to provide and maintain high-quality school facilities that support the district's educational program. Because the schools serve as a focal point for the community, the Board shall strive to provide district facilities that are compatible with surrounding neighborhoods and have the flexibility of design to meet future educational and community needs. As part of its intent to make use of each facility, the Board recognizes that, in some instances, the best use may be reuse by a third party, and in other instances, may be lease or sale.

In order to plan for long-range facilities needs, the Superintendent or designee may develop, for Board approval, a school facilities master plan in accordance with Board Policy 7110 - Facilities Master Plan, and regularly review such plan in light of the district's educational goals. In accordance with this plan, the Board shall:

1. Approve additions or major alterations to existing buildings
2. Determine what new buildings shall be built, when and where, and what equipment shall be purchased for them
3. Determine the method of financing that will be used
4. Select and purchase school sites for future expansion, as needed, and facilities for new school sites or other district use
5. Sell or lease facilities, including via joint occupancy or joint use, when no other better use is identified
6. Approve the selection of architects and structural engineers
7. Award contracts for design and construction
8. Authorize the use of school facilities by district residents and community groups in accordance with Board Policy/Administrative Regulation 1330 - Use of School Facilities
9. Consider the use of district property for workforce housing
10. Advocate school facility needs to the community

The Superintendent or designee shall:

1. Assess the district's short- and long-term facilities needs
2. Direct the preparation and updating of the facilities master plan
3. Oversee the preparation of bids and awarding of contracts
4. Supervise the implementation of the district's building program in accordance with the master plan, Board policy, and state and local requirements, including collaboration with the architect and contractor on the construction of new facilities and modernization of existing facilities
5. Represent the district in official governmental interactions related to the building program

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
5 CCR 14001	Minimum standards for school facilities
5 CCR 14010	Procedure for site acquisition

Policy 7131: Relations With Local Agencies

Status: ADOPTED

Original Adopted Date: 02/01/1996 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

CSBA NOTE: The following optional Board policy may be revised to reflect district practice.

Districts are generally authorized to cooperate and/or coordinate their activities or services with other local agencies, including cities, counties, and special districts, as necessary to maximize efficient use of resources.

The Governing Board recognizes the importance of collaborating and communicating with other local agencies in order to provide the best possible school facilities and to allocate facility resources in an effective and efficient manner. The Board and district staff shall consult and coordinate with local agencies as required by law, and shall utilize the expertise and resources of such agencies when useful to the district in the planning, design, and construction of facilities.

CSBA NOTE: Education Code 35275 requires the Governing Board to meet with local park and recreation authorities to coordinate the planning, design, and construction of new school facilities and school sites, or major additions to existing school facilities and recreation and park facilities. For more information regarding the site selection and development process, see AR 7150 - Site Selection and Development. Additionally, Government Code 65352.2 encourages collaboration between districts, cities, and counties by authorizing meetings between those agencies to discuss methods of coordinating the planning, design, and construction of facilities.

The Board shall meet with the appropriate local agency recreation and park authorities to review all possible methods of coordinating the planning, design, and construction of new school facilities and school sites, or major additions to existing school facilities and recreation and park facilities in the community. (Education Code 35275)

Upon receiving notification of proposed action to adopt or substantially revise a city or county general plan, the Board may request a meeting with the local planning agency to discuss possible methods of coordinating planning, design, and construction of new school facilities and school sites. (Government Code 65352.2)

CSBA NOTE: Because new developments could impact the adequacy of school facilities to support student population, the district should maintain regular communication with city/county planning officials to ensure that considerations of adequacy of school facilities and other public facilities essential to development are included in city/county planning. Without this, the district may lack necessary funds to provide adequate school facilities, since the imposition of any fee, charge, or other requirement for the construction or reconstruction of school facilities is prohibited pursuant to Government Code 65995, unless it is a school impact fee specifically authorized by Education Code 17620.

The Superintendent or designee shall monitor land development proposals within district boundaries and shall ensure that an exchange of accurate information is maintained with city/county planning staff regarding the impact of land development on the district's educational programs and facility needs. When necessary, the district shall recommend measures for inclusion in the city/county general plan to ensure the availability of adequate school facilities to address the new development.

Recognizing that available funds may not suffice to eliminate overcrowding in district schools caused by new development, the Board urges the city/county to adopt in its general plan or other appropriate planning documents, to the extent permitted by law, a provision which ensures that adequate school facilities will be available.

Notifications to Other Local Agencies

CSBA NOTE: For new residential development, Government Code 65971 requires the Board, upon making a finding described below by clear and convincing evidence, to notify the city council or board of supervisors of the city or county in which the district is located of such finding. Government Code 65972 requires that the development be denied unless the city or county, by ordinance and as a condition of approval, imposes specific land and/or fee requirements on the developer to fund interim classroom facilities, or specific overriding factors exist which, in the judgment of the city or county, justify approval of the development. It is recommended that districts with questions about requiring developer land dedication or levying fees consult CSBA's District and County Office of Education Legal Services or district legal counsel.

In order to adequately mitigate the additional students generated by new development within the district, the Board may make a finding, based on clear and convincing evidence, that: (Government Code 65971)

1. That conditions of overcrowding, as defined in Government Code 65973, exist in one or more attendance areas within the district which will impair the normal functioning of the educational programs, and the reason

for the existence of those conditions

2. That all reasonable methods of mitigating conditions of overcrowding have been evaluated and no feasible method for reducing those conditions exists

Upon making such a finding, the Board shall notify the city council or county board of supervisors of such finding. The notice shall include a completed application to the Office of Public School Construction for preliminary determination of eligibility for school construction under applicable state law. (Government Code 65971)

CSBA NOTE: Government Code 53094 authorizes Boards to render a city or county zoning ordinance inapplicable to a proposed use of property by the district, excluding nonclassroom facilities (such as warehouses, administrative buildings, and automotive storage and repair buildings), as long as (1) the property lies within the geographical jurisdiction of the district in accordance with Government Code 53097.3, (2) if applicable, the district notifies the city or county planning commission of the acquisition of a new school site in accordance with Public Resources Code 21151.2, (3) if applicable, the district notifies the city or county planning commission or agency prior to completion of a facilities needs analysis, master plan, or other long-range plan that relates to the expansion of existing school sites or necessity to acquire new school sites in accordance with Government Code 65352.2, and (4) 2/3 of the Board's members vote in the affirmative.

However, pursuant to Government Code 53097.3, a district may not render a city or county ordinance inapplicable to a charter school facility unless that facility is physically located within the geographical jurisdiction of the district. For more information on Board action to render a zoning ordinance inapplicable, see E(1) 9323.2 - Actions by the Board.

The Superintendent or designee shall notify the appropriate city or county planning agency of the adoption of a school facility needs analysis; facilities master plan or other long-range plan; the acquisition of a school site; and any other action regarding school facilities, in accordance with law.

District Workforce Housing Development

CSBA NOTE: The following section is optional and may be revised to reflect district practice. Government Code 65914.7 deems a housing development project to be an allowable use on any real property owned by a district if the housing development satisfies certain criteria. A housing development that meets the requirements of Government Code 65914.7 is deemed consistent, compliant, and in conformity with local development standards, zoning codes or maps, and the general plan. Land used for the development of workforce housing in accordance with Government Code 65914.7 may be jointly used or jointly occupied by the district and any other party. For more information related to developing education workforce housing, see CSBA's, "Education Workforce Housing," available on its website.

The Superintendent or designee shall ensure that the use of district-owned real property for workforce housing is consistent with the criteria specified in Government Code 65914.7.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
14 CCR 15000-15285	Implementation of California Environmental Quality Act of 1970
5 CCR 14010	Procedure for site acquisition
Ed. Code 17280-17317	Building approvals
Ed. Code 17620	Imposition of school impact fees on development
Ed. Code 35275	New school planning; cooperation with recreation and park authorities
Gov. Code 53090-53097.5	Regulation of local agencies by counties and cities
Gov. Code 65300-65303.4	Authority for and scope of general plans
Gov. Code 65352.2	Communicating and coordinating of school sites
Gov. Code 65850-65863.11	Adoption of regulations
Gov. Code 65914.7	Local educational agencies; housing development projects
Gov. Code 65970-65981	School facilities

Bylaw 9310: Board Policies

Status: ADOPTED

Original Adopted Date: 06/01/1999 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

CSBA NOTE: The following optional bylaw may be revised to reflect district practice.

Definitions

Board policies are the written rules of the district. They establish the parameters by which staff, students, parents/guardians, volunteers, contractors, visitors, and others shall abide while attending or participating in district programs or activities, on district property, or otherwise within the jurisdiction of the district. Additionally, Board policies clarify the roles and responsibilities of the Governing Board and Superintendent, and communicate Board philosophy and values to students, staff, parents/guardians, and the community.

Board bylaws are specific Board policies that govern the operations of the Board and establish the rights and obligations of Board members.

