MODOC JOINT UNIFIED SCHOOL DISTRICT
Board of Trustees

Regular Board Meeting
June 10, 2026
Closed Session: 5:00 p.m.
Open Session: 6:00 p.m.
District Office Conference Room
906 W 4th Street, Alturas, CA 96101

MJUSD BOARD OF TRUSTEES STATEMENT OF PHILOSOPHY

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

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

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

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

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

AGENDA

Call to Order by Presiding Officer: ________________________at: _______________ p.m.

Roll Call and Pledge of Allegiance:

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

Pledge of Allegiance Led By: ________________________________

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

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

CLOSED SESSION

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

1. **Personnel - Public Employee Employment:**
   - **1.1. Resignations/Retirements/Releases**
     - 1.1.1. Certificated Staff
     - 1.1.2. MMS Track Coach
     - 1.1.3. MHS Track Coach
     - 1.1.4. Certificated Staff
     - 1.1.5. MHS Athletic Director
     - 1.1.6. Varsity Soccer Coach
     - 1.1.7. 7th Grade Volleyball Coach
   - **1.2. Recommendations for Approval:**
     - 1.2.1. Certificated Staff
     - 1.2.2. Certificated Staff
     - 1.2.3. MHS Summer School Teachers
     - 1.2.4. MHS Summer School Teachers
   - **1.3. Public Employee Performance Evaluation**

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

OPEN SESSION

Reporting of Closed Session Items: Government Code § 54957

1. **Personnel - Public Employee Employment:**
   - **1.1. Resignations/Retirements/Releases**
     - 1.1.1. Certificated Staff ______/______ Yes: No: Abstain:
     - 1.1.2. MHS Track Coach ______/______ Yes: No: Abstain::
     - 1.1.3. MMS Track Coach ______/______ Yes: No: Abstain::
     - 1.1.4. Certificated Staff ______/______ Yes: No: Abstain::

1.1.5. MHS Athletic Director ______/______ Yes: No: Abstain::
1.1.6. Varsity Soccer Coach ______/______ Yes: No: Abstain::
1.1.7. 7th Grade Volleyball Coach ______/______ Yes: No: Abstain::

1.2. Recommendations for Approval:

1.2.1. Certificated Staff ______/______ Yes: No: Abstain:
1.2.2. Certificated Staff ______/______ Yes: No: Abstain:
1.2.3. MHS Summer School Teacher ______/______ Yes: No: Abstain:
1.2.4. MHS Summer School Teacher ______/______ Yes: No: Abstain:

1.3. Public Employee Performance Evaluation

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

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

Reports

1. Site Principals
2. Rebecca Lewis, Superintendent
3. Board Reports
4. Modoc Teachers Association
5. Teamsters Local 137
6. Director of Maintenance & 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.

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 1-28)**
      1.1.1. Regular Board Meeting May 13, 2026
      1.1.2. Special Board Meeting May 26, 2026
   1.2. Approve Agreement with Fagen Friedman & Fulfrost, LLP for Legal Services for the 25/26 year **(Pages 29-32)**
   1.3. Approve the Memorandum of Understanding between Modoc Joint Unified School District and the Modoc County Office of Education for Medi-Cal Billing **(Page 33)**
   1.4. Approve the Memorandum of Understanding between Tehama County Department of Education and Modoc Joint Unified School District for the CTE Teacher Preparation Program **(Pages 34-42)**
   1.5. Approve the Memorandum of Understanding between Modoc Joint Unified School District and Cal Poly Humboldt for Student Teaching **(Pages 43-46)**
   1.6. Approve Surplus of Modoc High School Curriculum **(Page 47)**
2. **Budget and Finance**
   2.1. Approve Interfund Transfers **(Page 48)**
   2.2. Approve warrants to be paid from the following **(Pages 49-53)**
      2.2.1. Checks dated 5/1/26-5/30/26
      General Fund in the amount of $221,598.62
      Cafeteria Fund in the amount of $34,173.18
      Special Reserve Capital Outlay Fund in the amount of $308,528.95
      Warrant/Pass Through in the amount of $301,620.71

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PUBLIC HEARING

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

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

DISCUSSION/ACTION AGENDA

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

_______/_______ Yes: No: Abstain:

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

_______/_______ Yes: No: Abstain::

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

_______/_______ Yes: No: Abstain:

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

_______/_______ Yes: No: Abstain:

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

_______/_______ Yes: No: Abstain:

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

_______/_______ Yes: No: Abstain:

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

_______/_______ Yes: No: Abstain:

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

_______/_______ Yes: No: Abstain:

9. Approve any of the Following to Sign for the Modoc Middle School ASB Plumas Bank Account **(Page 226)**
    a. Melissa Carlson
    b. Jodi Boudreaux
    c. Amy Britton

_______/_______ Yes: No: Abstain:

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

_______/_______ Yes: No: Abstain:

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

_______/_______ Yes: No: Abstain:

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

_______/_______ Yes: No: Abstain:

DISCUSSION

1. Construction Project Update

INFORMATION

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

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

1.
2.

Next Regular Board Meeting:
June 17, 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
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

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 6:07 p.m. open session.

Roll Call:

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

Pledge of Allegiance Led by: Monica Widby

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

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

CLOSED SESSION

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

1. **Personnel - Public Employee Employment:**
   - **1.1. Resignations / Retirements / Releases**
     - 1.1.1. Certificated Staff
     - 1.1.2. MMS Athletic Director
     - 1.1.3. AES Title I Coordinator 3-5
     - 1.1.4. Classified Staff
     - 1.1.5. Classified Staff
     - 1.1.6. Certificated Staff

1.1.7. Testing Coordinator
1.1.8. Certificated Staff
1.1.9. Certificated Staff
1.1.10. Certificated Staff

1.2. Recommendations for Approval

1.2.1. Ratify Classified Substitute
1.2.2. Certificated Staff
1.2.3. Ratify Certificated Staff
1.2.4. Certificated Staff

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 Ruth Ann Criner/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
1.1.2. MMS Athletic Director Ruth Ann Criner/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
1.1.3. AES Title I Coordinator 3-5 Ruth Ann Criner/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
1.1.4. Classified Staff Ruth Ann Criner/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
1.1.5. Classified Staff No Action
1.1.6. Certificated Staff Ruth Ann Criner/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
1.1.7. Testing Coordinator Ruth Ann Criner/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
1.1.8. Certificated Staff Ruth Ann Criner/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
1.1.9. Certificated Staff Ruth Ann Criner/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
1.1.10. Certificated Staff Ruth Ann Criner/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

1.2. Recommendations for Approval

1.2.1. Ratify Classified Substitute Shaun Wood/Jodie Veverka Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

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

1.2.3. Ratify Certificated Staff Shaun Wood/Jodie Veverka Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0

1.2.4. Certificated Staff Shaun Wood/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 1pursuant 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 - Liam Prince and Laila Hill reported that:
   - Baseball and Softball finish the regular season play. Baseball will be in the playoffs. Golf won the SCL championship and the Division 3 championship. Track is in post season with competition for the Division 4 championship at West Valley. The Spring Sports Banquet will be May 28th.
   - FFA hosted the 8th grade recruitment event yesterday. Ag in the classroom will be this Monday at the JLS grounds. The end of year banquet will be June 3rd.
   - ASB is working on end of the year activities. They gave the 8th graders a tour of the campus this week. Some of the events Prom, Play Day, the Rhonda Haselip Invitational Special Olympics and a Spring Blood Drive.
   - The MHS music concert will be May 26th at 7:00 p.m. The MMS music concert will be May 28th at 7:00 p.m.
   - Seniors are wrapping up their internships and will do presentations in a few weeks.
   - Welding is producing livestock planters to sale. They sold about 75.
   - Horticulture students are busy in the greenhouse. They are expecting to have a plant sale at the end of May / early June.
   - Floral students are finishing up their subscriptions.
   - AP Calculus took their AP test this week.
2. Modoc Middle School Student Representatives Emma Alvarez, Benelli Britton, Brylee Wilson, and Bentley Young reported that:
   - Spring Fever Week included candy themed dress up days, lunch time activities, and a rally.
   - They had a March Madness Basketball Tournament.
   - Some activities included an Egg Hunt and a Spring Dance.

- Staff Appreciation Week featured salad dress up days, lunch time activities and a rally.
- 8th grade exit interviews will be June 8th.
- Upcoming events include the 8th grade trip will be to UNR and the water park, last day of school rally, AVID field trips, Freshman orientation, 6th grade orientation, and helping with the AES playday.
- New ASB officers for the 26/27 year are: President Bradyn Knighton, Vice President Elsie Flournoy, Secretary Leigha DePaul, Treasurer Avery Flournoy, and Communications Paige Mason.

3. Site Principals
   - Matt McCandless, Principal of Modoc Middle School, reported that the character trait for May is Community Minded. The staff focus this month is Testing/End of Year. They are finishing up tests this week for state testing. MAP testing to come. Staff is preparing for the promotion ceremony on June 11th and the parent group is planning a great student party to follow. He is working with Mrs. Britton and Mrs. Lewis to ensure a smooth transition. He thanked CSC for staff appreciation goodies.
   - Todd Hughes, Assistant Principal of Modoc High School, reported that state testing is wrapping up. MAP testing in ELA/Math will start next week. They have 3 graduates from Warner. Current seniors at MHS are on track to graduate. They are closely watching a couple of seniors and Erin is having frequent meetings with them. Scholarship packets are being reviewed by committees and the Senior Awards Banquet will be May 27th at 6:00 p.m. The WASC mid cycle review went very well April 29th. They received the report and will utilize the document as they plan for the next couple years prior to starting the process again.
   - Amy Welch, Principal of Alturas Elementary School, reported that they celebrated their students for completing CAASP testing. They are preparing for the end of year assessments and MAP testing. AVID strategy is to interview the next grade level students. The character trait is Collaboration / Sportsmanship. Schoolwide attendance is 95.04%. Mr. Blue Shoes will be there May 19th, June 5th is the last SOAR assembly and June 9th is the SOAR water party. June 10th is playday. PLC topic is End of Year Close Out.
4. Superintendent's Report - Beckie Lewis reported that:
   - She got to teach 1st grade last week and loved every minute of it.
   - The TCSIG representatives were here last Monday to go over any open enrollment questions and talk about the new plan. They also held a clinic on Tuesday.
   - School First Credit Union was here today to present their services.
   - She met with Rosa George and Andria Cockrell to discuss how the district could acknowledge the local tribes. They would like to put up tribal poles in front of the high school acknowledging all of the tribes. They would also like to have a verbal acknowledgement at all games before the National Anthem.
   - In light of the recent Facebook posts about the ongoing MTA / District negotiations, Mrs. Lewis presented a Powerpoint, **Understanding District Realities: Staffing, Budget, and Sustainability,** laying out facts about the district and the current negotiation status. This presentation went over current negotiation status, historical data on TCSIG insurance rate increases and MJUSD cap increases, health

insurance open enrollment timelines, district budget and reserves, key factors of current schools in financial distress, the reasons for certificated staff leaving, declining enrollment & ADA, teacher recruitment and retention efforts, and Special Education staffing realities. The power point is included in these minutes.

5. Board Reports
    - Jodie Veverka did and AES walk through She attended the MMS pep rally, drove a van for the AVID trip to San Francisco and participated in the Spring Fun Run that the MHS track put on.
    - Ruth Ann Criner did a MMS walk through and is going to AES tomorrow.
    - Monica Widby talked about the MMS golf clinic.
    - Fernand Larranaga went to the city council meeting regarding the Main Street lanes. He talked about the high school kids crossing the streets unsafely and would like to have an informative assembly showing safety measures.
6. MTA
    - Katie Copp commented that she personally was a grey area person and not a numbers person because numbers are rude and cold, referring to Mrs. Lewis' presentation. She expressed her concerns about student's education because teachers are leaving at an alarming rate. She addressed teacher retention and compensation, specifically the health insurance rate increase. She thinks the district could have more money to pay them if they hadn't discontinued TK. She thinks the Board needs to give more to the teachers regardless of how that would affect the district's long term financial stability. She introduced Rafael Sevilla. He talked about his experience with the district and how they made him feel unvalued. He discussed an issue with a coach that he refused to apologize to and how the Board went behind his back and apologized for him and how that made him feel.
7. Director of Maintenance & Transportation
    - Doug Waterman reported that it is a busy time of year with all of the field trips and athletic events.

Public Comments on Items on and not on the Agenda:
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1. Kevin Marcussen - He looked at the 2014 salary schedule and put it into AI and had it look at what it should be now with inflation. He believes the district is 10% below what it should be. He thinks the district should just pay the healthcare increase out of district funds. Commented that we are not running the district as a successful business.
2. Chad Wilson commented that the district needs to make it a place where people need to want to come to work. They need to feel valued and supported as educators. This will trickle down so kids feel good.
3. She is new to the community and is marrying a teacher. Kids are the most important part of a community. The Board should invest in the teachers as a community. Parents

need to want their kids in school. If they don't trust the district, they won't put their kids in school.

4. Kristen Chambers is concerned about teachers leaving. People don't have faith in our school district. It is a community issue. How can we partner with the community to help? She is not concerned about insurance or wages. She thinks TK kids need to go to school. She is worried that the town might turn into a ghost town.
5. Fernand Larranaga addressed a couple of the comments. He pointed out that the state has our hands tied with their funding. We only get so many dollars. He addressed Kevin Marcussen's comment about being a business. Businesses can raise prices if costs go up. The district cannot. He also stated he did not appreciate the dirty Facebook posts about the Board when we are not even done negotiating yet. He stated that the Board values and appreciates the staff.
6. Katie Copp commented that she was not sorry for the Facebook posts. It got the district's attention.
7. Laurel Rulison talked about the rising costs of health insurance and how it affects her family.
8. Colleen Cooper-Vanosdell commented that health insurance costs will be her mortgage payment.

CONSENT AGENDA

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

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

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

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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: 8:10

“Understanding District Realities: Staffing, Budget, and Sustainability”

Shared district realities
Financial context
Staffing realities
Communication concerns
Moving Forward

Realities about Public Messaging

It is important that we remain respectful, professional, and focused on solutions. Public discourse on social media that is negative, inflammatory, or incomplete can have unintended consequences for our district, including impacting staff morale, community trust, district reputation, and our ability to recruit and retain high-quality employees in an already challenging rural hiring environment. Negative public messaging can definitely discourage applicants from considering employment in our district.

While we recognize and respect that employees may have frustrations and differing perspectives, actively engaging the community through social media in ways that create division or misinformation ultimately hurts the very schools, students, and community we all serve.

Facebook Post

Current Context

Current Negotiations Status

- The District and Teachers' Association remain in active negotiations.
- Health insurance premiums have increased significantly locally, state & nationwide.
- The District is awaiting the Governor's May Revision before finalizing proposals because…
  - Making permanent financial commitments before the May Revise could create long-term fiscal instability
  - Revenue projections may change
  - Education funding levels may shift
  - State funded COLA unknown
  - Potential deficits or reductions could impact future budgets

The District's responsibility is to balance current needs with long-term sustainability.

The District remains committed to negotiating in good faith while balancing employee compensation, student services, and fiscal responsibility.

TCSIG Insurance & MJUSD Cap Increases

- 2019/2020 0% Increase $1,095.04 CAP 2.5% Increase on Salary Schedule
- 2020/2021 0% Increase $1,095.04 CAP 3% Increase on Salary Schedule
- 2021/2022 0% Increase $1,095.04 CAP 3% Increase on Salary Schedule
- 2022/2023 0% Increase $1,095.04 CAP 5.57% Increase on Salary Schedule+Hiring incentives
- 2023/2024 11% Increase $1,095.04 CAP 8% Increase on Salary Schedule & One Time Payments
- 2024/2025 8.5% Increase $1,230.04 CAP *CAP increased; no increase on Salary Schedule; One time payments

- 2025/2026 16.9% Increase $1,230.04 CAP+$291.67 one time funds; *2.3% Increase on Salary Schedule
  - *CDHP had an additional adjustment of 14.6% and an overall increase of 31.5% in this plan*
  - *One Time Funding was used to offset this increase, which was only for the 25/26 school year*
- 2026/2027 4.8% Increase $1,230.04 CAP
  - *CDHP had an additional adjustment of 12.8% and an overall increase for an overall increase of 17.6%*

We have shopped around and found that other School Insurances have increased as much as 21% this year. Health insurance in all industries across the country have skyrocketed.

MTA has also actively searched out other Health Insurance programs to ensure we are enrolled in the best program.

Health Insurance Timeline

Steps Already Taken

- Open enrollment information was frontloaded in person to certificated staff on April 29th. Open enrollment runs through **May 31st.**
    - Staff were given information about the premium increases
    - They were informed that we are still in negotiations and waiting for the Governor's Budget to come out around May 14th to make more informed decisions.
    - They were encouraged to attend the local enrollment informational meeting hosted by TCSIG on May 4th, so they could make informed decisions, ask questions and find out about benefits that TCSIG offers.
    - TCSIG held a local clinic on May 5th and was available to answer insurance questions.

Ongoing Goal : Continue to improve communication and support regarding benefits and insurance changes.

District Budget & Reserves

Reserves help districts:

- Manage economic uncertainty
- Address declining enrollment
- Prepare for future state funding reductions
- Respond to emergencies and unexpected costs
- Maintain staffing stability during volatile budget cycles

Important Considerations

- One-time funds cannot sustainably fund ongoing expenses.
- Rising operational costs continue to impact districts statewide.
- Rural districts experience greater volatility due to small enrollment fluctuations.

26/27-28/29 Multi-Year Projections

26/27 Estimated July 1 Budget

2026-2027 ~ ESTIMATED TOTAL COST TO DISTRICT OF A PERCENT RAISE ON SALARIES & BENEFITS

Updated: 5/13/26

Group	26/27 Salaries & Benefits	0.50% Raise	1.00% Raise	2.00% Raise	Projected COLA **2.87%** Raise	3.00% Raise	3.50% Raise
Certificated & Support	4,232,931	21,165	42,329	84,659	121,485	126,988	148,153
Certificated Supplementals *	202,466	1,012	2,025	4,049	5,811	6,074	7,086
	MTA TOTAL	**$22,177**	**$44,354**	**$88,708**	**$127,296**	**$133,062**	**$155,239**
Classified	1,580,753	7,904	15,808	31,615	45,368	47,423	55,326
Instructional Aides	1,019,385	5,097	10,194	20,388	29,256	30,582	35,678
	TEAMSTERS TOTAL	**$13,001**	**$26,001**	**$52,003**	**$74,624**	**$78,004**	**$91,005**
Superintendent	203,686	1,018	2,037	4,074	5,846	6,111	7,129
Unrepresented Administrators	396,852	1,984	3,969	7,937	11,390	11,906	13,890
Unrepresented Management	414,861	2,074	4,149	8,297	11,907	12,446	14,520
Unrepresented Social Worker	118,550	593	1,185	2,371	3,402	3,556	4,149
Unrepresented Confidential	195,338	977	1,953	3,907	5,606	5,860	6,837
	TOTAL ALL GROUPS	**$41,824**	**$83,648**	**$167,296**	**$240,070**	**$250,945**	**$292,769**

** Coaches, coordinators, and other stipends*

Certificated Mandated Benefits @ 22.29% *(STRS 19.10%, FICM 1.45%, UI 0.05%, W/C 1.69%)*
Classified Mandated Benefits @ 35.79% *(PERS 26.40%, FICA/FICM 7.65%, UI 0.05%, W/C 1.69%)*

TCISG cap is $1,230.04 per month
Teamsters cap is $1,237 per month; broken into a tiered cap
Instructional Aides cap $764 per month for 7 hours, then prorated based on hours over 5 worked

Modoc Joint Unified School District

2026-27 JULY 1 BUDGET: MULTI-YEAR PROJECTIONS, GENERAL FUND

General Fund 01	26/27 Projected Est. Enrollment: 735 ~ Est. P2 ADA: 682.09 Est. COLA: 2.87% Unrestricted	Restricted	Total	27/28 Projected Est. Enrollment: 736 ~ Est. P2 ADA: 683.01 Est. COLA: 3.06% Unrestricted	Restricted	Total	28/29 Projected Est. Enrollment: 719 / Est. P2 ADA: 667.23 Est. COLA: 3.34% Unrestricted	Restricted	Total
REVENUES:									
LCFF Sources	11,520,068	0	11,520,068	11,334,642	0	11,334,642	11,582,916	0	11,582,916
Federal Revenues	431,000	582,676	1,013,676	37,000	582,676	619,676	37,000	582,676	619,676
Other State Revenues	178,310	1,462,323	1,640,633	172,829	1,460,027	1,632,856	173,352	1,460,109	1,633,461
Other Local Revenues	445,727	464,112	909,839	379,151	426,154	805,305	349,092	403,262	752,354
TOTAL REVENUES	12,575,105	2,509,111	15,084,216	11,923,622	2,468,857	14,392,479	12,142,360	2,446,047	14,588,407
EXPENDITURES:									
Certificated Salaries	3,936,850	548,951	4,485,801	4,127,176	561,926	4,689,102	4,211,072	572,510	4,783,582
Classified Salaries	1,261,941	1,203,216	2,465,157	1,286,864	1,225,283	2,512,147	1,298,010	1,224,607	2,522,617
Benefits	2,474,173	1,269,236	3,743,409	2,507,362	1,306,768	3,814,130	2,528,788	1,297,659	3,826,447
Books and Supplies	714,800	379,127	1,093,927	665,280	342,006	1,007,286	500,970	339,429	840,399
Services, Other Operating	1,421,407	903,038	2,324,445	1,466,007	652,962	2,118,969	1,492,314	596,471	2,088,785
Capital Outlay	83,254	30,000	113,254	0	30,000	30,000	0	30,000	30,000
Other Outgo	160,308	59,539	219,847	139,620	59,539	199,159	139,620	59,539	199,159
Direct/Indirect	-172,537	172,537	0	-158,718	158,718	0	-158,982	158,982	0
TOTAL EXPENDITURES	9,880,196	4,565,644	14,445,840	10,033,591	4,337,202	14,370,793	10,011,792	4,279,197	14,290,989
EXCESS (DEFICIENCY)	2,694,909	-2,056,533	638,376	1,890,031	-1,868,345	21,686	2,130,568	-1,833,150	297,418
OTHER FINANCING:									
Transfers In	0	0	0	0	0	0	0	0	0
Transfers Out	-420,000	-244,380	-664,380	-207,889	-244,042	-451,931	-207,371	-243,435	-450,806
Other Sources	0	0	0	0	0	0	0	0	0
Other Uses	0	0	0	0	0	0	0	0	0
Contributions to Rest.	-1,840,332	1,840,332	0	-1,946,862	1,946,862	0	-1,987,460	1,987,460	0
TOTAL OTHER FINANCING	-2,260,332	1,595,952	-664,380	-2,154,751	1,702,820	-451,931	-2,194,831	1,744,025	-450,806
INCREASE (DECREASE)	434,577	-460,581	-26,004	-264,720	-165,525	-430,245	-64,263	-89,125	-153,388
Beginning Fund Balance	7,429,908	1,375,319	8,805,227	7,864,485	914,738	8,779,223	7,599,765	749,213	8,348,978
ENDING FUND BALANCE	**7,864,485**	**914,738**	**8,779,223**	**7,599,765**	**749,213**	**8,348,978**	**7,535,502**	**660,088**	**8,195,590**

NARRATIVE *Projected MYP salaries and benefits are increased by step, longevity, and changes in mandated benefit rates. Budget includes using some one-time grants. 26/27 includes 1x E-Rate Cat II project in unrestricted capital outlay and $200,000 for textbooks. 27/28 includes $150,000 for textbooks.*

Modoc Joint Unified School District
2026-27 JULY 1 BUDGET: GENERAL FUND 01

	25/26 Estimated Actuals			26/27 July 1 Budget		
	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total
REVENUES:						
LCFF Sources	11,569,874	0	11,569,874	11,520,068	0	11,520,068
Federal Revenues	398,000	724,922	1,122,922	431,000	582,676	1,013,676
Other State Revenues	173,320	2,268,735	2,442,055	178,310	1,462,323	1,640,633
Other Local Revenues	394,652	507,561	902,213	445,727	464,112	909,839
TOTAL REVENUES	12,535,846	3,501,218	16,037,064	12,575,105	2,509,111	15,084,216
EXPENDITURES:						
Certificated Salaries	4,176,782	645,066	4,821,848	3,936,850	548,951	4,485,801
Classified Salaries	1,231,307	1,439,757	2,671,064	1,261,941	1,203,216	2,465,157
Benefits	2,650,190	1,438,273	4,088,463	2,474,173	1,269,236	3,743,409
Books and Supplies	743,413	689,767	1,433,180	714,800	379,127	1,093,927
Services, Other Operating	1,432,307	1,379,444	2,811,751	1,421,407	903,038	2,324,445
Capital Outlay	7,000	330,507	337,507	83,254	30,000	113,254
Other Outgo	177,203	105,319	282,522	160,308	59,539	219,847
Direct/Indirect	-223,948	223,948	0	-172,537	172,537	0
TOTAL EXPENDITURES	10,194,254	6,252,081	16,446,335	9,880,196	4,565,644	14,445,840
EXCESS (DEFICIENCY)	2,341,592	-2,750,863	-409,271	2,694,909	-2,056,533	638,376
OTHER FINANCING:						
Transfers In	0	0	0	0	0	0
Transfers Out	-568,234	-244,447	-812,681	-420,000	-244,380	-664,380
Other Sources	0	0	0	0	0	0
Other Uses	0	0	0	0	0	0
Contributions to Rest.	-1,868,184	1,868,184	0	-1,840,332	1,840,332	0
TOTAL OTHER FINANCING	-2,436,418	1,623,737	-812,681	-2,260,332	1,595,952	-664,380
INCREASE (DECREASE)	-94,826	-1,127,126	-1,221,952	434,577	-460,581	-26,004
FUND BALANCE:						
Beginning Balance July 1	7,524,734	2,502,445	10,027,179	7,429,908	1,375,319	8,805,227
Audit Adjustments	0	0	0	0	0	0
As of Unaudited Actuals	7,524,734	2,502,445	10,027,179	7,429,908	1,375,319	8,805,227
Adj. For Restatements	0	0	0	0	0	0
Net Beginning Balance	7,524,734	2,502,445	10,027,179	7,429,908	1,375,319	8,805,227
ENDING BALANCE	7,429,908	1,375,319	8,805,227	7,864,485	914,738	8,779,223

Components of Ending Fund Balance

		25/26 Detail	25/26 Total	26/27 Detail	26/27 Total
Revolving Fund			2,500		2,500
Restricted Balances	*ASB; res 8210*	*180,124*		*180,124*	
	Classified Credential grant: res 9015	*100,400*		*76,400*	
	CCSPP; res 6332	*267,375*		*178,250*	
	CCAP; res 7339	*37,500*	1,379,115	*0*	914,738
	LCFF EM; res 7399	*138,569*		*138,569*	
	LREBG; res 7435	*266,891*		*0*	
	Prop 28 AMS; res 6770	*139,988*		*139,988*	
	SE EIP; res 6547	*46,861*		*0*	
	SSPD; res 6019	*201,407*		*201,407*	
Other Assignments			4,489,579		5,293,248
Reserve for Eonomic Uncertainties			2,934,033		2,568,737
			8,805,227		***8,779,223***

Current Schools in Financial Distress & Instability

- Plumas Unified School District
- Weed Union School District
- Yreka Union Elementary School
- Dunsmuir Elementary School
- Hayward Unified School District
- Oakland Unified School District
- San Francisco Unified School District
- Sacramento City Unified School District
- Santa Rosa City Schools
- Los Angeles Unified School District

Key Factors for Schools in Financial Distress & Instability

- Mismanagement
- Ongoing expenses grew faster than revenue
- Increase operational costs for items like Special Education, Transportation, Maintenance, Utilities, Liability Insurance, Food Services
- Increased expenses, particularly staffing salaries and rising health and welfare benefit premiums, which often make up roughly 75-80% of a district's costs.
- Declining Enrollment - a drop in student numbers directly reduces state funding, which is largely based on Average Daily Attendance (ADA).
- The end of temporary, one-time federal funds that were used to support ongoing expenditures has placed significant pressure on the general fund, creating structural budget strains for districts.