Administrative regulations, which shall not be inconsistent with Board policies, are written rules that implement Board policies or prescribe the operations and administration of the district. In case of conflict between an administrative regulation and a Board policy, the Board policy, or applicable portion thereof, shall prevail.

Board policies and administrative regulations shall align with the district's vision and goals, promote student learning and achievement, provide for consistent and fair treatment of students and staff, and proactively address equity and the provision of equal access to opportunities for all students.

CSBA NOTE: State and federal laws mandate that districts enact Board policies or administrative regulations on numerous topics, with certain Board policies or administrative regulations being mandated only if specific conditions apply. CSBA maintains a list of mandated and conditionally mandated Board policies and administrative regulations, and also indicates in its sample Board policies and administrative regulations when certain language is mandated or conditionally mandated.

The Board recognizes the importance of maintaining Board policies and administrative regulations that are up to date and reflect the mandates of law. Board policies or administrative regulation shall be binding to the extent that they do not conflict with federal or state law and are consistent with the district's collective bargaining agreements. No Board policy or administrative regulation, or any portion thereof, shall be operative if the Superintendent determines, based on advice of district legal counsel, it is in conflict with applicable federal or state law or regulations or court decisions. However, any portion of a Board policy or administrative regulation so determined to be inoperative shall not affect the operability of other provisions of the Board policy or administrative regulation.

Board Policy Development and Adoption

CSBA NOTE: In general, the process of policy review is not specified in state law. However, Education Code 35160.5 requires that district policies pertaining to intradistrict open enrollment and extracurricular/cocurricular activities be reviewed annually.

The following section describes the basic steps in the policy development process and should be revised to reflect district practice. CSBA offers a variety of policy services designed to assist governance teams with this process, including comprehensive reviews of district policies and policy development workshops.

The Board shall regularly review Board policies and shall do so at Board meetings or Policy Committee meetings, as applicable. Additionally, the Board shall annually review the policies specified in Education Code 35160.5. If no revisions are deemed necessary, the Board minutes for the applicable meeting shall nevertheless indicate that the review was conducted. Other Board policies shall be monitored and reviewed as specified in the Board policy itself or as needed to reflect changes in law or district circumstances.

The following steps shall be used to develop, propose, and adopt a new Board policy or revisions to an existing Board policy:

1. The Board and/or Superintendent or designee shall identify the need for a new or revised Board policy
2. As needed, the Superintendent or designee shall gather fiscal data, staff and public input, related Board policies or administrative regulations, sample Board policies from the California School Boards Association, legal advice, and other useful information and data

3. The Board may agendize one or more discussions or presentations with respect to the need for a new or revised Board policy

As part of those discussions or presentations, the Board may request additional information or research and may provide direction to the Superintendent or designee regarding how to proceed with proposing a new or revised Board policy, including a request for review by district legal counsel.

CSBA NOTE: Once a new or revised Board policy is drafted, it is common for it to be agendized at two different meetings, with the first time (often referred to as the "first read") being for public input and Governing Board discussion, and the second time (often referred to as the "second read") being for further discussion, if warranted, and Board action. This approach is reflected in Item #4, below and should be modified to reflect district practice.

4. Once drafted, the proposed new or revised Board policy shall be agendized at two separate Board meetings, with the first for public input and Board review and direction, and the second for further discussion, if warranted, and Board action

The Board may waive or modify any of the above requirements on a case-by-case basis.

All Board policies shall be formally adopted by a majority vote of the Board.

Board policies shall become effective upon Board adoption or at a future date if so designated by the Board at the time of adoption.

At any time, the Board and Superintendent or designee may determine that progress reports to the Board on the implementation and/or effectiveness of a Board policy are necessary. If so, the Board and Superintendent or designee shall agree upon a timeline and, as applicable, measures for evaluating the effectiveness of the Board policy in achieving its purpose.

Administrative Regulation Development and Approval

CSBA NOTE: It is common for the Superintendent or designee to be solely responsible for the development and approval of administrative regulations. This approach is reflected below and should be modified to reflect district practice.

The Superintendent or designee shall be responsible for the development and approval of administrative regulations.

When new Board policies are created or existing Board policies are revised, the Superintendent or designee shall, as necessary, create or revise any applicable administrative regulations to ensure that they conform to the intent of the new or revised Board policy.

To carry out the intent of the Board, the Superintendent or designee may, in addition to developing and approving administrative regulations, develop procedures manuals, handbooks, or other guides.

Access

CSBA NOTE: Districts that subscribe to CSBA's GAMUT Policy Plus service are able to update and provide public access to their Board policies, administrative regulations, and related documents, such as exhibits, through their GAMUT Policy Plus site.

The Superintendent or designee shall ensure that all district employees and the public have easy and free access to all Board policies, administrative regulations, and, as applicable, related documents

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

Ed. Code 35010

Ed. Code 35160

Ed. Code 35160.5

Description

Control of district; prescription and enforcement of rules

Authority of governing boards

Intradistrict open enrollment

Bylaw 9321: Closed Session

Status: ADOPTED

Original Adopted Date: 12/01/2014 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

CSBA NOTE: The Governing Board may only meet in closed session for purposes expressly authorized by the Brown Act (Government Code 54950-54963), Government Code 3549.1, or by a provision of the Education Code. Prior to recessing to closed session, the Brown Act requires the Board to disclose the items to be discussed in closed session either verbally or by reference to the items as they are described in the posted agenda. Consistent with the Brown Act, the accompanying Exhibit (1) provides specific language for most types of closed session items. Additionally, whenever the Board meets in closed session, the Brown Act generally requires it to reconvene in open session following closed session to disclose, either orally or in writing, each action taken in closed session and the vote, recusal, or absence on each action. Consistent with the Brown Act, the accompanying Exhibit (2) provides specific language for disclosing closed session items in open session following closed session.

The Governing Board is committed to complying with state open meeting laws and modeling transparency in its conduct of district business. The Board shall meet in closed session during a regular, special, or emergency meeting only for purposes authorized by law.

Each agenda shall contain a general description of each closed session item to be discussed at the meeting as required by law and provided in the accompanying Exhibit (1). (Education Code 35145; Government Code 54954.2, 54954.5, 54957)

In the open session preceding closed session, the Board shall disclose the items to be discussed in closed session as specified in this bylaw. The Board chair, who is either the Board president or the Board member chairing the meeting at the time if the Board president is absent, shall either verbally state the closed session items listed in the agenda or refer the public to the closed session item(s) as listed by number or letter in the agenda. In closed session, the Board shall consider only those items covered in its statement. (Government Code 54957, 54957.7)

CSBA NOTE: Pursuant to Education Code 35145.5 and Government Code 54954.3, the public is required to be given an opportunity to directly address the Board on any agenda item of interest to the public, including closed session items, either before or during the Board's consideration of the item. As the public is not permitted to attend closed session, such an opportunity for public comment is required to occur prior to closed session. For additional information, see BB 9322 - Agenda/Meeting Materials and BB 9323 - Meeting Conduct.

Prior to closed session, members of the public shall be given an opportunity to address the Board on any closed session item in the agenda in accordance with Board Bylaw 9322 - Agenda/Meeting Materials and Board Bylaw 9323 - Meeting Conduct. (Education Code 35145.5; Government Code 54954.3)

After closed session, the Board shall reconvene in open session before adjourning the meeting and, when applicable, shall disclose any actions taken in closed session, the votes or abstentions thereon, and other disclosures as specified in this bylaw. Such disclosures may be made in writing or orally at the location announced in the agenda for closed session as required by law and provided in the accompanying Exhibit (2). (Education Code 32281; Government Code 54957.1, 54957.7)

CSBA NOTE: Pursuant to Government Code 54957.1, a document approved or adopted in closed session must be provided to any person who has submitted a written request within 24 hours of the posting of the agenda or who has made a standing request for all documentation as part of a request for meeting notices pursuant to Government Code 54954.1 or 54956.

When an action taken during closed session involves final approval or adoption of a document, such as a contract or settlement agreement, that becomes public upon such approval or adoption, the Superintendent or designee shall immediately provide a copy of the document to any person present at the conclusion of closed session who has submitted a written request or made a standing request for all documentation as part of a request for notice of meetings. (Government Code 54957.1)

If, when adopting or approving a document during closed session, substantive amendments are required to finalize the document, the Superintendent or designee shall make the document available as soon as the necessary changes to the document are completed. Whenever such a document will not be immediately released, the Board chair shall orally summarize the substance of the amendment in open session as part of the required disclosures. (Government Code 54957.1)

Attendance in Closed Session

Each Board member may attend closed session for each agenda item except if the Board member is required to recuse themselves or is prohibited by law from attending. Additionally, the Superintendent may attend closed session for each agenda item, except for personnel matters, complaints, or charges regarding the Superintendent under Government Code 54957, or to discuss the Superintendent's compensation under Government Code 54957.6.