Certificated Staff Leaving

- 5 - Moving out of the area (4 out of California)
- 4 - Retiring
- 3 - Credentialing Requirements not met
- 2 - Going back into retirement 100%
- 1 - Promoting into a vacant administrative position

Constructive Feedback

- Rural Isolation (distance from family/services)
- Limited Housing Availability & Employment Opportunities for Spouse
- Student Behavior and Lack of Family Involvement
- Not feeling valued as an educator & Limited Growth Opportunities
- Workload Demands
- Limited Social opportunities to meet people
- Staff culture (need more support from colleagues & more of a team approach)
- Need more check ins and classroom presence from Admin.

Positive Feedback

- Sense of purpose and ability to make a difference for students
- Supportive and caring school communities
- Opportunities to be involved or lead a variety of school activities
- Small school environment allows meaningful connections
- Appreciation for the community and rural lifestyle
- Supportive leadership

Declining Enrollment & ADA

Ongoing Challenge

Like many rural California districts, enrollment continues to decline.

Impact of Declining Enrollment

- Reduced funding
- Increased fiscal pressure
- Higher per-student operational costs
- Greater staffing and program challenges

https://bit.ly/4uGgQWe

Teacher Recruitment & Retention Efforts

- **Homegrown Staff Development**
  Encouraged and supported instructional aides and other classified staff in pursuing teaching credentials to grow our own workforce from within the community. ***Low cost tuition & District Grant Opportunities***
- **Teacher Residency Partnerships**
  Supported candidates through residency pathways to build a local pipeline of fully credentialed teachers. ***Multiple Grant Opportunities to pay for tuition***
- **Internship Programs**
  Hosted and supported intern teachers to address staffing shortages while providing structured on-the-job training.
- **Emergency / Short-Term Staffing Credentials**
  Utilized emergency credentialing when necessary to ensure classrooms remained staffed.
- **Induction Program Support**
  Covered costs for teacher induction programs to support clear credential pathways and reduce financial burden on new educators.
- **Credential & Certification Support**
  Paid for or reimbursed certification requirements to help staff remain in the profession.
- **Job Fairs & Recruitment Events**
  Actively participated in job fairs to expand candidate pools.
- **Targeted Recruitment Campaigns**
  Conducted social media outreach.
- **Regional Collaboration**
  Engaged with neighboring Superintendents to identify candidate pipelines.
- **Ongoing Recruitment Efforts**
  Maintained active outreach and continuous recruitment efforts throughout the school year.

Special Education Staffing Reality

The district currently needs:

- Approximately **6 Special Education teachers** to fully staff programs districtwide.
- We have been flying Ed Specialist teacher positions for over a year.

Current Staffing

- 2 credentialed SPED teachers currently on staff
- Virtual staffing fills critical gaps to maintain compliance and services

Fiscal Context

- The virtual SPED contract replaces the equivalent of approximately **2 positions** in the budget.
- Without these services:
  - Student services could be interrupted
  - Legal compliance risks increase
  - Existing staff workload becomes unsustainable

Recruitment Challenge: Special Education teacher shortages are severe across the country, in California, and particularly in rural and remote districts.

Moving Forward

The District remains committed to:

- Supporting employees
- Maintaining strong educational programs
- Negotiating respectfully and in good faith
- Remaining fiscally responsible
- Protecting long-term district stability

Public education works best when schools, staff, families, and the community work collaboratively toward shared solutions for students.

MODOC JOINT UNIFIED SCHOOL DISTRICT
Board of Trustees

Special Board Meeting
May 26, 2026
Closed Session: 4:00 p.m.
Open Session: Immediately After.
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 4:07 p.m. closed session and at 6:50 p.m. open session.

Roll Call:

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

Pledge of Allegiance Led by: Ruth Ann Criner

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

Public Comments on Closed Session Agenda:

Rhiannon Martin thanked the Board and the Superintendent for the lunch they provided. She also commented that it is hard to be lumped into a group (MTA) that you don't pay dues, don't have an interest in, and have no say in negotiations. She wanted the Board to know that the majority of teachers feel the same way. She appreciated what the Board does. She wanted the Board to know that SPED is very important when it comes to funding and pay. Karolyne Breiner deserves it as she does a lot for the children and district.

Quesia Alvarez commented that only a few of the teachers are involved in the drama. She feels it is hard to be in a group that is not negotiating for everyone. She appreciates the Board.

CLOSED SESSION

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

1. **Personnel - Public Employee Employment:**
   - **1.1. Resignations / Retirements / Releases**
     - 1.1.1. Classified Staff
   - **1.2. Recommendations for Approval**
     - 1.2.1. Certificated Staff
   - **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. Classified Staff Ruth Ann Criner/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
   - **1.2. Recommendations for Approval**
     - 1.2.1. Certificated Staff Ruth Ann Criner/Monica Widby Yes:5 (Larranaga, Criner, Veverka, Widby, Wood) No: 0 Abstain: 0
   - **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

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

1. **Budget and Finance**
   1.1. Approve Budget Changes over $10,000 **(Page 1)**

Next Regular Board Meeting:
June 10, 2026
5:00 p.m. Closed Session
6:00 p.m. Open Session

Adjournment:

Fagen Friedman & Fulfrost LLP

AGREEMENT FOR LEGAL SERVICES

This agreement is by and between Modoc Joint Unified School District ("Client") and the law firm of Fagen Friedman & Fulfrost LLP (F3 Law) ("Attorney"). In consideration of the promises and the mutual agreements hereinafter contained, Attorney agrees to provide legal services to Client on the terms set forth below effective July 1, 2026:

1. CONDITIONS. This Agreement will not take effect, and Attorney will have no obligation to provide legal services, until Client returns a signed copy of this Agreement.

2. SCOPE OF SERVICES. Client hires Attorney as its legal representative/counsel with respect to matters Client specifically refers to Attorney. Attorney will provide those legal services reasonably required to represent Client. Attorney will take reasonable steps to keep Client informed of progress and to respond to Client's inquiries.

3. CLIENT'S DUTIES. Client agrees to cooperate with Attorney and to communicate with candor while keeping the Attorney apprised of any information or developments which may come to Client's attention, to abide by this Agreement, to pay Attorney's bills on time and to keep Attorney advised of Client's address and telephone number. Client will assist Attorney in providing information and documents necessary for the representation in the described matter.

4. CONSULTANT SERVICES. Attorney may provide consulting services, which may be referred to as Next Level Client Services, in addition to or in support of the legal services provided pursuant to this Agreement, through qualified non-attorney consultants, including but not limited to: governance training and assistance; communications services; education program planning and implementation; mentoring, coaching, and leadership; strategic planning and solutions; and advocacy at the local and state level.

5. EMAIL COMMUNICATIONS/CLOUD-BASED COMPUTING. Attorney will protect Client data in a manner that is compliant with state and federal law. In order to provide Client with efficient and convenient legal services, Attorney will frequently communicate and transmit documents using e-mail. In addition, Attorney uses a cloud computing service. Most of Attorney's electronic data, including emails and documents, are stored in this manner. Attorney will take reasonable precautions to keep email and other electronic data confidential and secure.

6. TECHNOLOGY AND ARTIFICIAL INTELLIGENCE. F3 Law may utilize generative artificial intelligence in the course of providing legal services to the Client under this Agreement. When used, F3 ensures that Generative A.I. increases efficiency and quality of work product, and helps control costs, and is always used within applicable professional standards. As with any technology, F3 requires that use of generative A.I. is in a manner that conforms to each F3 Law Attorney's professional responsibility obligations under the law and ethical requirements and is consistent with client expectations. F3 Law always safeguards client confidences and preserves the Attorney-client privilege, adhering to stringent security, confidentiality, and data retention protocols. Such protection is enhanced by ensuring that any A.I. system accessing client information is a closed system protected from access by outside programs or third parties. F3 Law complies with all applicable privacy laws and regulations, including but not limited to the Family Educational Rights and Privacy Act. F3 Law always complies with the ethical standards for Attorney use of A.I. as required by the law and guidance of the state bar in which the client is located. Among other things, an Attorney will always critically review, validate and, as necessary, correct, all generative A.I. outputs, including, but not limited to, analysis and citations to authority for accuracy and to ensure that the work product reflects and supports the interests and priorities of the client, before submitting anything to the client, another party, a court or administrative agency. F3 Law complies with all rules, orders, or other requirements in the relevant jurisdiction/forum that may require disclosure of the use of generative A.I.

7. LEGAL FEES AND BILLING PRACTICES. Client agrees to pay by the hour, in minimum units of one tenth (.1) of an hour, at Attorney's prevailing rates for all time spent on Client's matter by Attorney's legal

personnel. Current hourly rates are noted in an attached rate schedule and the actual rate billed is based on the attorney's number of years of experience.

The rates on this schedule, as well as the current job title designations/ classifications listed hereon, are subject to change on 30 days' written notice to client. If Client declines to pay any increased rates, Attorney will have the right to withdraw as Attorney for Client. The time charged will include the time Attorney spends on telephone calls relating to Client's matter, including calls with Client and other parties and attorneys. The legal personnel assigned to Client's matter may confer among themselves about the matter, as required and appropriate. When they do confer, each person will charge for the time expended, as long as the work done is reasonably necessary and not duplicative. Likewise, if more than one of the legal personnel attends a meeting or other proceeding, each will charge for the time spent.

8. COSTS AND OTHER CHARGES. (a) Attorney will incur various costs and expenses in performing legal services under this Agreement. Except as otherwise stated, Client agrees to pay for all costs, disbursements and expenses in addition to the hourly fees. These include fees fixed by law or assessed by public agencies, messenger and other delivery fees, out of office copying/reproduction costs, and travel costs (including mileage charged at the standard IRS rate, parking, transportation, meals and hotel costs, if applicable), and other similar items. The following costs shall not be charged:

In office Photocopying	No Charge
Facsimile Charges	No Charge
Postage	No Charge
On-line Legal Research Subscriptions	No Charge
Administrative Overhead	No Charge

(b) Out of town travel. Client agrees to pay transportation, meals, lodging and all other costs of any necessary out-of-town travel by law firm personnel. Client will also be charged the hourly rates for the time legal personnel spend traveling.

(c) Consultants and Investigators. To aid in the representation in Client's matter, it may become necessary to hire consultants or investigators. Client agrees to pay such fees and charges.

(d) Other fees and costs. Client understands that if a case proceeds to court action, arbitration or administrative hearing, the court, arbitrator or reviewing agency may award attorney fees and costs to the other party or parties. Payment of such attorney fees and costs shall be the sole responsibility of Client. Similarly, other parties may be required to pay some or all of the fees and costs incurred by Client. Client acknowledges that any such determination does not in and of itself affect the amount of the fees and costs to be paid by Client to Attorney pursuant to this agreement.

9. BILLING STATEMENTS. Attorney will send Client monthly statements for fees and costs incurred. Each statement will be payable within thirty (30) days of its mailing date. An interest charge of one percent (1%) per month shall be assessed on balances that are more than thirty (30) days past due. Client may request a statement at intervals of less than 30 days. If Client requests a bill, Attorney will provide one within 10 days. The statements shall include the amount, rate, basis of calculation or other method of determination of the fees and costs, which costs will be clearly identified by item and amount.

10. CLIENT APPROVAL NECESSARY FOR SETTLEMENT
Attorney will not make any settlement or compromise of any nature of any of Client's claims without Client's prior approval. Client retains the absolute right to accept or reject any settlement.

11. DISCHARGE AND WITHDRAWAL. Client may discharge Attorney at any time. Attorney may withdraw with Client's consent, for good cause or as allowed or required by law upon ten (10) days written notice. Good cause includes Client's breach of this Agreement, refusal to cooperate or to follow Attorney's advice on a material matter or any fact or circumstance that would render Attorney's continuing representation unlawful or unethical. When Attorney's services conclude, all unpaid charges will immediately become due and payable. Following the conclusion of Attorney's representation of Client, Attorney will, upon Client's request, deliver to Client the Client file(s) and property in Attorney's possession, whether or not Client has paid for all services. If Client has not requested delivery of the files, Attorney may destroy all such files in its possession seven (7) years after the conclusion of the representation.

12. DISCLAIMER OF GUARANTEE AND ESTIMATES. Nothing in this Agreement and nothing in Attorney's statements to Client will be construed as a promise or guarantee about the outcome of the matter. Attorney makes no such promises or guarantees. Attorney's comments about the outcome of the matter are expressions of opinion only. Actual fees may vary from estimates given.

13. ENTIRE AGREEMENT. This Agreement contains the entire agreement of the parties. No other agreement, statement, or promise made on or before the effective date of this Agreement will be binding on the parties.

14. MODIFICATION BY SUBSEQUENT AGREEMENT. This Agreement may be modified by subsequent agreement of the parties only by an instrument in writing signed by both of them or an oral agreement only to the extent that the parties carry it out.

15. SEVERABILITY IN EVENT OF PARTIAL INVALIDITY. If any provision of this Agreement is held in whole or in part to be unenforceable for any reason, the remainder of that provision and of the entire Agreement will be severable and remain in effect.

16. MEDIATION CLAUSE. If a dispute arises out of or relating to any aspect of this Agreement between the Client and Attorney, or the breach thereof, and if the dispute cannot be settled through negotiation, Attorney and Client agree to use mediation before resorting to arbitration, litigation, or any other dispute resolution procedure.

17. EFFECTIVE DATE. This Agreement will govern all legal services performed by Attorney on behalf of Client commencing with the date Attorney first performed services. The date at the beginning of this Agreement is for reference only. Even if this Agreement does not take effect, Client will be obligated to pay Attorney the reasonable value of any services Attorney may have performed for Client.

THE PARTIES HAVE READ AND UNDERSTOOD THE FOREGOING TERMS AND AGREE TO THEM AS OF THE DATE ATTORNEY FIRST PROVIDED SERVICES. THE CLIENT SHALL RECEIVE A FULLY EXECUTED DUPLICATE OF THIS AGREEMENT.

IN WITNESS WHEREOF, the parties have signed this Agreement for Legal Services.

Modoc Joint Unified School District	Fagen Friedman & Fulfrost LLP
	Namita S. Brown
Type or Print Name	*Name*
	Managing Partner
Type or Print Title	*Title*
	Namita S. Brown
Authorized Signature	*Authorized Signature*
DATE:________________	DATE: May 4, 2026

Fagen Friedman & Fulfrost LLP

Please Return
Professional Rate
Schedule With Contract

PROFESSIONAL RATE SCHEDULE

Modoc Joint Unified School District
July 1, 2026

1. HOURLY PROFESSIONAL RATES

Client agrees to pay Attorney by the following standard hourly rate:

Associate	$275 - $305 per hour
Partner	$325 - $360 per hour
Senior Partner*	$375 - $385 per hour
Senior Counsel/Of-Counsel	$340 - $360 per hour
Paralegal	$185 - $270 per hour
Law Clerk	$270 per hour
Non-Legal Consultants**	
Consultants	$270 - $300 per hour
Specialized Support Services	$50 - $150 per hour
Next Level Client Services	$180 per hour

**Partners with Equity status or 25+ years of experience.*
**Non-legal professional services are provided with the Client's prior approval and may be delivered in a variety of roles, depending on the nature and complexity of the matter. These services include advisory-level consultation in areas such as education, crisis communications and governance training. Specialized support services may also be provided on a project basis and can include technology discovery and other technical support.

Travel time shall be charged only from the Attorney's nearest office to the destination and shall be prorated if the assigned Attorney travels for two or more clients on the same trip. If Client requests a specific Attorney, Client agrees to pay for all travel time of that specific Attorney in connection with the matter. For matters concerning compliance with state and federal voting rights laws and/or related subjects, Client agrees to pay for all travel time of assigned Attorney in connection with those matters.

2. ON-SITE LEGAL SERVICES

At Client's discretion and by prior arrangement of Client and Attorney, Attorney may provide regularly scheduled on-site legal services ("Office Hours") to address legal issues that may arise in Client's day-to-day operations. Office Hours, which include time Attorney spends at Client's facility as well as travel time, shall be provided at a reduced hourly rate of 90% of the Attorney's standard hourly rate.

3. COSTS AND EXPENSES

In office Photocopying	No Charge
Facsimile Charges	No Charge
Postage	No Charge
On-line Legal Research Subscriptions	No Charge
Administrative Overhead	No Charge
Mileage	IRS Standard Rate

Other costs, such as messenger, meals, and lodging shall be charged on an actual and necessary basis.

Memorandum of Understanding

Between

Modoc Joint Unified School District
and
Modoc County Office of Education

This Memorandum of Understanding (MOU) sets forth the terms and understanding between the Modoc Joint Unified School District (MJUSD) and the Modoc County Office of Education (MCOE) that allows MCOE to bill Medi-Cal for services through MCOE's LEA Medi-Cal billing program for students with billable nursing services (eg: vision/hearing screenings) that are completed by the MJUSD school nurse.

This MOU is at will and may be modified by mutual consent of authorized officials from MJUSD and MCOE. This MOU shall be effective July 1, 2026 and will remain in effect until modified or terminated by any one of the partners by mutual consent. In the absence of mutual agreement by the authorized officials from MJUSD and MCOE this MOU shall end on June 30, 2027.

Beckie Lewis	Date	Mike Martin	Date
Superintendent	5/13/26	County Superintendent	
Modoc Joint Unified School District		Modoc County Office of Education	

RESPONSIVE
RELATIONAL
RURAL

CTE Teacher Preparation Program

MEMORANDUM OF UNDERSTANDING

I. General

This Memorandum of Understanding (MOU) is between the **Tehama County Department of Education**, serving as the Local Education Agency ("LEA") for the **Tehama County Department of Education Career Technical Education (CTE) Teacher Preparation Program** ("PROGRAM"), and **the county office of education, district, employing agency, or independent charter school** ("DISTRICT") signing below. Throughout the MOU, new teachers are referred to as "Candidates" and veteran teachers are referred to as "Mentors." The term of this MOU commences on **July 1, 2026**, and terminates on **June 30, 2028. This MOU provides services for the two-year designated subject credentialing program.**

II. Purpose

The purpose of the MOU is to establish a formal working relationship between the DISTRICT, LEA, and the PROGRAM. The PROGRAM will provide and coordinate services and support to guide Candidates in meeting California credential requirements through the state-accredited Career Technical Education (CTE) Teacher Preparation Programs: CTE Preliminary to Clear Credential Program, and Adding a CTE Credential to an Existing Teaching Credential (CTE Second Clear Credential Program).

III. Eligibility

Eligible Candidates are those hired within the following credential and program categories:

- **Preliminary Designated Subjects (CTE) Credential Program:** Candidates who meet the industry experience and prerequisite CCTC requirements, and have secured employment with a teaching assignment that aligns with the sector listed on the preliminary credential, will be issued a preliminary CTE Credential. Along with teaching, they will complete four CTE courses (CTE 101-104) and be provided one hour of non-evaluative mentorship per week and one non-evaluative observation per semester. Districts should plan to provide additional support and advisement to meet their needs. The district is responsible for providing formal evaluative feedback aligned with district policies. The district should be prepared to provide additional support at the site level as evidenced by candidate need.

- Additional CTC requirements for candidates to meet outside of the program include Health Education including cardiopulmonary resuscitation (adult, infant, and child), and a Government equivalency.
- **Second Clear CTE Credential Program:** For candidates holding a Clear Multiple Subject, Single Subject, or Education Specialist Credential who are adding a CTE credential to their existing clear credential. This program involves completing CTE 100 coursework without mentorship.

IV. LEA and PROGRAM Responsibilities

1. Establish a program model in alignment with Career Technical Education Program Standards to meet and maintain PROGRAM accreditation status through the California Commission on Teacher Credentialing (CCTC) Accreditation System.
2. Submit accreditation reports and fees as required by CCTC.
3. Employ a PROGRAM Administrator whose primary duty is to oversee the administration of the PROGRAM.
4. The PROGRAM will provide accurate and timely feedback to the CTE teachers, including information about their progress toward assignment and program competence. Inform the DISTRICT of the Candidate's and Mentor's progress toward completion of PROGRAM requirements. including CANDIDATE progress towards meeting additional CCTC CPR, Health Education, and Government requirements for a clear CTE credential.
5. Develop and deliver synchronous and asynchronous coursework for preliminary CTE Credential Candidates aligned with CCTC Standards to meet their clear CTE Credentialing requirements.
6. Develop and provide ongoing training and support for Mentors.

7. Coordinate and monitor Continuing Education Units (CEUs) through Simpson University Continuing Education Units for both Mentors and Candidates.
8. Inform Candidates of the completion requirements for Clear CTE Credentials.
9. Submit Clear Credential recommendations to the CCTC for Candidates who successfully meet all PROGRAM and CCTC requirements.
10. Convene PROGRAM Regional Advisory Council meetings a minimum of two times per year to engage stakeholders in the decision-making process and to support the continuous improvement of services provided to Mentors and Candidates.
11. Administer Mid-Year and End-of-Year surveys to Relevant stakeholders for PROGRAM evaluation.
12. Assume overall fiscal responsibility for the administration of the PROGRAM budget, including submission of year-end expenditure reports and any other documentation required by CCTC and/or California Department of Education (CDE).
13. In the event of PROGRAM closure, TCDE will offer a teach-out plan, which includes individual transition plans for each Candidate, as well as a plan for Candidates to access their student records.
14. May provide a refund to the DISTRICT if a Candidate discontinues PROGRAM participation (Refer to the Refund Schedule).

V. DISTRICT Responsibilities

- Appoint a DISTRICT Coordinator whose assignment includes dedicated time to fulfill the DISTRICT Coordinators roles and responsibilities.
- Communicate PROGRAM requirements and expectations of Site Administrators to Site Administrators with Candidates enrolled in the CTE Credentialing PROGRAM.
    - CTE Credentialing provides an alternate pathway to teacher credentialing. CTE CANDIDATES complete four courses, while concurrently teaching and receiving one hour of non-evaluative mentorship per week, and one non-evaluative observation per semester. Upon completing the PROGRAM and additional CCTC required documents candidates will be recommended for a clear CTE credential through the CCTC and will not need to complete Teacher Induction.

- Inform all Site Administrators about the novice status of CTE teachers to ensure they understand their role in supporting CTE CANDIDATES and the importance of a coordinated effort between the PROGRAM, PROGRAM MENTOR, and Employing Supervisor.
- Candidates should be provided continuous advisement, feedback and support throughout the CTE Credential process by their employing supervisor. The employing supervisor should meet with candidates after each observation to provide evaluative feedback.
- Provide Candidates and Mentors release time (at the expense of the DISTRICT) to support participants' non-evaluative observations. Candidates should complete a minimum of two observations per semester and the mentor should observe their candidates at least one time per semester.
    a. When mentors and candidates are not employed by the same district, an alternative virtually recorded observation will be utilized to support this requirement. The observation will be reviewed by the mentor outside of the contract day and will count toward the mentor's required one hour of weekly mentoring support.
- Provide candidates with release time from other DISTRICT responsibilities outside the school day (i.e Coaching, PLCs, etc.) to attend one orientation and three synchronous courses per semester.
- Assign a qualified Mentor to each eligible Candidate within 30 days of the Candidate's enrollment in the PROGRAM.
    - Candidates holding a Clear Multiple Subject, Single Subject, or Education Specialist Credential who are adding a CTE Credential will not have a mentor.
- Utilize defined selection criteria to identify high-quality, experienced teachers to serve as Mentors for Candidates. Mentors must demonstrate effective coaching, interpersonal, and communication skills and meet the following qualifications:
    a. Hold a Clear Credential. Mentors may have either a clear Single Subject or clear CTE Credential for mentoring a CTE Candidate.
    b. Have 3 or more years of effective teaching experience.
    c. Use best practices to provide "just-in-time" (as needed) support and longer-term analysis of teaching practice to help candidates develop enduring professional skills.
    d. Commit to attending Mentor training, scheduled PROGRAM meetings, and meeting weekly with Candidates for an average of one hour per week.

e. Have the ability, willingness, and flexibility to meet the Candidate's needs for support.
f. Display willingness to work collaboratively with colleagues and regional TCDE staff.
g. Embrace a positive attitude and disposition towards students and teaching.
h. Develop a sustained and thoughtful collegial relationship with Candidates.
i. Demonstrate leadership skills, curriculum expertise, and knowledge of DISTRICT resources.
j. Serve as a role model for the teaching profession.

- Assure the PROGRAM that the Mentor assigned to the Candidate does not have any supervisory role or responsibilities over the Candidate they are assigned to Mentor.
- Provide Mentors time to participate in the PROGRAM's Mentor training on observation protocols, learning-focused conversations, "just-in-time" coaching, and one-to-one consultations with Candidate.
- Grant full access toCandidates to enroll in the CTE Teacher Preparation Program Google classrooms, **which may include whitelisting TCDE's domain, email addresses, etc.**
- Notify PROGRAM staff within 10 business days of any changes in the employment status, leaves of absence, or changes in teaching assignment of the enrolled Candidate(s) and Mentor(s).
- Notify PROGRAM staff when a Mentor reassignment is needed.
- Inform PROGRAM staff of any Candidate who discontinues PROGRAM participation (Refer to the Refund Schedule).
- Participate in PROGRAM evaluation by providing feedback via surveys as requested.
- Participate in the CCTC Accreditation Cycle (Site Review interviews, etc.) as needed.
- Consider appointing one liaison to serve on the PROGRAM's Regional Advisory Council. The liaison(s) should be a DISTRICT designee authorized to fulfill assigned roles and responsibilities, providing ongoing updates, communication, and information between the DISTRICT and the PROGRAM.
- Assume financial responsibility for all PROGRAM Fees for each Candidate enrolled in the PROGRAM (Refer to the Fee Schedule).

VI. Non-Discrimination Clause

Any service provided by either party pursuant to this agreement shall be without discrimination based on the actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. TCDE and DISTRICT agree to make all personnel decisions without unlawful discrimination, including decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

Each party hereto agrees to hold harmless and to indemnify the other party, its officers and employees, against liability for damages for death or bodily injury to persons, injury to property, or any other loss, damage or expense arising from the negligence, willful misconduct or omission of the party which committed the act, and while acting under the terms and conditions of the Agreement. Should any action be brought to enforce any of the terms of this Agreement, the prevailing party shall be entitled to reasonable attorney's fees. Both parties, as certified by the signatures below, agree to the provisions of this Agreement:

VII. Program Participation Options **MUST SELECT AN OPTION**

The DISTRICT will select one of the following options (check next to either Option A or Option B). Both options require full participation in the Tehama CTE Teacher Preparation Program by all participants. Billing will occur in January.

- Candidates holding a Clear Multiple Subject, Single Subject, or Education Specialist Credential adding a CTE Credential do not need a mentor.