In addition, the Board secretary or designee shall attend closed session for each agenda item to keep minutes of topics discussed and decisions made. (Government Code 54957.2)

CSBA NOTE: The Attorney General has opined in 105 Ops.Cal.Atty.Gen. 89 (2022) that only a person with "an official or essential role to play in a particular closed session" item may attend closed session for that particular item. Pursuant to the opinion, a person has an "official" role if they are authorized by statute to attend for that particular item (e.g., district legal counsel for a litigation item), as reflected in Item #1, below. Additionally, the opinion provides that anyone else may attend if their presence is "essential" to the Board's ability to conduct its business as it relates to that particular item (e.g., dean of discipline for a student matter), as reflected in Item #2, below.

Except as prohibited by law, the following individuals may attend closed session for a particular item upon invitation by the Board chair or the Superintendent:

1. District legal counsel, district negotiators, or other district staff authorized by statute to attend for the particular item
2. Any other individual whose attendance is essential to the Board's ability to conduct its closed-session business with respect to the particular item

Any other individual shall not attend closed session.

Confidentiality

Any person in attendance in closed session shall not disclose information received in closed session except as permitted by Board Bylaw 9011 - Disclosure of Confidential/Privileged Information or Board Policy 4119.23 - Unauthorized Release Of Confidential/Privileged Information, as applicable.

The Board shall not disclose any information that is protected by state or federal law. Additionally, no victim or alleged victim of tortious sexual conduct or child abuse shall be identified in any Board agenda, notice, announcement, disclosure, or report required by the Brown Act, unless the identity of the person has previously been publicly disclosed. (Government Code 54957.7, 54961)

Personnel Matters: Appointment, Employment, Performance Evaluation, or Discipline/Dismissal/Release

CSBA NOTE: Government Code 54957 authorizes the Board to meet in closed session to consider and, as applicable, vote on the appointment, employment, evaluation of performance, discipline, or dismissal of an employee. Consistent with Government Code 54957.1 and 54957.7, this provision may be interpreted to include a demotion or other change in employment status.

While the Attorney General has concluded in 59 Ops.Cal.Atty.Gen. 532 (1976) that it is appropriate to discuss and evaluate the Superintendent's performance in closed session pursuant to Government Code 54957, Government Code 54957 explicitly prohibits the Board from discussing any proposed change in the Superintendent's compensation other than a reduction of compensation that results from the imposition of discipline under this exception. However, the Board may meet in closed session to discuss the Superintendent's compensation in closed session pursuant to Government Code 54957.6; see "Negotiations/Collective Bargaining," below.

The Board may meet in closed session to consider the appointment, employment, performance evaluation, discipline, dismissal, or change in employment status of an employee. Except as permitted by law, such a closed session item shall not include discussion or action on proposed compensation except for a reduction of compensation that results from the imposition of discipline. (Government Code 54957, 54957.1)

For the purpose of such an agenda item, "employee" includes an officer or independent contractor who functions as an officer or employee, but excludes Board members and other independent contractors. (Government Code 54957)

Personnel Matters: Specific Complaints or Charges

CSBA NOTE: Government Code 54957 authorizes the Board to meet in closed session to consider and, as

applicable, vote on complaints or charges against an employee, so long as the district provides the employee with 24-hour notice in advance of closed session. Failure to provide such notice will render any action taken by the Board in closed session null and void. Determining whether a "specific complaint or charge" is involved is usually fact-specific and it is recommended that the Board consult CSBA's District and County Office of Education Legal Services or district legal counsel, as appropriate.

In *Furtado v. Sierra Community College District*, the court held that the term "specific complaints or charges," as used in Government Code 54957, does not include negative comments in an employee's performance evaluation. In another decision, *Bell v. Vista Unified School District*, the court determined that a presentation to the Board by a district staff member regarding an employee's violation of a California Interscholastic Federation rule constituted a "complaint or charge" and thus the employee was entitled to 24-hour notice. Yet another ruling, *Morrison v. Housing Authority of the City of Los Angeles Board of Commissioners*, held that when a board rejects its hearing officer's findings of fact and conducts its own hearing, the employee must be given 24-hour notice.

Furthermore, in 78 Ops.Cal.Atty.Gen. 218 (1995), the Attorney General clarified that a probationary certificated employee does not have the right to an open session when the Board is discussing whether to reemploy the employee for a third consecutive school year. Education Code 44929.21 authorizes the Board to non-reelect a probationary certificated employee at the end of the first or second school year as long as written notice is given in accordance with law. For more information, see AR 4117.6 - Decision Not to Rehire.

The Board may meet in closed session to hear complaints or charges brought against an employee, unless the employee who is the subject of the complaint requests an open session. Before the Board meets in closed session on specific complaints or charges brought against an employee, the Superintendent or designee shall ensure that the employee receives written notice of the right to have the complaints or charges heard in open session. This notice shall be delivered personally or by mail at least 24 hours before the time of closed session. (Government Code 54957)

For the purpose of such an agenda item, "employee" includes an officer or independent contractor who functions as an officer or employee, but excludes Board members and other independent contractors. (Government Code 54957)

Personnel Matters: Application for Early Withdrawal of Funds in Deferred Compensation Plan

The Board may meet in closed session to discuss an employee's application for early withdrawal of funds in a deferred compensation plan when the application is based on financial hardship arising from an unforeseeable emergency due to illness, accident, casualty, or other extraordinary event, as specified in the deferred compensation plan. (Government Code 54957.10)

Negotiations/Collective Bargaining

CSBA NOTE: Pursuant to Government Code 54957.6, the Board is authorized to meet in closed session with the district's designated representatives regarding the salaries, salary schedules, or compensation paid in the form of fringe benefits to its represented and unrepresented employees, including the Superintendent. However, Government Code 54957.6 explicitly prohibits the Board from taking final action in closed session on the proposed compensation of one or more unrepresented employees. Additionally, the Attorney General has concluded in 98 Ops.Cal.Atty.Gen. 41 (2015) that this exception does not permit the Board to meet in closed session with its designated representative to discuss the negotiation of a project labor agreement because the contractors and laborers covered by such an agreement are not district employees.

The Board may meet in closed session to review the Board's position and/or instruct its designated representative(s) regarding salaries, salary schedules, or compensation paid in the form of fringe benefits of its represented and unrepresented employees, and, for represented employees, any other matter within the statutorily provided scope of representation. A closed session item regarding salaries, salary schedules, or compensation paid in the form of fringe benefits may include discussions of the district's available funds and funding priorities, but only insofar as they relate to providing instructions to the Board's designated representative. Final action on the proposed compensation of one or more unrepresented employees shall not be taken in closed session. (Government Code 54957.6)

Additionally, the Board may meet in closed session with a state conciliator who has intervened in proceedings regarding any of the purposes enumerated in Government Code 54957.6.

CSBA NOTE: Pursuant to Government Code 54957.1, the Board may vote on an agreement concluding labor negotiations in closed session and then wait to publicly disclose the agreement after it is final and has been accepted or ratified by the other party. For a new collective bargaining agreement, however, it is also common practice for Boards to vote in open session rather than closed session.

Pursuant to Government Code 54957.1, approval in closed session of an agreement concluding labor negotiations with represented employees pursuant to Government Code 54957.6 shall be disclosed after the agreement is final and has been accepted or ratified by the other party. The disclosure shall identify the item approved and the other parties to the negotiation. However, the Board may, at its sole discretion, vote on such an agreement in open session. (Government Code 54957.1)

CSBA NOTE: The Educational Employment Relations Act (EERA) (Government Code 3540-3549.3) lists certain exemptions from the Brown Act related to negotiations. The critical exemption for districts is that the Brown Act does not apply to a meeting of the Board if the meeting is exclusively for the purpose of discussing the Board's position regarding any matter within the scope of representation and determining how to instruct its designated representatives, regardless of whether its designated representatives attended. If it is combined with another closed session item and/or an open session item, then the Brown Act applies. It is recommended that the Board utilize this provision of the EERA sparingly and consult CSBA's District and County Office of Education Legal Services or legal counsel prior to meeting under this provision.

Pursuant to Government Code 3549.1, the Board may, without following the requirements of the Brown Act, meet in closed session exclusively for the purpose of discussing its position regarding any matter within the scope of representation or for the purpose of instructing its designated representatives. The Board shall not discuss any other items, either in closed session or open session, as part of such a meeting. (Government Code 3549.1)

Matters Related to Students

The Board shall meet in closed session to consider an appeal by a parent/guardian of a denial of a request to amend incorrect, inaccurate, or misleading information in a student record maintained by the district in accordance with Administrative Regulation 5125.3 - Challenging Student Records. (Education Code 49070)

CSBA NOTE: The following paragraph should be revised to reflect district practice. Education Code 35146 and 48912 permit a Board to consider in closed session any action, including discipline (except expulsion), against a student. The district is required to provide the student and the student's parent/guardian with advance notice that the disciplinary action will be considered in closed session and that the parent/guardian may, within 48 hours from receipt of the notice, request the district to have the item heard instead in open session. While Education Code 35146 and 48912 do not provide the days or hours prior to the meeting by which the notice to the student and the student's parent/guardian is required to be given, it is recommended that the district notify the student and the student's parent/guardian at least 72 hours before the meeting, including for special meetings.

If a public hearing would lead to the disclosure of confidential student information such as grades or discipline information, the Board shall meet in closed session to consider any action, including discipline, against a student, except expulsion. At least 72 hours prior to the start of the meeting of which closed session is a part, the Superintendent or designee, on behalf of the Board, shall, in writing, by registered or certified mail or by personal service, notify the student and the student's parent/guardian of the intent of the Board to hear the item in closed session. If a written request for open session is received from the student or the student's parents/guardians within 48 hours of receiving the notice, the meeting shall be public, except that any discussion at that meeting which may be in conflict with the right to privacy of any other student shall remain in closed session. (Education Code 35146, 48912)

CSBA NOTE: Education Code 48918 requires a hearing to determine whether a student should be expelled. The hearing may be held by the Board, a hearing officer, or an administrative panel. See BP/AR 5144.1 - Suspension and Expulsion/Due Process.

If the Board conducts an expulsion hearing pursuant to Board Policy 5144.1 - Suspension and Expulsion/Due Process, the Board shall do so in closed session unless the student submits a written request at least five days before the date of the hearing that the hearing be held in open session. Regardless of whether the expulsion hearing is conducted in open or closed session, the Board shall meet in closed session for the purpose of deliberating and determining whether to expel the student. (Education Code 48918)

CSBA NOTE: Pursuant to Education Code 35012, as amended by SB 1445 (Ch. 327, Statutes of 2024), the Board may authorize a student Board member(s) to make restorative justice recommendations regarding expulsions if certain conditions are met. The following paragraph is for districts that have student Board members and should be deleted for districts that do not.

On a case-by-case basis, the student Board member(s) may make restorative justice recommendations to the Board regarding specific expulsion matters in accordance with Board Bylaw 9150 - Student Board Members.

CSBA NOTE: Although Education Code 48918 states that student expulsion records are "nonprivileged, disclosable

public records" and the Attorney General in 80 Ops.Cal.Atty.Gen. 85 (1997) has opined that districts are required to disclose the student's name, the court in *Rim of the World Unified School District v. San Bernardino County Superior Court* held that the federal Family Educational Rights and Privacy Act (FERPA) (20 USC 1232g) preempts state law and prohibits the disclosure of student expulsion records to the public. Failure to comply with FERPA may lead to loss of federal funding. Because of the potential conflict between state and federal law, it is recommended that districts consult CSBA's District and County Office of Education Legal Services or legal counsel prior to adopting the following paragraph.

In order to protect student privacy rights provided in 20 USC 1232g or other applicable laws, the identity of a student shall not be listed in the agenda and, unless the item is heard in open session, shall not be included in any disclosure after closed session. Additionally, a student matter shall be listed in the open session portion of the agenda with the same description and numbering system as it was listed in the closed session portion of the agenda.

Security Matters

CSBA NOTE: Government Code 54957 permits the Board to meet in closed session with the Governor, Attorney General, District Attorney, district legal counsel, sheriff or chief of police, or, as amended by AB 2715 (Ch. 243, Statutes of 2024), other law enforcement or security personnel to discuss certain threats, as specified below.

The Board may meet in closed session with the Governor, Attorney General, District Attorney, district legal counsel, sheriff or chief of police, or other law enforcement or security personnel on matters posing a threat to any of the following: (Government 54957)

1. The security of public buildings
2. The security of essential public services, including water, drinking water, wastewater treatment, natural gas service, and electric service
3. The public's right of access to public services or public facilities
4. Critical infrastructure controls or critical infrastructure information relating to cybersecurity

The Board may meet in closed session to consult with law enforcement officials on the development of a plan for tactical responses to criminal incidents and to approve the plan. (Education Code 32281)

Real Property Negotiations

CSBA NOTE: The Attorney General opined in 94 Ops.Cal.Atty.Gen. 82 (2011) that only three subjects related to real property negotiations may be considered in closed session: (1) the amount of consideration the local agency is willing to pay or accept in exchange for the real property rights to be acquired or transferred; (2) the form, manner, and timing of how that consideration will be paid; and (3) items that are essential to arriving at the authorized price and payment terms.

The Board may meet in closed session with its real property negotiator prior to the purchase, sale, exchange, or lease of real property by or for the district in order to grant its negotiator authority regarding the price and terms of payment for the property. (Government Code 54956.8)

Anticipated Litigation/Initiation of Litigation

Based on the advice of legal counsel, the Board may meet in closed session to confer with or receive advice from legal counsel regarding anticipated litigation or whether to initiate litigation when discussion of either matter in open session would prejudice the district's position with respect to such litigation. For this purpose, "litigation" includes any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

CSBA NOTE: Pursuant to Government Code 54956.9, the district is considered to be a "party," or to have "significant exposure," to litigation if any of its officers or employees is a party or has significant exposure to the litigation under circumstances specified below.

Litigation is considered to be "anticipated" when, in the Board's opinion based on the advice of legal counsel regarding the existing facts and circumstances, there is a significant exposure to litigation against the district or against a district officer or employee based on prior or prospective activities or alleged activities during and potentially during the course and scope of that office or employment. (Government Code 54956.9)

Existing facts and circumstances are limited to the following: (Government Code 54956.9)

1. Facts and circumstances that might result in litigation against the district but which the district believes are not yet known to potential plaintiff(s)
2. Facts and circumstances including, but not limited to, an accident, disaster, incident, or transactional occurrence that might result in litigation against the district, which are already known to potential plaintiff(s)
3. The receipt of a claim pursuant to the Government Claims Act or a written threat of litigation from a potential plaintiff
4. A threat of litigation made by a person in an open meeting on a specific matter within the responsibility of the Board
5. A threat of litigation made by a person outside of an open meeting on a specific matter within the responsibility of the Board, provided that the district official or employee receiving knowledge of the threat made a record of the statement before the meeting

CSBA NOTE: Under certain circumstances, Government Code 54954.5 enables multiple anticipated litigation items to be grouped together into one closed session agenda item so long as the number of items is listed in the agenda. However, given the complexity and nuance of the different disclosure requirements for anticipated litigation items, it is recommended that each anticipated litigation item be listed as a separate agenda item.

In *Fowler v. City of Lafayette*, the appellate court clarified that when an item is agendaized in closed session based on Item #5 above, Government Code 54956.9 requires that the statement be made available to the public. Upon receiving a threat of litigation in such a manner, it is recommended that the Board consult CSBA's District and County Office of Education Legal Services or district legal counsel as appropriate. The following paragraph should be revised to reflect district practice.

Each agenda item related to anticipated, or initiation of, litigation shall only contain one such matter. For an anticipated litigation item that is anticipated based on Items #2, #3, or #5 above, the agenda item shall also include the facts or circumstances that might result in litigation, the claim or written threat of litigation, or the record of the threat. However, the agenda item shall not identify the alleged victim of unlawful or tortious sexual conduct or anyone making the threat on the alleged victim's behalf, or identify a public employee who is the alleged perpetrator of any unlawful or tortious conduct upon which a threat of litigation is based, unless the identity of the person has been publicly disclosed. (Government Code 54956.9)

Existing Litigation

Based on the advice of legal counsel, the Board may meet in closed session to confer with or receive advice from legal counsel regarding existing litigation when discussion of the matter in open session would prejudice the district's position with respect to such litigation. Litigation is considered to be "existing" when the district has been named a party to the litigation, or a district officer or employee has been named a party to the litigation based on prior or prospective activities or alleged activities during the course and scope of that office or employment, including litigation which involves whether an activity is outside the course and scope of the office or employment. For this purpose, "litigation" includes any adjudicatory proceeding, including eminent domain, before a court, administrative body exercising its adjudicatory authority, hearing officer, or arbitrator. (Government Code 54956.9)

Tort, Public, or Workers' Compensation Liability

CSBA NOTE: The following paragraph is for use by districts participating in a joint powers agency (JPA) for insurance pooling or in a self-insurance authority.

The Board may meet in closed session to discuss a claim for the payment of tort liability losses, public liability losses, or workers' compensation liability incurred by a joint powers agency (JPA) formed for the purpose of insurance pooling or self-insurance authority of which the district is a member. (Government Code 54956.95)

Joint Powers Agency Issues

CSBA NOTE: Pursuant to Government Code 54956.96, a JPA may adopt a provision, either through a policy or through the joint powers agreement, authorizing a Board member serving on the JPA board to disclose confidential information received during the JPA board's closed session under the circumstances specified below. Government Code 54954.5 provides an agenda description for the purpose of this closed session. The following optional paragraph is for use by districts that participate in a JPA that has adopted such a provision.