OPTION A:	**PROGRAM** will pay each Mentor a $1,700 stipend per Candidate at the completion of one year of mentorship
OPTION B:	**DISTRICT** will pay/compensate each Mentor directly for one year of mentorship
Option C:	**No Mentor Required-** Candidate is adding a preliminary CTE Credential to an existing clear credential

____Option A: PROGRAM pays Mentor (see fee schedule)

____Option B: DISTRICT pays Mentor (see fee schedule)

____Option C: No Mentor Required

Jared Caylor
Jared Caylor (Feb 12, 2026 09:10:35 PST)

JARED CAYLOR, Superintendent
Tehama County Department of Education

02/12/26
Date

Superintendent/Clerk/Authorized Agent

Print Name

District Name

Date

<table>
<tr><th>Annual Fee Schedule</th><th><u>Option A</u>
PROGRAM
Pays Mentor
(includes $1,700 mentor stipend)</th><th><u>Option B</u>
DISTRICT
Pays Mentor</th></tr>
<tr><td>Clear CTE Teaching Credential Program
Includes enrollment of one Candidate in one year of the Clear CTE credential program (101 & 102 or 103 & 104)
The Candidate must hold a Preliminary CTE Teaching Credential
Includes recommendation to the CCTC for a clear credential at the completion of course sequence.</td><td>$4,200
(before 9/3/2025)

$4,400
(after 9/4/2025)</td><td>$2,500
(before 9/3/2025)

$2,700
(after 9/4/2025)</td></tr>
<tr><td>CTE 100 - Existing Credential Holder Clearing a Preliminary CTE Credential
The Candidate must hold a Clear General Education or Clear Education Specialist Credential - No Mentor Assigned
Includes enrollment of one Candidate in a self-paced one year independent study CTE Program</td><td colspan="2">$1,200 Course Fee

Option C: No Mentor Required/ No Mentor Fee</td></tr>
<tr><td>Advisement and Issuance of Preliminary CTE Teaching Credential
(Candidates will be required to enroll in subsequent program coursework to clear their credential)
Includes appraisal of requirements for the preliminary and clear credentials
Includes support with the completion and submission of CTCC form 41-4.</td><td colspan="2">$300 Application Fee</td></tr>
<tr><td>Adding Industry Sector(s)
The Candidate must hold a preliminary or clear CTE Teaching Credential
Includes support with the completion and submission of CTCC form 41-4
Includes a recommendation to the CCTC for the additional industry sectors to be added to the current preliminary or clear credential</td><td colspan="2">$300 Application Fee</td></tr>
<tr><td>Out-of-State Candidates
There is no reciprocity for out-of-state CTE credentials. Contact our office for an evaluation of transcripts and experience. We can build an individual program to meet your unique needs that will meet CA Credentialing Requirements.</td><td colspan="2">Fee Based on Candidate Personalized Credentialing Requirements</td></tr>
</table>

Refund Schedule by Year	
Date PROGRAM receives written notice from DISTRICT that a Candidate and Mentor will not be participating in the Program	**Amount of Refund**
August 1 – October 31	70% of Credential Program Fee
November 1 - December 31	50% of Credential Program Fee
January 1 - February 15	30% of Credential Program Fee
February 16 - June 30	No Refund

Policies and Procedures

- Teach-Out Plan
- Leave of Absence Notification Form
- Records Request
- Protocol for Change of Mentor
- Grievance Policy and Form
- Uniform Complaint Procedures

Cal Poly Humboldt.

MEMORANDUM OF UNDERSTANDING FOR STUDENT TEACHING, OBSERVATION OR FIELD WORK

THIS AGREEMENT, made and entered into as of this 1st day of July, 2026 by and between the State of California through THE TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY, all of which are hereinafter called the "State" or "State University," and the Modoc Joint Unified School District of Modoc County, herein after called the "District":

WITNESSETH:

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

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

SPECIAL PROVISIONS

The TERM of the Agreement is from July 1, 2026 to June 30, 2027. The State shall provide no payment to the District for services required for any Practice Teaching placements.

GENERAL TERMS

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

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

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

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

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

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

3. Except as otherwise provided herein, the State University shall provide workers' compensation insurance during the period for which the students are assigned to the District by the State University. All premiums or any other costs therefore shall be paid by the State University.

4. Except as otherwise provided herein, the State University shall inform each student regarding the availability of professional liability insurance. Students enrolled in Education credential programs are covered by the State University Student Professional Liability Insurance Program. Evidence of Coverage is provided upon request.

5. All the terms and conditions of this agreement apply to the placement of students of the State University for observational experience, with the exception that those students will not be covered by workers' compensation insurance as provided in Paragraph 3 hereof. In addition, all the terms and conditions of this agreement apply to the placement of students of the State University for assigned field work other than practice teaching.

    a. State University shall defend, indemnify and hold District, it's officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of District, its officers, agents, or employees.

    b. District shall defend, indemnify and hold State University, it's officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of State University, its officers, agents, or employees.

6. The District agrees to accept students without regard to race, ethnic origin, sex, sexual orientation, gender, gender identity, gender expression, age, religion, disability, handicap, or political belief.

7. District is aware of and informed about the hazards currently known to be associated with the novel coronavirus referred to as "COVID-19". District is familiar with and informed about the Centers for Disease Control and Prevention (CDC) current guidelines regarding COVID-19 as well as applicable federal, state, and local governmental directives regarding COVID-19. District, to the best of its knowledge and belief, is in compliance with those current CDC guidelines and applicable governmental directives. If the current CDC guidelines or applicable government directives are modified, changed or updated, District will take steps to comply with the modified, changed or updated guidelines or directives. If at any time District becomes aware that it is not in compliance with CDC guidelines or an applicable governmental directive, it will notify the State of that fact.

8. State University will ensure that participating students will not be placed at District with unsupervised access to children until a background check by the Department of Justice, including fingerprint clearance, is completed and participating students are granted Certificate of Clearance by the State of California.

9. State University shall ensure that participating students have provided evidence of tuberculosis screening administered in the first semester of their teacher preparation program.

10. The District shall provide to the University's credential candidates experiences through practice teaching, observations, or other field work in schools and classes of the district. The experience provided by said candidate placements shall be provided in appropriate schools or classes of the District and under the direct supervision and instruction of such employees of the District, as the District and State through their duly authorized representative may agree upon.

11. The District shall provide opportunities for the University students to practice and provide literacy instruction. The University's credential candidates will engage in practice teaching of oral and written language including meaning-making, language development, and effective expression, as appropriate to the credential program. The University students will have the opportunity in the clinical practice placement to practice screening and diagnostic techniques that inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the teacher performance expectations and standard. The District shall ensure candidates have access to student records, including Individualized Education Plans (IEPs) and 504 plans, in order to shape instruction. While in the clinical practice placement, the University credential candidates will be expected to take and pass a literacy performance assessment approved by the Commission on Teacher Credentialing that includes a focus on foundational literacy skills and the additional cross-cutting themes in literacy.

12. Both Parties shall procure and maintain in force during the term of this Agreement, at their sole cost and expense, insurance in amounts reasonably necessary to protect them against liability arising from any and all negligent acts or incidents caused by each party's employees. Coverage under such professional and commercial general liability insurance shall be not less than two million dollars ($2,000,000) for each occurrence and four million dollars ($4,000,000) in the aggregate. Such coverage shall be obtained from a carrier rated A or better by AM Best of a qualified program of self-insurance. Both parties shall maintain and provide evidence of workers' compensation coverage as required by law. Upon request, each party shall provide for not less than thirty (30) days notice of cancellation to Agency. Each party shall promptly notify the other party of any cancellation, reduction, or other material change in the amount or scope of any coverage required hereunder. Upon written request, the University can provide a copy of the certificate of insurance along with additional insured and endorsements.

MEMORANDUM OF UNDERSTANDING FOR STUDENT TEACHING, OBSERVATION OR FIELD WORK

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

Edna J Lewis
2026.01.16 16:41:05
-08'00'

Edna Lewis,
Procurement Specialist
Contracts & Procurement

District:

Signature

By:____________________________
Print Name

____
Title

CERTIFICATION (if applicable)

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

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

School District:

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

County:

MODOC HIGH SCHOOL

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

MEMORANDUM

TO: **Beckie Lewis, Superintendent MJUSD**

FROM: **Todd Hughes, MHS Assistant Principal**

DATE: **May 28, 2026**

SUBJECT: **Surplus Curriculum**

Please see the following list of curriculum for surplus based upon approval and receipt of newly adopted curriculum.

Physics Fifth Edition, *Wilson Buffa* ISBN 0-13-067644-6 (25 copies)
Core Connections Algebra (CPM) ISBN 978-1-60328-101-0 (75 copies)
Algebra 1, *Prentice Hall* ISBN 978-0-13-203121-9 (30 copies)
California Biology, *Prentice Hall* ISBN 0-13-201352-5 (66 copies)
Chemistry, *Addison-Wesley* ISBN 0-13-054384-5 (36 copies)
Chemistry, *Addison-Wesley*, Lab Manual ISBN 0-201-32131-9 (20 copies)

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

Please consider taking this to the MJUSD Board for *ratification.*

Superintendent
Rebecca Lewis

MODOC
Joint Unified School District

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

June 3, 2026

MEMORANDUM

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

This is a request for the Governing Board to approve the following interfund transfer:

- Transfer $224,670.12 from the General Fund to the Special Reserve Fund for the remaining balance of reauthorized Forest Reserve funds to be used for future capital outlay projects.

Checks Dated 05/01/2026 through 05/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
30077465	05/04/2026	Fidelity Security Life/EyeMed FSL/EyeMed Premiums	76-9571	Vision Insurance May 2026		1,057.81
30077466	05/04/2026	Guardian	76-9570	Dental Insurance May 2026		568.80
30077467	05/04/2026	Northern CA General Teamsters Security Fund	76-9572	Health Insurance May 2026		32,641.00
30077468	05/04/2026	Northern CA General Teamsters Security Fund	76-9572	IA Health Insurance May 2026		15,383.00
30077469	05/04/2026	Tri County Schools Ins. Group	76-9558	Workers' Comp April 2026	10,604.92	
			76-9572	Health Insurance May 2026	112,116.64	122,721.56
30077472	05/05/2026	Guardian	76-9570	Dental Claims April 2026		5,958.18
30077486	05/08/2026	Floerke, Natasha K	01-4311	Fuel Reimbursment Transportation		112.20
30077487	05/08/2026	City of Alturas Water Department	01-5503	Water/Sewer		1,331.62
30077488	05/08/2026	Amazon Capital Services, Inc.	01-4300	Art Class supplies	1,470.72	
				Art supplies	496.50	
				Classroom Supplies	1,255.67	
				Custodial Power Cords	77.10	
				District Office Supplies	416.94	
				envelopes	21.44	
				Maintenance Office Supplies	95.45	
				Office Supplies	275.53	
				Office/School Supplies	2,242.27	
				Recording Studio Equipmanet	1,485.82	
				SPED watch	22.30	
			01-4310	Transportation Fuses	117.90	
			13-4300	Kitchen Supplies	15.19	7,992.83
30077489	05/08/2026	Christine Armstrong	01-5800	Pianist		350.00
30077490	05/08/2026	Big Dog Electric Aaron Teuscher	13-5800	Kitchen Freezer Emergency Repairs		981.78
30077491	05/08/2026	CDW Government	01-4300	MHS Interactive Board Replacement		2,957.33
30077492	05/08/2026	E-rate Advisors, Inc	01-5800	E-Rate Category I Services		1,250.00
30077493	05/08/2026	Ed Staub & Sons Petroleum, Inc	01-4300	Propane for Forklift	19.77	
			01-4311	Bus Tank Fuel Delivery	2,478.44	
				Fuel for vehicles	1,484.88	3,983.09
30077494	05/08/2026	Frontier	01-5901	Phone Service		1,909.83
30077495	05/08/2026	Grainger	01-4300	Maintenance supplies	59.74	
				Welding Supplies	233.28	
			01-6200	Ag Kitchen Hood	158.48	451.50
30077496	05/08/2026	Heartland Payment Systems, LLC	01-4300	Point of Sale Terminals for Cafeteria		3,056.45
30077497	05/08/2026	North State Grocery, Inc.	01-4300	Parent Engagement April	16.70	
			13-4700	Food Service Supplies	18.45	35.15
30077498	05/08/2026	Keegan Richardson	01-5800	Technology services 25/26		3,825.00

49

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Checks Dated 05/01/2026 through 05/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
30077499	05/08/2026	Les Schwab Tire Center	01-4300	Maintenance Repairs/Tires		1,142.94
30077500	05/08/2026	Mandy Larranaga	01-5800	Sped Case Management Services		3,185.00
30077501	05/08/2026	Card Service Center	01-5200	Social Worker Lodging		485.14
30077502	05/08/2026	Modoc Jt Unified School Dist Revolving Fund	01-5800	Track Meet Registrations		95.00
30077503	05/08/2026	Northern Section, CIF	01-5800	Wrestling Divisions	165.00	
				Wrestling Masters	120.00	285.00
30077504	05/08/2026	NSAV Solutions	01-4300	Promethean Lamp Bulb Replacement		586.13
30077505	05/08/2026	ODP Business Solutions, LLC	01-4300	Custodial Supplies		575.81
30077506	05/08/2026	Pacific Power & Light	01-5501	Power Service		26,937.15
30077507	05/08/2026	Pioneer Auto Body, Inc.	01-4314	Bus 3 repairs	710.22	
			01-5800	Bus 3 repairs	1,229.10	1,939.32
30077508	05/08/2026	Quadient Finance USA, Inc.	01-5904	Postage for Meter		2,000.00
30077509	05/08/2026	Josiah Sanders Sanders Mobile Repair	01-5800	Mechanic Services		1,485.00
30077510	05/08/2026	Stiles LLC Tyson Stenlund	01-5800	New Bus Driver Training		2,823.64
30077511	05/08/2026	The Ceramic Shop LLC	01-4300	Slab Roller		1,283.57
30077512	05/08/2026	Ubeo Business Services	01-5620	Quarterly Copier Reading Overages		1,221.44
30077513	05/08/2026	Ultra Ceiling Inc.	40-6200	new construction; ceiling		15,000.00
30077514	05/08/2026	Valdez Plastering, Inc.	40-6200	new construction; lath & plaster		2,596.88
30077515	05/08/2026	Buswest, LLC	01-4314	Transportation Parts		319.47
30077516	05/08/2026	Vestis	01-5505	Maint/Cafe Laundry		1,238.35
30077602	05/14/2026	NAPA Sierra	01-4300	Maintenance Supplies	1.24	
			01-4314	Transportation Supplies	283.51	284.75
30077603	05/14/2026	Amazon Capital Services, Inc.	01-4300	Adapters Cafeteria Tablets	9.63	
				Art and Music supplies	1,078.51	
				Art Class supplies	37.69	
				Baseball Equipment	1,318.98	
				Class supplies	97.95	
				Classroom supplies	186.83	
				Library and classrooms supplies	30.00	
				Mural Supplies	444.02	
				Office/School Supplies	109.15	
				Photography Supplies	169.46	
				Staff Room	116.02	
				Summer School Supplies	154.17	
				Superintendent Office Supplies	166.43	
				Thumbdrive	56.03	
				Welding Torch	713.21	4,688.08