The Board may meet in closed session in order to receive, discuss, and take action concerning information that has

direct financial or liability implications for the district and that was obtained in a closed session of a JPA of which the district is a member. However, a Board member serving on the JPA board may only disclose confidential information acquired during a closed session of the JPA to fellow Board members if the governing board of the JPA has so authorized and upon advice of district legal counsel. (Government Code 54956.96)

Review of Audit Report from California State Auditor's Office

CSBA NOTE: Government Code 54956.75 authorizes the Board to meet in closed session to discuss a confidential final draft audit report from the California State Auditor's Office. This authority relates to situations in which a member of the legislature has requested the California State Auditor's Office to audit a school district. This audit is separate from the annual audit that districts are required to conduct pursuant to Education Code 41020. The law does not authorize the Board to meet in closed session to discuss the district's annual audit.

Upon receipt of a confidential final draft audit report from the California State Auditor's Office and before the report has been made public, the Board may meet in closed session to discuss its response to that report. After public release of the report from the California State Auditor's Office, any Board meeting to discuss the report shall be conducted in open session, unless exempted from that requirement by some other provision of law. (Government Code 54956.75)

Review of Assessment Instruments

The Board may meet in closed session to review the contents of any student assessment instrument approved or adopted for the statewide testing system. Before any such meeting, the Board shall agree by resolution to accept any terms or conditions established by the State Board of Education for this review. (Education Code 60617)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

Ed. Code 35012

Description

Restorative justice

Ed. Code 35145

Public meetings

Ed. Code 35145.5

Public Comment

Ed. Code 35146

Closed sessions regarding suspensions

Ed. Code 44929.21

Notice of reelection decision; districts with 250 ADA or more

Ed. Code 48912

Governing board suspension

Ed. Code 48918

Rules governing expulsion procedures

Ed. Code 49070

Challenging student records

Ed. Code 60617

Meetings of governing board

Gov. Code 3540-3549.3

Educational Employment Relations Act

Gov. Code 54950-54963

The Ralph M. Brown Act

Federal

20 USC 1232g

Description

Family Educational Rights and Privacy Act (FERPA) of 1974

Management Resources

Attorney General Opinion

Description

105 Ops.Cal.Atty.Gen. 89 (2022)

Attorney General Opinion

98 Ops.Cal.Atty.Gen. 41 (2015)

Attorney General Opinion

89 Ops.Cal.Atty.Gen. 110 (2006)

Attorney General Opinion

59 Ops.Cal.Atty.Gen. 532 (1976)

Attorney General Opinion

78 Ops.Cal.Atty.Gen. 218 (1995)

Attorney General Opinion

86 Ops.Cal.Atty.Gen. 210 (2003)

Exhibit 9321-E(1): Closed Session

Status: ADOPTED

Original Adopted Date: 07/01/2019 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

BOARD MEETING AGENDA DESCRIPTIONS FOR CLOSED SESSION ITEMS

CSBA NOTE: Pursuant to Government Code 54954.2, the agenda for each Governing Board meeting is required to contain a general description of each item to be discussed in closed session; see the accompanying Board Bylaw. Government Code 54954.5 provides specific agenda descriptions for most closed session items, which are reflected below. Where the law does not provide a specific agenda description for a closed session item, the language offered below is designed to inform the public of the purpose of the item without breaching confidentiality. Language in parentheses is for informational purposes only and should not be included as part of the general description of an item. The district may revise the following descriptions to reflect district practice and should consult CSBA's District and County Office of Education Legal Services or district legal counsel, as appropriate.

The Governing Board meeting agenda shall include the following description of a closed session item, as applicable:

Personnel Matters

PUBLIC EMPLOYEE APPOINTMENT
Government Code 54957

Title: _____
(Specify position to be filled.)

PUBLIC EMPLOYMENT
Government Code 54957

Title: _____
(Specify position to be filled.)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION
Government Code 54957

Title: _____
(Specify title of employee being evaluated.)

PUBLIC EMPLOYEE DISCIPLINE/DISMISSAL/RELEASE
Government Code 54957
(Due to employee privacy rights, no additional information may be provided.)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE
Government Code 54957
(Due to employee privacy rights, no additional information may be provided.)

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED COMPENSATION PLAN
Government Code 54957.10
(No additional information may be provided.)

Negotiations/Collective Bargaining

CONFERENCE WITH LABOR NEGOTIATORS
Government Code 54957.6

District-Designated Representatives: _____
(Specify names of representatives attending the closed session. If circumstances necessitate the absence of a specified designated representative, an agent or designee may participate in place of the absent representative as long as the name of the agent or designee is announced at an open session held prior to the closed session.)

Employee Organization: _____
(Specify name of employee organization with which negotiations are being held.)

or

Unrepresented Employee(s): _____
(Specify position of unrepresented employee(s) who are the subject of the negotiations.)

Matters Related to Students

STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION
Education Code 35146

Tracking/Identification Number: _____
(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

STUDENT EXPULSION
Education Code 48912

Tracking/Identification Number: _____
(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

STUDENT GRADE CHANGE APPEAL
Education Code 49070

Tracking/Identification Number: _____

(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

CONFIDENTIAL STUDENT MATTER

Action Under Consideration: _____
(If the Board is considering a confidential student matter other than those listed above, specify type of action.)

Tracking/Identification Number: _____
(Due to student privacy rights, no additional information may be provided. The district may use other means to identify the student for record-keeping purposes.)

Security Matters

THREAT TO PUBLIC SERVICES OR FACILITIES
Government Code 54957

Consultation With: _____
(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

DEVELOPMENT/APPROVAL OF TACTICAL RESPONSE PLAN
Education Code 32281

Consultation With: _____
(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

Real Property Negotiations

CONFERENCE WITH REAL PROPERTY NEGOTIATORS
Government Code 54956.8

Property: _____
(Specify street address or, if no street address, the parcel number or other unique reference of the real property)

under negotiation.)

District Negotiator: _____
(Specify names of negotiators attending the closed session. If circumstances necessitate the absence of a specified negotiator, an agent or designee may participate in place of the absent negotiator as long as the name of the agent or designee is announced at an open session held prior to the closed session.)

Party With Whom District Is Negotiating: _____
(Specify name of party, not agent.)

Under Negotiation: _____
(Specify whether instruction to negotiator will concern price, terms of payment, or both.)

Anticipated Litigation/Initiation of Litigation

CSBA NOTE: For an anticipated litigation or initiation of litigation closed session item, the district may be required to provide additional information in the agenda or in an oral statement prior to the closed session pursuant to Government Code 54956.9(e)(2)-(5). Boards should consult CSBA's District and County Office of Education Legal Services or district legal counsel, as appropriate.

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION
Significant exposure to litigation pursuant to Government Code 54956.9(d)(2) or (3)

(If applicable) Existing Facts And Circumstances: _____

CONFERENCE WITH LEGAL COUNSEL - INITIATION OF LITIGATION
Initiation of litigation pursuant to Government Code 54956.9(d)(4)

(If applicable) Existing Facts And Circumstances: _____

Existing Litigation

CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION
Government Code 54956.9(d)(1)

Name Of Case: _____
(Specify by reference to claimant's name, names of parties, or case or claim numbers.)

or

Case name unspecified, as identification of the case would jeopardize service of process or existing settlement negotiations

Tort, Public, or Workers' Compensation Liability

LIABILITY CLAIMS
Government Code 54956.95

Name Of Claimant(s): _____
(Specify name, except when the claimant is a victim or alleged victim of tortious sexual conduct or child abuse unless the identity of the person has been publicly disclosed.)

Name Of Agency Against Which Claim Is Made: _____

Joint Powers Authority Issues

INFORMATION FROM A JOINT POWERS AGENCY WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT
Government Code 54956.96

Name Of JPA: _____

Discussion Will Concern: _____
(Specify closed session description used by the JPA.)

Name Of District Representative On JPA Board: _____

Review of Audit from State Auditor's Office

AUDIT BY CALIFORNIA STATE AUDITOR'S OFFICE
Government Code 54956.75
(No additional information is required.)

Review of Assessment Instruments

REVIEW OF STUDENT ASSESSMENT INSTRUMENT
Education Code 60617
(Reference resolution in which board agreed to accept the terms or conditions established by rules and regulations of the State Board of Education.)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State

Ed. Code 35012
Ed. Code 35145
Ed. Code 35145.5
Ed. Code 35146
Ed. Code 44929.21
Ed. Code 48912
Ed. Code 48918
Ed. Code 49070
Ed. Code 60617

Description

Restorative justice
Public meetings
Public Comment
Closed sessions regarding suspensions
Notice of reelection decision; districts with 250 ADA or more
Governing board suspension
Rules governing expulsion procedures
Challenging student records
Meetings of governing board

Gov. Code 3540-3549.3
Gov. Code 54950-54963

Educational Employment Relations Act
The Ralph M. Brown Act

Federal

20 USC 1232g

Description

Family Educational Rights and Privacy Act (FERPA) of 1974

Management Resources

Attorney General Opinion
Attorney General Opinion
Attorney General Opinion
Attorney General Opinion
Attorney General Opinion
Attorney General Opinion
Attorney General Opinion
Attorney General Publication
Court Decision

Description

105 Ops.Cal.Atty.Gen. 89 (2022)
98 Ops.Cal.Atty.Gen. 41 (2015)
89 Ops.Cal.Atty.Gen. 110 (2006)
59 Ops.Cal.Atty.Gen. 532 (1976)
78 Ops.Cal.Atty.Gen. 218 (1995)
86 Ops.Cal.Atty.Gen. 210 (2003)
94 Ops.Cal.Atty.Gen. 82 (2011)
The Brown Act: Open Meetings for Legislative Bodies, rev. 2003
Fowler v. City of Lafayette (2020) 45 Cal.App.5th 68

Exhibit 9321-E(2): Closed Session

Status: ADOPTED

Original Adopted Date: 07/01/2019 | Last Revised Date: 11/01/2025 | Last Reviewed Date: 11/01/2025

DISCLOSURES OF CLOSED SESSION ACTIONS

CSBA NOTE: Whenever the Governing Board meets in closed session, the Brown Act generally requires it to reconvene in open session following closed session to disclose, either orally or in writing, on each action taken in closed session and the vote, recusal, or absence on each action; see the accompanying Board Bylaw. The language offered below is intended to follow the specific disclosure requirements found in law. Where the law does not specifically provide disclosure requirements for a closed session item, the following language is designed to inform the public of the Board's action without breaching confidentiality. Language in parentheses is for informational purposes only and should not be included as part of the general description of an item. The district may revise the following descriptions to reflect district practice and should consult CSBA's District and County Office of Education Legal Services or district legal counsel, as appropriate.

After the Governing Board meets in closed session, the Board shall reconvene in open session to disclose, either orally or in writing, any of the following actions taken during closed session, as applicable:

Personnel Matters

CSBA NOTE: Government Code 54957.1 requires the Board to disclose any closed session action taken to appoint, to employ, to dismiss, to accept the resignation of, or that otherwise affects the employment status of a district employee. The Attorney General, in 89 Ops.Cal.Atty.Gen. 110 (2006), opined that boards are not required to disclose an action taken in closed session to reject the proposed dismissal of an employee, as such a decision to maintain the status quo does not constitute "an action taken to dismiss."

PUBLIC EMPLOYEE APPOINTMENT

Title: _____
(Specify position to be filled)

Appointment Made: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

PUBLIC EMPLOYMENT

Title: _____
(Specify position to be filled)

Decision to Employ: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: _____
(Specify title of employee being evaluated)

(If applicable) Board evaluated an employee in the above listed position.

PUBLIC EMPLOYEE DISCIPLINE/DISSMISSAL/RELEASE

CSBA NOTE: Government Code 54957.1 generally requires the disclosure of any action taken in closed session to appoint, employ, dismiss, accept the resignation of, or otherwise affect the employment status of a public employee be disclosed. Additionally, Government Code 54957.1 requires that any such disclosure identify the title of the position even, for items where the title of the position was not listed in the agenda. However, Government Code 54957.7 provides for an exception such that the disclosure of a dismissal or nonrenewal of an employment contract is required to be deferred until the first meeting following the exhaustion of administrative remedies, if any.

Title: _____
(Specify position affected)

(If applicable) Decision to Dismiss/Release: (Yes; otherwise no action taken)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

SPECIFIC COMPLAINT OR CHARGE AGAINST EMPLOYEE

(If applicable) Board heard/discussed a specific complaint or charge against an employee.

EMPLOYEE APPLICATION FOR EARLY WITHDRAWAL OF FUNDS IN DEFERRED COMPENSATION PLAN

(If applicable) Board received/discussed an employee's application for early withdrawal of funds in deferred compensation plan.

Negotiations/Collective Bargaining

(If applicable) Agreement Reached With: _____
(Specify Employee Organization)

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

Matters Related to Students

STUDENT SUSPENSION/OTHER DISCIPLINARY ACTION

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter and will vote in open session as indicated in the agenda.

STUDENT EXPULSION

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter and will vote in open session as indicated in the agenda.

STUDENT GRADE CHANGE APPEAL

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter.

CONFIDENTIAL STUDENT MATTER

Action Under Consideration: _____

Tracking/Identification Number: _____

(If applicable) Board heard/discussed this matter.

Security Matters

THREAT TO PUBLIC SERVICES OR FACILITIES

(If applicable) Board consulted with: _____

(Specify name of law enforcement agency and title of officer, or name of applicable agency representative and title, with whom the Board will consult.)

DEVELOPMENT/APPROVAL OF TACTICAL RESPONSE PLAN

(If applicable) Board approved a Tactical Response Plan.

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Real Property Negotiations

CSBA NOTE: Pursuant to Government Code 54957.1, if the Board approves an agreement concluding real estate negotiations pursuant to Government Code 54956.8 in closed session, it is required to disclose the vote and the substance of the agreement in open session at the same meeting. However, if final approval rests with the other party to the agreement, the Superintendent or designee is required, upon inquiry by any person, to disclose the fact of that approval and the substance of the agreement as soon as the other party or its agent has informed the district of its approval.

(If applicable) Board approved an agreement concluding real estate negotiations and the agreement is final.

Substance Of Agreement: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Anticipated Litigation/Initiation of Litigation

CSBA NOTE: Pursuant to Government Code 54957.1, if the Board approves an agreement resolving litigation that is anticipated or litigation that the district was going to initiate, it is required to disclose the vote and the substance of the agreement in open session at the same meeting. However, if final approval rests with the other party to the agreement, the Superintendent or designee is required, upon inquiry by any person, to disclose the fact of that approval and the substance of the agreement as soon as the other party or its agent has informed the district of its approval.

CONFERENCE WITH LEGAL COUNSEL - ANTICIPATED LITIGATION

(If applicable) Board has given approval to legal counsel to defend the district against anticipated litigation.

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____
Recused: _____
(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this matter and the agreement is final.

Adverse Party(s): _____

Substance Of Agreement: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

CONFERENCE WITH LEGAL COUNSEL - INITIATION OF LITIGATION

CSBA NOTE: Pursuant to Government Code 54957.1, in the case of approval given to initiate litigation, the Board is only required to disclose that it gave direction to initiate litigation. However, the Superintendent or designee is required, upon inquiry by any person, to disclose additional information regarding the action such as the name(s) of the defendant(s) once the litigation is formally commenced, unless doing so would jeopardize the district's ability to effectuate service of process on one or more unserved parties or conclude existing settlement negotiations to its advantage.

(If applicable) Board has given approval to legal counsel to initiate litigation.

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this matter and the agreement is final.

Adverse Party(s): _____

Substance Of Agreement: _____

Ayes: _____

Nays: _____

Abstentions: _____

Absent: _____

Recused: _____

(Enter names of Board members)

Existing Litigation

CSBA NOTE: Pursuant to Government Code 54957.1, if the Board approves an agreement resolving existing litigation, it is required to disclose the vote and the substance of the agreement in open session at the same meeting. However, if final approval rests with the other party to the agreement, the Superintendent or designee is required, upon inquiry by any person, to disclose the fact of that approval and the substance of the agreement as soon as the other party or its agent has informed the district of its approval.

CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION

(If applicable) Board has given approval to legal counsel to defend the district, seek or refrain from seeking appellate

review or relief, or to enter as an amicus curiae in this litigation.

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

or

(If applicable) Board approved an agreement concluding this litigation and the agreement is final.

Substance Of Agreement: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

Tort, Public, or Workers' Compensation Liability

LIABILITY CLAIMS

(If applicable) Board approved disposing of this claim and that disposition is final.

Substance Of Claim, Including Amount Of Payment To Claimant: _____

Ayes: _____
Nays: _____
Abstentions: _____
Absent: _____
Recused: _____
(Enter names of Board members)

Joint Powers Agency Issues

INFORMATION FROM A JOINT POWERS AGENCY WITH DIRECT FINANCIAL OR LIABILITY IMPLICATIONS FOR DISTRICT

(If applicable) Board heard/discussed this matter.

Review of Audit from State Auditor's Office

AUDIT BY CALIFORNIA STATE AUDITOR'S OFFICE

(If applicable) Board heard/discussed this matter.

Review of Assessment Instruments

REVIEW OF STUDENT ASSESSMENT INSTRUMENT

(If applicable) Board reviewed the assessment in compliance with the applicable board resolution.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the Governing Board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

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.