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Checks Dated 05/01/2026 through 05/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
30077604	05/14/2026	Brass Rail	01-4300	Refreshments for Honor Roll in February		675.68
30077605	05/14/2026	Central Accounting Coast Truck Centers	01-5630	Bus 10 Repairs	1,669.78	
			01-5800	Annual Auto Chain Inspections	779.37	2,449.15
30077606	05/14/2026	Custom Ink Attn: Accounts Receivable	01-4300	Summer School Backpacks and Hats		5,139.96
30077607	05/14/2026	Double Down Distributing Inc	13-4300	April Food Service Supplies	1,450.09	
			13-4700	April Food Service Supplies	8,700.53	10,150.62
30077608	05/14/2026	Four Seasons Supply Center	01-4300	Custodial Supplies	2,009.72	
				Maintenance Supplies	845.32	2,855.04
30077609	05/14/2026	North State Grocery, Inc.	01-4300	Ag Foods I & II April	305.71	
				CAASPP Testing	425.21	
				Meeting Supplies	18.77	
				Refreshments for Building Culture and Equity	202.33	952.02
30077610	05/14/2026	Lake Shasta Caverns	01-5200	7th Grade Avid Trip		294.82
30077611	05/14/2026	Card Service Center	01-5200	College Tour Lodging	6,168.04	
				Lodging FFA State Finals	2,782.62	
				Professional Development	549.00	9,499.66
30077612	05/14/2026	Modoc Jt Unified School Dist Revolving Fund	01-5800	Track Meet Registrations		160.00
30077613	05/14/2026	National Benefit Services, Inc	01-5800	403(b) Plan Doc Fees		250.00
30077614	05/14/2026	ODP Business Solutions, LLC	01-4300	Custodial Supplies		1,027.36
30077615	05/14/2026	Opening Technologies, Inc.	01-4300	Keys/Door Cylinders		131.42
30077616	05/14/2026	Raptor Technologies, LLC	01-5800	Hall Pass		995.00
30077617	05/14/2026	Sysco Food Services of Sacramento	13-4300	Food Service Supplies	1,385.30	
			13-4700	Food Service Supplies	20,926.56	22,311.86
30077618	05/14/2026	U.S. Bank Equipment Finance	01-5620	DO Copier		483.39
30077619	05/14/2026	U.S. Cellular	01-5902	Social Worker Phone		47.76
30077620	05/14/2026	Ubeo Business Services	01-4300	Copy Machine Staples		81.94
30077621	05/14/2026	Walgamuth Painting, Inc.	40-6200	new construction; painting		6,255.51
30077622	05/14/2026	Xerox Business Solutions	01-5620	AES Copier Color Copies		316.39
30077671	05/27/2026	Guardian	76-9570	Dental Insurance June 2026		568.80
30077672	05/27/2026	Tri County Schools Ins. Group	76-9558	Workers' Comp May 2026	10,604.92	
			76-9572	Health Insurance June 2026	112,116.64	122,721.56
30077677	05/28/2026	Boudreaux, Jodi C	01-5200	AVID Field Trip Parking		170.00
30077678	05/28/2026	Swanson, Logan T	01-5200	MHS Field Trip Parking A-G		127.45
30077679	05/28/2026	WM Corporate Services, Inc. as Payment Agent	01-5504	Garbage Service All Sites		3,261.50
30077680	05/28/2026	Alturas Tire Center	01-4314	Transportation Supplies	98.05	
			01-5800	Transportation Supplies	105.00	203.05
30077681	05/28/2026	City of Alturas Alturas Police Department	01-5800	School Resource Officer		20,000.00

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Checks Dated 05/01/2026 through 05/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
30077682	05/28/2026	Amazon Capital Services, Inc.	01-4300	Tie Dye Shirt		3,073.07
30077683	05/28/2026	Antonio's Cucina Italiana	01-4300	Refreshments for meetings		1,650.16
30077684	05/28/2026	Christine Armstrong	01-5800	Pianist		150.00
30077685	05/28/2026	Big Dog Electric Aaron Teuscher	01-5800	Emergency Repairs HVAC Lew Foster	2,575.00	
			13-5800	Kitchen Freezer Emergency Repairs	568.47	3,143.47
30077686	05/28/2026	Boberg Hardwood Floors Inc	40-6200	new construction; flooring		173,850.00
30077687	05/28/2026	California Department of Education	13-4700	Commodities		21.45
30077688	05/28/2026	Canon Financial Services, Inc	01-5620	MHS/MMS Copiers		1,398.98
30077689	05/28/2026	California Agricultural Teachers' Association	01-5200	CATA Conference Registration		555.00
30077690	05/28/2026	CenturyLink	01-5901	Phone SLES		58.14
30077691	05/28/2026	College Board	01-4300	SAT Testing		375.36
30077692	05/28/2026	Collins Construction LLC	40-6200	new construction; DSA Inpsection		18,000.00
30077693	05/28/2026	Department of Justice Accounting Office	01-5800	Fingerprint Services		49.00
30077694	05/28/2026	Ed Staub & Sons Petroleum, Inc	01-4300	Propane for Forklift	20.14	
			01-4311	Bus Tank Fuel Delivery	4,151.54	
				Fuel for vehicles	2,763.43	
			13-4311	Fuel for vehicles	105.36	7,040.47
30077695	05/28/2026	Edmentum	01-5800	Credit Recovery Software		13,613.00
30077696	05/28/2026	Four Seasons Supply Center	01-4300	5th grade poppies		127.31
30077697	05/28/2026	Goodheart-Willcox Publisher	01-4100	Science textbooks		13,827.99
30077698	05/28/2026	Grainger	01-4300	Maintenance supplies		249.41
30077699	05/28/2026	HMH Education Company	01-4100	Science textbooks		13,640.87
30077700	05/28/2026	North State Grocery, Inc.	01-4300	Attendance Incentivies	139.95	
				Parent Involvement	23.05	
				Parent LCAP Supplies	40.86	
				Year end testing incentives	163.83	367.69
30077701	05/28/2026	Isom Advisors, A Division of Urban Futures, Inc.	01-5800	Annual COPs reporting		2,500.00
30077702	05/28/2026	Juniors Automotive	01-4314	PT Mechanic Services	346.84	
			01-5800	PT Mechanic Services	322.00	668.84
30077703	05/28/2026	Keegan Richardson	01-5800	Technology services 25/26		3,000.00
30077704	05/28/2026	Mandy Larranaga	01-5800	Sped Case Management Services		1,836.25
30077705	05/28/2026	Card Service Center	01-4300	Retirees Plaques	620.49	
			01-5800	College Tour Rental Car	2,301.16	
				Tow for Van	1,000.00	
			01-6400	Kitchen equipment	4,061.12	7,982.77
30077706	05/28/2026	McCombs Electric, Inc.	01-5800	MHS Greenhouse Fan Repairs	270.00	
				MHS Gym Lights	488.10	758.10

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Checks Dated 05/01/2026 through 05/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
30077707	05/28/2026	MCOE	01-5800	Mleage for Student Health Visit		358.15
30077708	05/28/2026	Mid Pacific Engineering, Inc.	40-6200	new construction testing		387.50
30077709	05/28/2026	Modoc Jt Unified School Dist Revolving Fund	01-5800	Track Meet Registrations		160.00
30077710	05/28/2026	Modoc County Probation Dept.	01-5800	Pre-Employment Drug Testing		220.00
30077711	05/28/2026	Mr. Blue Shoes	01-5800	Assembly	1,400.00	
				Assembly for students	800.00	2,200.00
30077712	05/28/2026	Pioneer Auto Body, Inc.	01-5800	Bus 3 repairs		2,975.00
30077713	05/28/2026	Plumas Bank -Scholarship Trust Acct.	01-5800	Board Scholarship		138.92
30077714	05/28/2026	Pro Sports Equip	01-4300	Baseball Field Improvements		2,667.31
30077715	05/28/2026	Quadient Leasing USA, Inc.	01-5620	Mail Meter Rental		947.06
30077716	05/28/2026	Ray Mac Mechanical, Inc.	40-6200	new construction; HVAC		92,439.06
30077717	05/28/2026	Sweetwater Music Instruments and PRO Audio	01-4300	Disc Jockey Equipment		406.49
30077718	05/28/2026	The Ceramic Shop LLC	01-4300	Pug Mill Roller		8,714.97
30077719	05/28/2026	Ubeo Business Services	01-5620	Quarterly Copier Reading Overages		3.00
30077720	05/28/2026	Xerox Financial Services	01-5620	AES Copier		496.93
				Total Number of Checks	**104**	**865,921.46**

53

Fund Summary

Fund	Description	Check Count	Expensed Amount
01	General Fund	85	221,598.62
13	Cafeteria	8	34,173.18
40	Sp Rsrv Capt Outly	7	308,528.95
76	Warrant/pass Through	8	301,620.71
	Total Number of Checks	104	865,921.46
	Less Unpaid Sales Tax Liability		.00
	Net (Check Amount)		**865,921.46**

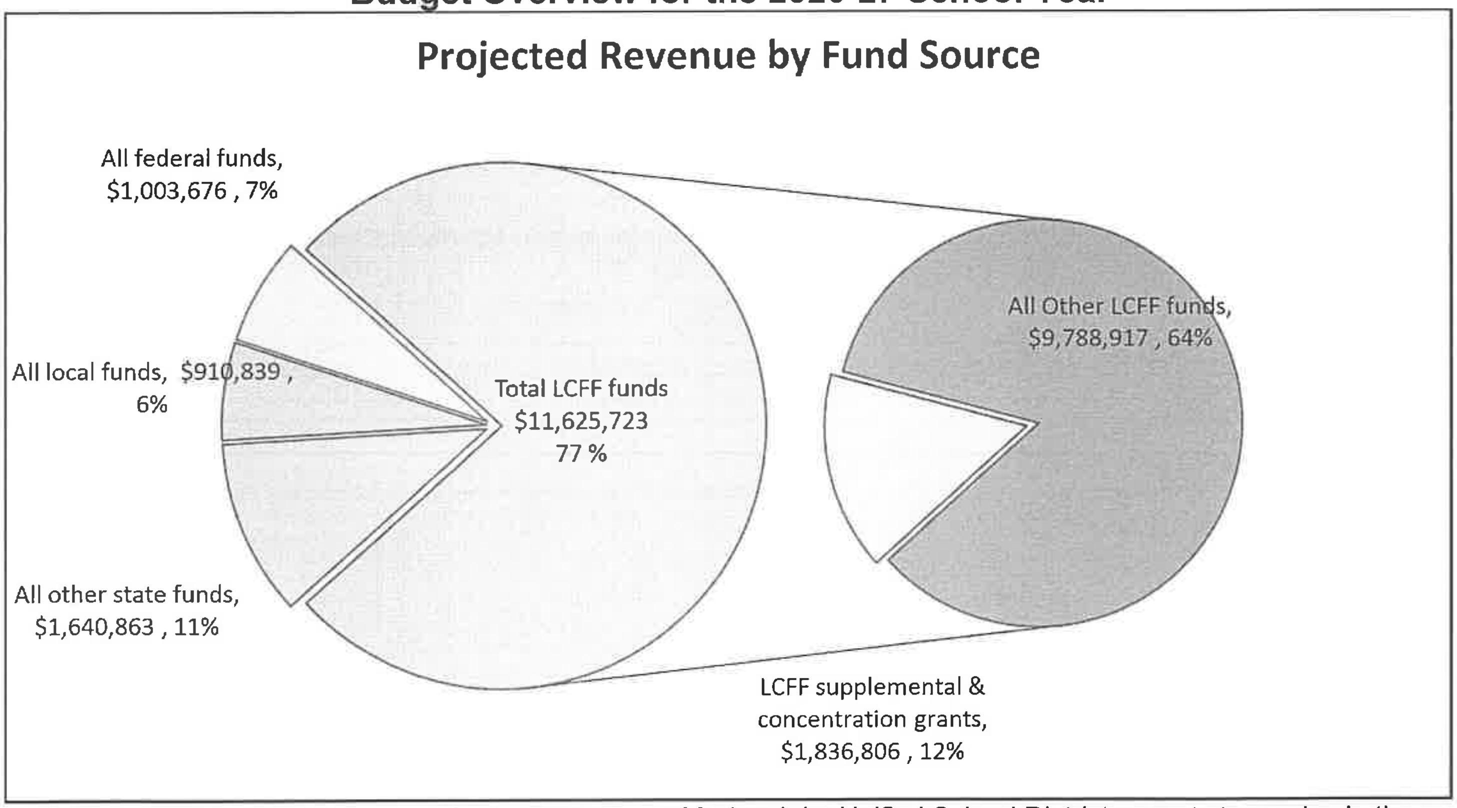
The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Modoc Joint Unified School District
CDS Code: 25-73585-0000000
School Year: 2026-27
LEA contact information:
Rebecca Lewis
Superintendent
blewis@modoc.k12.ca.us
530.233.7201 Ext. 100

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

Budget Overview for the 2026-27 School Year

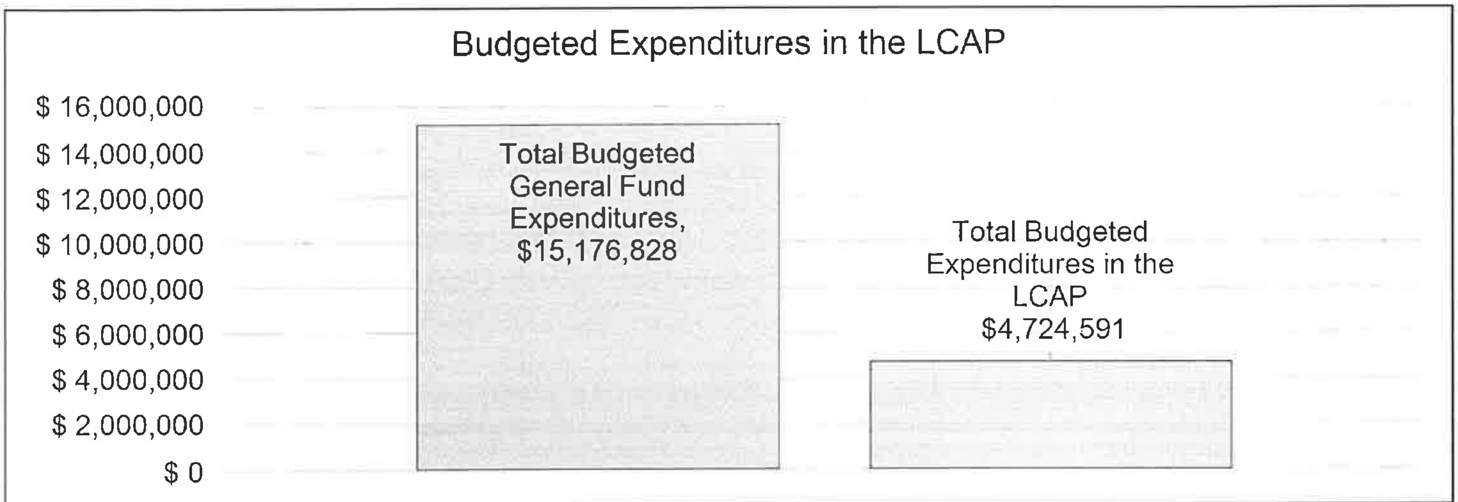


This chart shows the total general purpose revenue Modoc Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Modoc Joint Unified School District is $15,181,101, of which $11625723 is Local Control Funding Formula (LCFF), $1640863 is other state funds, $910839 is local funds, and $1003676 is federal funds. Of the $11625723 in LCFF Funds, $1836806 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