JANUARY 2026	SCHOOL	ENROLLED	BREAKFAST		LUNCH	
			TOTAL	% SERVED	TOTAL	% SERVED
	AES	316	2,915	51%	4,654	82%
	MHS	246	1,640	37%	545	12%
	MMS	180	1,735	54%	2,104	65%
	Other	12	176	81%	66	31%
	TOTALS	754	6,466	47.64%	7,369	54.30%

Days Served: 18 Total Meals Served: 13,835

AFTER SCHOOL PROGRAM

SCHOOL	ENROLLED	SNACKS
TOTALS	75	1,105

ADULT MEALS SERVED

BREAKFAST		LUNCH	TOTAL
TOTALS	0	25	25

FEBRUARY 2026

	SCHOOL	ENROLLED	BREAKFAST		LUNCH	
			TOTAL	% SERVED	TOTAL	% SERVED
	AES	316	2,906	48%	4,825	80%
	MHS	240	1,767	39%	646	14%
	MMS	177	1,724	51%	2,220	66%
	Other	12	139	61%	47	21%
	TOTALS	745	6,536	46.17%	7,738	54.67%

Days Served: 19 Total Meals Served: 14,274

AFTER SCHOOL PROGRAM

SCHOOL	ENROLLED	SNACKS
TOTALS	75	982

ADULT MEALS SERVED

BREAKFAST		LUNCH	TOTAL
TOTALS	3	37	40

MARCH 2026

	SCHOOL	ENROLLED	BREAKFAST		LUNCH	
			TOTAL	% SERVED	TOTAL	% SERVED
	AES	315	3,580	52%	5,678	82%
	MHS	234	1,927	37%	743	14%
	MMS	178	1,906	49%	2,532	65%
	Other	12	160	61%	38	14%
	TOTALS	739	7,573	46.58%	8,991	55.30%

Days Served: 22 Total Meals Served: 16,564

AFTER SCHOOL PROGRAM

SCHOOL	ENROLLED	SNACKS
TOTALS	75	1,095

ADULT MEALS SERVED

BREAKFAST		LUNCH	TOTAL
TOTALS	2	32	34



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

ASSOCIATED STUDENT BODY (ASB) REPORT

PERIOD ENDING:

March 31, 2026

To: Beckie Lewis, Superintendent
From: Elizabeth Nikki Guzman, Business Manager
Date: May 5, 2026

A financial summary report for each school's ASB account is provided below.

School Site	Beginning Balance	Deposits	Withdrawals	Ending Balance
Modoc Middle School	\$7,165.39	+\$1,980.00	-\$588.18	\$8,557.18
Modoc High School	\$219,572.66	+\$27,379.09	-\$29,164.76	\$217,786.99

On the following page is a balance summary report for each school's ASB account.

ASSOCIATED STUDENT BODY (ASB) SUMMARY
PERIOD ENDING: March 31, 2026

A balance summary report for each school's ASB account is provided below. These totals include uncleared deposits and expenditures and will not match the bank statement totals.

Modoc High School ASB

2026 Class	12,576.45
2027 Class	7,984.87
2028 Class	5,239.51
2029 Class	2,255.14
Academic Decathlon	743.73
Art	3,778.31
Athletics	18,381.06
Baseball	197.49
Boys Basketball	2,344.69
Cheerleading	4,611.82
CNC	796.35
Cross Country	535.43
CSF	102.88
FFA	7,167.16
FFA-Allen Clark Scholarship	6,918.68
FFA - Greenhouse	4,105.29
FFA - Shop	4,472.60
FFA Floral	4,601.75
FFA National Convention	11,742.38
Football	2,971.54
Girls Basketball	10,774.95
Golf	1,292.17
Interact Club	500.00
Music	2,798.83
Scholarship	59,255.98
Shooting Sports Team	850.60
Soccer	1,713.92
Softball	269.14
Student Council	3,397.28
Testing	2,072.05
Track	610.47
Volleyball	3,051.14
Warner High School	504.06
Woodshop	2,553.05
Wrestling	6,276.36
Yearbook	9,437.53

Total MHS ASB \$206,884.66

Modoc Middle School ASB

Yearbook	3,210.54
Book Club	101.74
MMS ASB	5,148.84
Total MMS ASB	\$8,461.12

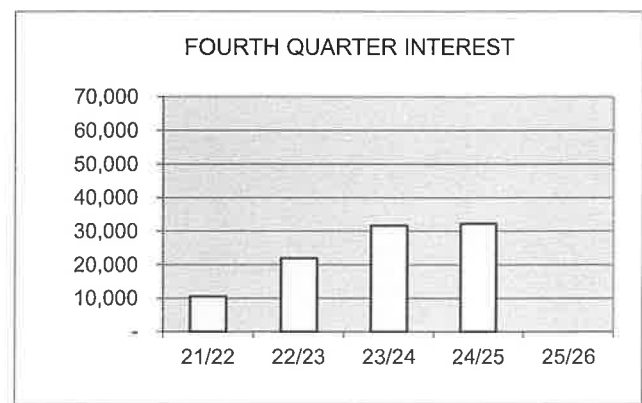
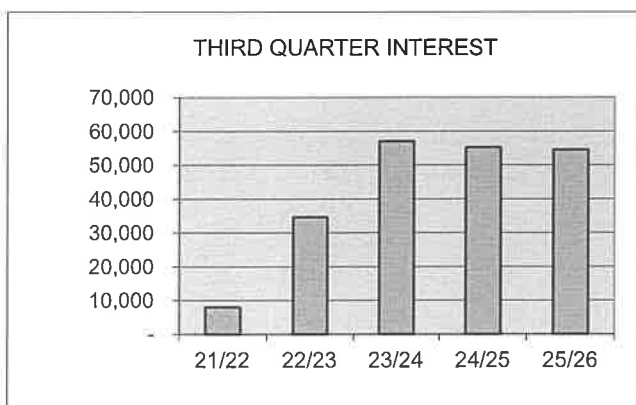
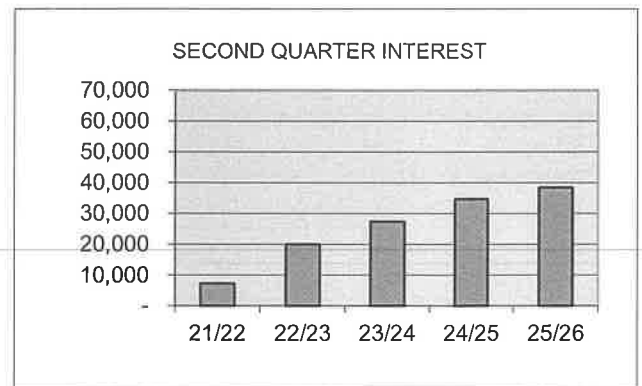
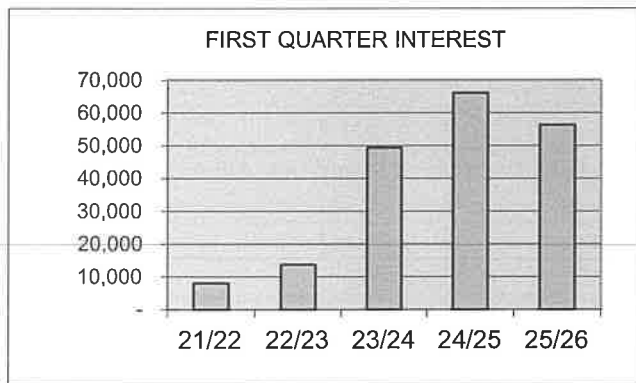
QUARTERLY & HISTORICAL INTEREST EARNED ON MJUSD INVESTMENTS

MJUSD earns interest from the following: Community Local Agency Special Sweep (CLA\$\$) account, certificates of deposit (CDs) with Edward Jones Investments, and Local Agency Investment Fund (LAIF).

2025-26 fiscal year interest earned during the 3rd quarter:

	January	February	March	3rd Qtr Totals
CLA\$\$ Acct	285.39	257.85	285.57	828.81
Edward Jones	742.57	3,936.51	24,550.55	29,229.63
LAIF				24,499.92
				54,558.36

	21/22	22/23	23/24	24/25	25/26
1ST QTR	8,054.29	13,751.12	49,408.60	66,104.47	56,283.47
2ND QTR	7,264.49	19,964.35	27,337.77	34,679.65	38,389.54
3RD QTR	8,009.07	34,650.30	57,099.33	55,228.21	54,558.36
4TH QTR	10,533.37	21,945.61	31,631.54	32,209.88	-
	33,861.22	90,311.38	165,477.24	188,222.21	149,231.37



2025-26 MJUSD GENERAL FUND BUDGET

As of May 4, 2026

Enrollment: 767 ~ P2 ADA: 708.55 ~ COLA: 2.30%

Object Codes	Unrestricted	Restricted	Total
REVENUES:			
LCFF Sources 8010-8099	11,569,874	0	11,569,874
Federal Revenues 8100-8299	398,000	724,922	1,122,922
Other State Revenues 8300-8599	173,320	2,268,735	2,442,055
Other Local Revenues 8600-8799	394,652	507,561	902,213
TOTAL REVENUES	12,535,846	3,501,218	16,037,064
EXPENDITURES:			
Certificated Salaries 1000-1999	4,176,782	645,066	4,821,848
Classified Salaries 2000-2999	1,231,307	1,439,757	2,671,064
Benefits 3000-3999	2,650,190	1,438,273	4,088,463
Books and Supplies 4000-4999	743,413	689,767	1,433,180
Services, Other Operating 5000-5999	1,432,307	1,379,444	2,811,751
Capital Outlay 6000-6999	7,000	330,507	337,507
Other Outgo 7100-7299	177,203	105,319	282,522
Direct/Indirect 7300-7399	-223,948	223,948	0
TOTAL EXPENDITURES	10,194,254	6,252,081	16,446,335
EXCESS (DEFICIENCY)	2,341,592	-2,750,863	-409,271
OTHER FINANCING:			
Transfers In 8900-8929	0	0	0
Transfers Out 7600-7629	-568,234	-244,447	-812,681
Other Sources 8930-8979	0	0	0
Contributions to Rest. 8980-8999	-1,868,184	1,868,184	0
TOTAL OTHER FINANCING	-2,436,418	1,623,737	-812,681
INCREASE (DECREASE)	-94,826	-1,127,126	-1,221,952
FUND BALANCE:			
Beginning Balance	7,524,734	2,502,445	10,027,179
ENDING FUND BALANCE	7,429,908	1,375,319	8,805,227

Components of Fund Balance

Revolving Fund	2,500		2,500
Restricted Carryover		1,375,319	1,375,319
Other Assignments	4,493,375		4,493,375
Economic Uncertainties: 17% Minimum Reserve	2,934,033		2,934,033
Ending Fund Balance	7,429,908	1,375,319	8,805,227

Budget Changes: Increase Title I by \$3,309, increase Title II by \$542, decrease SE EIP by \$3,796, and decrease AES Book Fair by \$450.

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

Updated 5/6/26

	July	August	September	October	November	December	January	February	March	April	May	June	Accruals	Adjustments	TOTAL
Beginning Cash	6,498,679.56	6,147,825.71	5,784,754.28	6,853,623.66	7,143,635.63	6,234,265.36	8,373,145.74	7,751,124.02	7,238,437.91	7,128,684.41	7,630,176.79	6,043,385.62			
RECEIPTS															
LCFF															
State Aid	875,305.00	875,308.00	875,308.00	872,007.00	0.00	0.00	350,122.00	302,186.00	302,186.00	302,186.00	302,186.00	0.00	400,291.00	0.00	5,457,085.00
Education Protection Acct	0.00	0.00	595,697.00	0.00	0.00	595,698.00	0.00	0.00	485,094.00	0.00	0.00	706,300.00	0.00	0.00	2,382,785.00
Property Tax	1,965.42	36,496.89	0.00	0.00	0.00	2,447,964.70	-29,694.33	0.00	0.00	1,250,000.00	0.00	23,267.32	0.00	0.00	3,730,000.00
Federal Rev.	0.00	0.00	66,921.79	5,163.52	0.00	239,236.00	0.00	97,015.00	111,835.76	427,537.12	4,164.00	28,568.04	142,480.77	0.00	1,122,922.00
State Rev.	135,209.00	135,206.00	573,382.15	302,136.00	93,500.00	52,353.90	68,795.09	160,478.52	140,134.15	94,534.85	91,401.06	410,951.88	183,972.40	0.00	2,442,055.00
Local Rev.	34,182.97	10,370.44	25,191.20	106,011.52	19,707.34	11,452.85	97,230.33	14,153.51	7,147.86	123,946.53	6,198.04	238,811.36	207,809.05	0.00	902,213.00
Interfund Transfers In	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Sources	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS	1,046,662.39	1,057,381.33	2,136,500.14	1,285,318.04	113,207.34	3,346,705.45	486,453.09	573,833.03	1,046,397.77	2,198,204.50	403,949.10	1,407,898.60	934,553.22	0.00	16,037,064.00
DISBURSEMENTS															
Certificated Salaries	53,473.15	429,894.92	391,466.92	395,588.30	394,203.51	446,573.72	396,137.71	403,873.12	437,926.75	404,115.15	410,000.00	598,594.75	60,000.00	0.00	4,821,848.00
Classified Salaries	98,110.79	245,761.55	203,939.35	207,171.30	206,311.11	274,735.98	203,158.82	206,680.49	192,199.30	204,640.38	280,000.00	348,354.93	0.00	0.00	2,671,064.00
Employee Benefits	97,350.00	317,407.93	308,192.68	289,456.75	305,747.25	316,734.57	310,902.35	310,163.51	300,675.80	320,000.00	335,000.00	876,832.07	0.00	0.00	4,089,463.00
Subtotal Salaries & Benefits	248,934.03	993,064.40	903,598.95	892,216.35	906,261.87	1,038,044.27	910,198.88	920,717.12	930,801.85	928,755.53	1,025,000.00	1,823,781.75	60,000.00	0.00	11,581,375.00
Supplies	12,801.66	90,460.65	87,983.76	93,758.97	39,350.25	44,258.24	61,174.27	33,621.54	94,640.06	100,000.00	150,000.00	175,130.60	450,000.00	0.00	1,433,180.00
Services	331,895.28	130,184.21	160,102.23	80,531.58	83,115.50	125,539.71	99,078.27	112,218.10	128,832.60	200,000.00	225,000.00	335,253.52	800,000.00	0.00	2,811,751.00
Capital Outlay	31,408.63	0.00	0.00	0.00	0.00	0.00	7,367.82	2,968.75	3,008.76	990.05	70,000.00	214,762.99	7,000.00	0.00	337,507.00
Other Outgo	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	177.89	0.00	236,742.00	45,602.11	0.00	282,522.00
Interfund Transfers Out	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	427,537.12	385,143.88	0.00	0.00	812,681.00
All Other Financing Uses	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS	625,039.60	1,213,709.26	1,151,684.94	1,066,506.90	1,028,727.62	1,207,842.22	1,077,819.24	1,089,525.51	1,157,283.27	1,229,923.47	1,897,537.12	3,170,814.74	1,362,602.11	0.00	17,259,016.00
BALANCE SHEET ITEMS															
Investments/Cash not in Treasury	-18,435.33	0.00	0.00	-47,743.67	0.00	0.00	-30,024.47	0.00	0.00	-477,320.65	0.00	-5,000.00	578,521.34	4,145,187.29	4,145,187.29
Accounts Receivable	198,247.76	12,397.84	538,056.02	115,403.50	6,150.01	0.00	820.00	1,132.00	1,132.00	10,532.00	1,132.00	97,421.08	154,000.00	0.00	1,136,424.21
Due From Other Funds	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	0.00	0.00	22,247.46	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	22,247.46
Subtotal Assets	179,812.43	12,397.84	560,303.48	67,659.83	6,150.01	0.00	-29,204.47	1,132.00	1,132.00	-466,788.65	1,132.00	92,421.08	732,521.34	0.00	1,158,665.89
Use Tax	0.00	27.37	415.18	240.00	0.00	17.15	-652.88	98.37	0.00	0.00	0.00	-145.19	0.00	0.00	0.00
Accounts Payable	-952,289.07	-219,168.71	1,456.85	3,301.00	0.00	0.00	-798.22	-18,224.00	0.00	0.00	-94,335.15	-17,178.11	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	3,541.00	0.00	17.15	-1,451.10	-18,125.63	0.00	0.00	-94,335.15	-17,323.30	0.00	0.00	-1,775,356.74
TOTAL BALANCE SHEET ITEMS	-772,476.64	-206,743.50	84,054.18	71,200.83	6,150.01	17.15	-30,655.57	-16,993.63	1,132.00	-466,788.65	-93,203.15	75,097.78	732,521.34	4,145,187.29	4,186,768.90
Net Increase/Decrease	-350,853.85	-363,071.43	1,068,869.38	290,011.97	-909,370.27	2,138,860.38	-622,021.72	-512,686.11	-109,753.50	501,492.38	-1,586,791.17	-1,687,818.36	304,472.45	4,145,187.29	2,864,816.90
Ending Cash	6,147,825.71	5,784,754.28	6,853,623.66	7,143,635.63	6,234,265.36	8,373,145.74	7,751,124.02	7,238,437.91	7,128,684.41	7,630,176.79	6,043,385.62	4,355,567.26			
Ending Cash, Plus Accruals															6,805,227.00

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