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

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

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

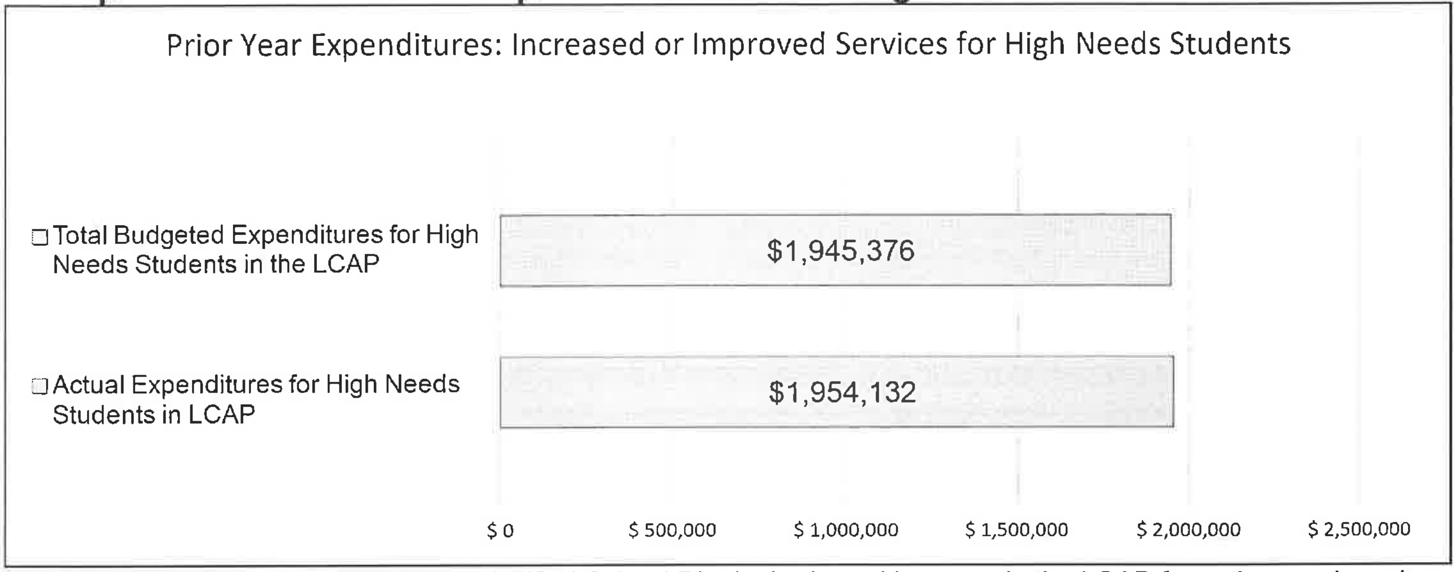
The LCAP is designed to highlight specific goals, actions, and expenditures that support student outcomes, particularly for identified student groups, and therefore does not encompass all General Fund expenditures. As a result, many essential district operations and baseline educational services are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

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

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

LCFF Budget Overview for Parents

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



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

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

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

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

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

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

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

Reflections: Annual Performance

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

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

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

DISTRICT-WIDE HIGHLIGHTS:

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

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

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

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

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

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

ADDITIONAL CONTEXT AND PROGRESS:

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

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

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

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

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

OVERVIEW OF DATA INFORMED NEEDS:

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

ALTURAS ELEMENTARY SCHOOL:

AES has strong climate indicators but continues to struggle academically.

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

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

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

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

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

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

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

MODOC MIDDLE SCHOOL:

MMS demonstrates the most significant overall performance concerns.

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

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

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

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

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

MODOC HIGH SCHOOL:

MHS demonstrates strong outcome indicators but significant academic achievement concerns.

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

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

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

English Learner Progress: No EL students progressed a level.

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

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

DISTRICTWIDE TRENDS AND GREATEST NEEDS:

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

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

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

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

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

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

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

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

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

ALIGNMENT WITH EVIDENCE-BASED RESOURCES:

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

None

Support for Identified Schools

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

None

Monitoring and Evaluating Effectiveness

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

None

Engaging Educational Partners

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

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

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

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

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

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

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

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

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

66

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

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

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

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

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

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

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

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

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

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

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

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

Actions

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

73

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						included, resulting in a decrease
2.2	Standards-aligned Instructional Materials for every student	Survey respondents are unsure of District curriculum implementation. Specifically, for ELA 37.5% were unsure, for Mathematic 37.5%, for Science, 52.5% for History/Social Science 50%, for Health 60%, for CTE 80%, for PE 52.5%, and for World Language 80%. The average survey respondents who have knowledge of curriculum implentation is 56.25%.	Survey respondents are unsure of District curriculum implementation. Specifically, for ELA 37.5% were unsure, for Mathematic 37.5%, for Science, 52.5% for History/Social Science 50%, for Health 60%, for CTE 80%, for PE 52.5%, and for World Language 80%.	Social Science was adopted for grades K-12 in 24/25 and was implementated at the beginning of the 25/26 school year. Science curriculim was adopted for grades K-8 in 24/25 and was implemented at the beginning of 25/26. Science for grades 9-12 is being reviewed during the 25/26 school year. Math for grades K-12 is being reviewed during the 25/26 school year. Based on Survey Data from October 2025, 79% of AES, 72% of MMS & 33% of MHS respondents have knowledge of curriculum implentation. The average survey respondents who have knowledge of	A greater percent of respondents have knowledge of curriculum implementation. Specifically, for ELA 20% are unsure, for Mathematic 20%, for Science, 20% for History/Social Science 20%, for Health 20%, for CTE 20%, for PE 20%, and for World Language 20%.	Increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				curriculum implentation is 61%.		
2.3	CA State standards are implemented, including access for ELs	CA State standards are implemented, including access for ELs	CA State standards are implemented, including access for ELs	CA State standards are implemented, including access for ELs	CA State standards are implemented, including access for ELs	No changes
2.4	School Facilities in "Good Repair" per CDE's Facility Inspection Tool (FIT)	All facilities in good repair	All facilities in good repair	All facilities in good repair	All facilities in good repair	No changes
2.5	Students will have access to and are enrolled in a broad course of study (Social Science, Health, PE, VAPA, World Language) including unduplicated pupils and students with exceptional needs	Students have access to and are enrolled in a broad course of study (Social Science, Health, PE, VAPA, World Language) including pupil and students with exceptional needs	Students have access to and are enrolled in a broad course of study (Social Science, Health, PE, VAPA, World Language) including pupil and students with exceptional needs	Students have access to and are enrolled in a broad course of study (Social Science, Health, PE, VAPA, World Language) including pupil and students with exceptional needs	Students have access to and are enrolled in a broad course of study (Social Science, Health, PE, VAPA, World Language) including pupil and students with exceptional needs	No changes
2.6	Attendance rates	92.1%	92.81%	92.38%	95%	Increased
2.7	Chronic absenteeism (CA) rates	24.3%	14.9%	12.5%	Below state average of 24.3%	Decreased
2.8	% of ELs who progress in English Proficiency (ELPAC)	56.3% making progress	26.7% making progress	47.6% making progress	Maintain or improve our current rate of 56.3% making progress	Decreased
2.9	High school graduation rates	86.2%	82.4%	92.5%	Above state average of 86.4%	Increased
2.10	Suspension rates	13.7%	12.9%	2.9%	Equal to or below state average of 3.5%	Decreased

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

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

77

Goal Analysis [2025-26]

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

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

The district implemented the majority of Goal 2 actions as planned. These included providing middle school administration support, supporting extracurricular activities and CTE courses, and offering small class sizes. However, the district experienced staffing vacancies, resulting in a drop in services. Challenges: Unfilled positions limited full implementation and staffing shortages impacted delivery of paraprofessional and small group instruction. Successes: Facilities remained in good repair and all students continued to access a broad course of study and standards-aligned instructional materials.

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

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

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

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

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

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

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

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

Actions

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

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

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

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

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

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

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

Actions

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

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

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

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

LEA-wide and Schoolwide Actions

84

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

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

85

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

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

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

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

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

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

90

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

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

Limited Actions

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

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

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

93

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

Not Applicable

Additional Concentration Grant Funding

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

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

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

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

2026-27 Total Planned Expenditures Table

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

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

95

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

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

96

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

97

2026-27 Contributing Actions Table

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

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

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

2025-26 Annual Update Table

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

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

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

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1,891,276	$1,945,376.00	$1,954,132.00	($8,756.00)	100.000%	100.000%	0.000%

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

102

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

2025-26 LCFF Carryover Table

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

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

105

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

    - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

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

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

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

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

107

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

Engaging Educational Partners

109

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

112

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

123

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

125

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

127

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

133

- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

MODOC JOINT UNIFIED SCHOOL DISTRICT
RESOLUTION NO. FY 25.26.8

COMMENDING CURTIS SCHMIDT

WHEREAS, Curtis Schmidt served for 30 years for Modoc Joint Unified School District

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

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

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

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

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

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

PASSED AND ADOPTED this 10th day of June, 2026

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

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Rebecca Lewis, Superintendent

MODOC JOINT UNIFIED SCHOOL DISTRICT

TEACHER CREDENTIAL PATHWAY INSTRUCTIONAL AIDE

DEFINITION

Under the direct supervision of a certificated staff member (e.g., Classroom Teacher, Special Education Teacher), the Instructional Aide provides supportive services to students in a classroom or other learning environment. This classified position involves assisting the teacher in reinforcing instruction, managing the classroom, supervising students in and outside of the classroom, and preparing instructional materials to ensure a productive and safe learning experience.

ESSENTIAL JOB FUNCTIONS

- **Instructional Support:**
    - Assist the teacher by reinforcing academic concepts and lessons with individual students or small groups.
    - Provide targeted assistance to students with classroom assignments, drill work, and test preparation.
    - Implement and reinforce instructional strategies and academic goals as directed by the supervising teacher.
- **Student Supervision and Care:**
    - Supervise students in various settings, including the classroom, hallways, on the playground, during meals, and on field trips, ensuring their health and safety.
    - Observe students at work and play and report observations regarding student progress, behavioral concerns, or potential problems to the certificated teacher.
    - Assist students with basic personal needs (e.g., zipping coats, tying shoes) as necessary.
- **Classroom and Material Preparation:**
    - Assist the teacher with the preparation, duplication, and organization of instructional materials, including setting up learning centers and displays.
    - Assist in maintaining an orderly, clean, and engaging classroom environment.
- **Professional Development:**
    - Attend required in-services during the year to re-affirm skill levels and identify any problem areas (math, English, etc.) related to instructional support.

Required Qualifications & Experience

- Completion of the twelfth grade or equivalent.
- Previous experience in the care and supervision of young children is highly desirable.

Conditions of Employment

- Must be fingerprinted and satisfactorily complete a Department of Justice/FBI background check and TB Risk Clearance prior to the first day of employment.
- Adherence to all District policies and state laws regarding student confidentiality and child supervision.

The employee serving in this position shall be enrolled in and actively participating in the Reach University teacher apprenticeship and credentialing program, or another District-approved teacher credential pathway program, with the goal of earning a California teaching credential.

The employee is expected to:

- Maintain active enrollment and satisfactory progress in required coursework and program expectations;
- Participate in related coaching, mentorship, fieldwork, and training activities connected to the credential pathway program;
- Collaborate with supervising teachers and site administration to support professional growth and instructional development; and
- Comply with all District, college/university, and credential program requirements associated with participation in the program.

Continued employment in this designated position may be contingent upon maintaining active participation and satisfactory standing within the approved credential pathway program.

Teamsters Approval: June 1, 2026

Board Approval _____

School Site Support Specialist
Classified Management

Definition: Under the direction of the site principal, the School Site Support Specialist assists in the overall management and supervision of school site operations with an emphasis on non-instructional systems, student support coordination, campus supervision, attendance intervention, school safety, and operational efficiency. This position serves as a key support role to the site principal by coordinating operational functions that allow the principal to maintain a primary focus on instructional leadership. The School Site Support Specialist provides supervision of designated classified staff, supports student behavior and attendance systems, coordinates school processes and meetings, and serves as a liaison between the school, families, and community.

Essential Duties and Responsibilities

School Operations & Administrative Support

1. Assist the principal with the day-to-day operational management of the school site.
2. Support site administration in maintaining efficient school operations and systems.
3. Coordinate and support school-wide operational procedures, schedules, and logistics.
4. Assist with monitoring and tracking site budgets, including District and Associated Student Body (ASB) accounts as assigned.
5. Work collaboratively with district office personnel and other school sites to ensure continuity of services and compliance with district procedures.
6. Assist with the coordination and implementation of graduation, awards ceremonies, assemblies, and other major school events.
7. Support timely communication with families regarding meetings, procedures, school expectations, and student support services.
8. Coordinate scheduling for parent conferences, Student Study Teams (SSTs), re-entry meetings, SARB-related meetings, and other student support meetings.
9. Attend SSTs, parent meetings, re-entry meetings, and other family conferences as assigned.
10. Maintain accurate records, logs, and documentation related to attendance, discipline, communication, and operational compliance requirements.

Student Support & Campus Climate

11. Support positive student relations by recognizing student achievement and assisting students with behavioral, attendance, or school-related concerns.
12. Assist in maintaining a positive, safe, and orderly learning environment by supporting enforcement of school rules, policies, and discipline procedures under the direction of site administration.
13. Monitor student attendance and support attendance improvement strategies, including truancy prevention efforts and School Attendance Review Board (SARB) processes.
14. Assist with supervision during passing periods, lunch, break, dismissal, assemblies, and other assigned activities.
15. Utilize de-escalation strategies, conflict resolution, and customer service skills when working with students, families, and staff.

Safety & Compliance

16. Coordinate site safety procedures including safety inspection checklists, emergency drill schedules, documentation, and follow-up work orders.
17. Assist in maintaining compliance with district, state, and federal requirements related to attendance, student records, and school operations.
18. Maintain confidentiality regarding student, personnel, disciplinary, and district matters in accordance with applicable laws and policies.

Supervision & Leadership

19. Supervise and evaluate designated classified staff as assigned by the site principal.
20. Assist with training, oversight, and coordination of classified support staff and operational procedures.
21. Participate as part of the site management team in the implementation of district policies, procedures, and school improvement efforts.
22. Promote positive school-community relations with students, staff, families, businesses, and community organizations.
23. Respond to parent and community concerns using effective communication and problem-solving strategies.
24. Perform other related duties as assigned.

Required Qualifications

Experience
- Experience working in a school office, educational, or administrative setting.
- Experience working directly with students and families.
- Experience utilizing student information systems and office technology platforms.

Education
- High School Diploma or equivalent required.
- Associate's degree, Bachelor's degree, or higher education preferred.

Knowledge of
1. Office practices, procedures, and organizational systems.
2. Basic budgeting and financial tracking practices.
3. Student information systems, data management, and educational technology platforms.
4. California attendance requirements, student records procedures, and school compliance processes.
5. School safety procedures and emergency preparedness practices.
6. District operations and the relationship between schools, families, and the community.
7. Applicable laws, policies, procedures, and confidentiality requirements related to students and personnel.

Ability to
1. Communicate effectively both orally and in writing.
2. Establish and maintain effective working relationships with students, staff, parents, and community members.
3. Manage multiple priorities, organize work independently, and meet deadlines.
4. Maintain calm, professional, and effective communication during high-stress situations.
5. Exercise sound judgment and maintain confidentiality regarding sensitive matters.
6. Supervise, direct, and evaluate assigned personnel.
7. Interpret and apply district policies and procedures appropriately.
8. Support compliance documentation and reporting requirements.
9. Learn and utilize platforms such as Aeries, CALPADS, NWEA, and Google Workspace.
10. Work independently with minimal supervision.
11. Occasionally work evenings or weekends for school events or meetings.

Physical Requirements
- Ability to hear and speak clearly in normal conversation.
- Ability to stand, walk, sit, bend, and lift up to 25 pounds.
- Ability to operate standard office equipment and technology.
- Ability to drive a vehicle to conduct work-related responsibilities.

Licenses, Certifications & Clearances
- Valid California Driver's License.
- First Aid/CPR/AED certification required or ability to obtain within designated timeframe.
- Successful completion of TB screening, fingerprint clearance, and background check.
- CPI Certification required or ability to obtain within designated timeframe.

Supervisory Responsibilities
Supervises classified staff as designated by the site principal.

Reports To
Site Principal

Terms of Employment
- 11-Month Work Year
- Salary and benefits established by the Governing Board for Classified Management.

Evaluation
Performance of this position will be evaluated in accordance with Governing Board policy and administrative regulations regarding management/confidential personnel evaluations. Evaluation shall be conducted by the site principal.

This HOST SCHOOL/DISTRICT AGREEMENT (hereinafter, the "Agreement") is entered this 10th day of June 2026 by and between GeoVisions Inc., a Delaware Corporation with a DBA of Teacher Lounge, Alliance Strategies Ltd. Of Dublin, Ireland ("OpCo"), (together referred to in this Agreement as "Teacher Lounge") and Modoc Joint Unified (Host School/District Name), whose address is as follows: 906 W 4th St, Alturas, CA 96101 (hereinafter, the "Host School/District").

WHEREAS OpCo is the international principal and operating company in relation to Teacher Lounge's business, and Teacher Lounge and OpCo, along with other Alliance Strategies affiliates, work together to provide certain services and support to such global business, customers, and international affiliates and subsidiaries.

WHEREAS Host School/District acknowledges, understands, and agrees that certain services and operations shall be performed by OpCo in furtherance of this agreement;

WHEREAS Host School/District wishes to engage a number of J-1 Exchange Visitors as Exchange Teachers (as that term is defined by the United States Department of State ("USDOS") without displacing domestic U.S. workers;

And WHEREAS Host School/District wishes to engage Teacher Lounge to recruit and provide Participants to satisfy Host School/District's need;

NOW, THEREFORE, in consideration of the mutual promises and representations set forth herein, the parties, intending to be legally bound, agree as follows:

I. **General Terms and Conditions**

a. The "Effective Date" of this Agreement shall start upon execution of this contract and shall end when either a new agreement replaces this one or either the Host School/District or Teacher Lounge gives the other 30 days written notice after the latest program end date on the DS-2019 forms of any teacher hired by the Host School/District.

The J-1 Teach, J-1 Intern, and J-1 Trainee programs are U.S. State Department programs with detailed regulations that can be found here: http://www/ecfr.gov/cgi-bin/retrieveECFR?gp=&r=PART&n=22y1.0.1.7.35#se22.1.62_124.

The following requirements are outlined in the regulations. Host School/Districts must read these carefully to ensure compliance with the regulations and/or federal law when hiring J-1 Participants. If the law or regulations change, the Host School/District agrees to comply with the new laws and regulations.

The Teacher Exchange Program promotes the interchange of U.S. and foreign teachers and enhances mutual understanding between the people of the United States and other countries. Exchange teachers teach full-time in accredited public and private U.S. primary and secondary schools (K-12), including prekindergarten language immersion programs offered as regular courses of study by accredited primary schools. Exchange teachers sharpen their professional skills and participate in cross-cultural activities in schools and communities, and they return home after the exchange to share their experiences and increased knowledge of the United States and the U.S. educational system.

Such exchanges enable foreign teachers to understand better U.S. culture, society, and teaching practices at the primary and secondary levels and enhance U.S. students' knowledge of foreign cultures, customs, and teaching approaches.

The Intern & Trainee Programs are designed to enhance the skills and expertise of Participants in their academic or occupational fields through participation in structured and guided work-based training and internships and to improve Participants' knowledge of American techniques, methodologies, and expertise.

II. **Position Request**

a. At any time during the term of the Agreement, Host School/District may submit a Position Request to Teacher Lounge for the upcoming Academic Year (as defined by Host School/District). Such Position Requests must include, but are not limited to position titles, descriptions, types (Teacher, Intern, and/or Trainee), requirements (including any certifications), proposed start dates, number of positions, location of each position, and compensation for each position.

b. **Cancellation or Amendment.** Prior to Arrival: If the Host School/District cancels its request for a J-1 exchange visitor prior to issuing an offer to a J-1 exchange visitor, no fee will be due. If a J-1 exchange visitor has been extended an offer and has accepted it, and that offer is rescinded or canceled by the Host School/District for any reason prior to arrival, a cancellation fee of $500 per Participant will be due to Teacher Lounge or our designated third-party agency to help cover the costs of securing a new placement for the participant. Post Arrival: If a J-1 exchange visitor is fired or laid off for any reason other than documented cause (fault of the J-1 exchange visitor), the Host School/District is required to reimburse the J-1 exchange visitor for their return flight costs (to home country), housing penalties or other charges such as relocation for a new position that may be incurred due to the loss of position up to $1500 USD.

III. **Host School/District's Obligations, Warranties, Agreements and Representations**

a. Host School/District agrees to abide by all USDOS regulations governing the programs;

b. Host School/District shall provide Teacher Lounge with the following:

i. Host School/District's Federal Employer Identification Number (EIN);

ii. A copy of Host School/District's current state accreditation;

iii. Proof of a valid Worker's Compensation Policy or proof of a state exemption from requirement of such coverage;

iv. The total number of J-1 Exchange Visitors per program currently hosted by Host School/District;

v. A brief summary, in a form acceptable to Teacher Lounge, of cultural activities that were offered to Participants to fulfill the requirements under section J below;

vi. If Host School/District provides housing and/or transportation to and/or from the site of activity, Host School/District shall provide Teacher Lounge with details of all such arrangements, including: the cost to Participants; whether such arrangements deduct costs from Participants' wages; and the market value in accordance with the Fair Labor Standards Act if considered part of the compensation packages. If Host School/District does not provide housing, Host School/District will provide appropriate housing leads to Teacher Lounge so that Participants can secure on their own prior to arrival;

vii. If Participants are participating in the Intern or Trainee Programs, Host School/District must provide Training/Internship Placement Plans (T/IPP) with each phase signed by the phase supervisor, along with the number of full-time employees and annual revenue for the previous year (per campus).

viii. The Host School/District is obligated to respond to Teacher Lounge communication within 48 hours or within the timeframe requested regarding matters affecting the health, safety, and/or welfare of Participants placed at the Host School/District.

c. **Host School/District will promptly notify Teacher Lounge of the following events:**

i. Arrival of Participants at the site of activity to begin their programs and/or Participants who have not arrived;

ii. Any changes or deviations in the positions such as, but not limited to, training plans, rate of pay, cost of Host School/District-provided housing, supervisors and points of contact, or location during the Participants' programs.

iii. Failure by Participants to meet the requirements of their position placements or otherwise fails to comply with the program rules or agreed-upon training;

iv. A Participant leaves their position ahead of the Program End Date as listed on Participant's Certificate of Eligibility for Exchange Visitor (J-1) Status Form DS-2019 ("DS-2019");

v. The Host School/District ends a Participant's employment, in which case Host School/District will provide Teacher Lounge with documentation detailing the circumstances thereof;

vi. An emergency involving any Participant, any situation that impacts the welfare of any Participant, or any situation that may bring notoriety, disrepute, and/or media coverage on the J-1 Exchange Visitor programs, as required by USDOS.

vii. If any portion of the school accreditation is lost for any reason, the Host School/District agrees to notify Teacher Lounge within 10 days.

d. **Obligations to Participants:**

i. Host School/District shall provide Participants with a standard schedule that includes a minimum of 32 hours of paid employment per week.

ii. Host School/District shall pay Participants eligible for overtime in accordance with applicable state or Federal law. If Host School/District is not required by law to pay overtime, Host School/District will note this in Position Requests.

e. **Enrollment.** Teacher Lounge will use its best efforts to enroll the number and profile of Participants for the period indicated in Position Requests. However, Host School/District acknowledges that hiring is an imperfect science, and Teacher Lounge can make no guarantees, express or implied, that Teacher Lounge will be able to fill any position with a Participant, or that Teacher Lounge will be able to match Participants for the dates requested.

f. **Arrival and Period of Employment:**

i. Host School/District will require Participants to confirm their arrival and U.S. address (including room or apartment number, if applicable) with Teacher Lounge to ensure their program is activated in SEVIS within 10 days of arrival.

ii. Teacher Lounge retains the right, in its sole discretion, to amend the program start dates for Participants up to 10 days after the start date provided to Teacher Lounge by Host School/District in order to account for unforeseen circumstances (e.g., visa appointments, flight delays, etc.).

iii. Host School/District understands that Participants are only authorized to work/train during the dates specified on their DS-2019. Participant employment must adhere to these dates.

iv. Host School/District understands that three school years (36 months) is the maximum time allowed for the J-1 Teacher Exchange program, except when a one to two-year extension is granted by the Department of State through the sponsor-facilitated designated extension process. The maximum duration for an Intern is 12 months and the maximum duration for a Trainee is 18 months.

v. Host School/District understands that Participants cannot be supported for permanent employment as they are required to leave the United States after program completion.

g. **Social Security.** When Participants arrive, they are required to register their U.S. home address with the U.S. Department of Homeland Security through SEVIS (Student & Exchange Visitor Information System) via the SEVIS Check-In section of Hanover within the first 3 days of arrival. Host School/District agrees to help ensure all J-1 Participants have completed this requirement. Failure to comply may delay the Social Security card process and may result in a negative end to their program in SEVIS (No P.O. boxes can be accepted). If participants change addresses at any time while on the program, they are required to report their new address to Teacher Lounge within 10 days of the change.

h. Host School/District will use their best efforts to assist Participants in securing their Social Security cards. Host School/District understands that Participants will not be able to obtain a Social Security card until 10 days after completing their check-in to SEVIS. Host School/District will not delay payment for time worked for Participants who have applied for their Social Security card but have not received their number.

i. **Insurance.** Teacher Lounge will provide Intern and Trainee Participants with basic medical coverage for the entire duration of their program. Teacher Lounge will provide Teach Participants basic medical coverage for the first 90 days of their program. Coverage will meet or exceed coverage requirements promulgated by USDOS for the applicable program. Host School/District acknowledges that the exact terms of the coverage are subject to change without notice.

j. **Cultural Exchange.** In support of the primary purpose of the J-1 Exchange Visitor programs, the USDOS requires that Participants engage in cultural exchange activities during the course of their program. Host School/District will support this objective by providing opportunities that involve Participants in local activities or events promoting cultural exchange. Examples include, but are not limited to, community events (parades, festivals, etc.), picnics, sporting events, camping trips, holiday celebrations (visiting culture or U.S. culture), and Participant presentations about their home country and culture. Teacher Lounge is happy to assist you with ideas, and we appreciate your support of these important program initiatives.

i. Furthermore, Host School/District will support Teach Participants to complete their two USDOS-required annual cultural program components:
   1. An activity for the teacher's classroom, larger Host School/District or Host School/District population, or the community at large that gives an overview of a cultural aspect of the teacher's home country.
   2. An activity that involves U.S. student dialogue with schools or students in another country, preferable the teacher's home country.

k. **Support During the Program.** Host School/District acknowledges that Teacher Lounge will provide support as required by USDOS for Host School/District and Participants before, during, and after the program, and that Teacher Lounge will be reachable at all times via an emergency number: 1-866-622-7623.

l. **Payroll and Taxes.** Host School/District understands that all Participants are exempt from Social Security taxes (FICA) and Medicare taxes. They must pay federal, state, and local taxes (as appropriate). Host School/District acknowledges that last paychecks and W2 forms should be sent to the Participants in their home country. Host

School/District agrees to reimburse Teacher Lounge for any official Participant materials mailed to Teacher Lounge, which Teacher Lounge then mails to the Participants.

m. **Refusal to Hire.** Host School/District retains the right and ability to refuse to offer a position to a Participant for any reason.

n. Host School/District warrants and represents that it:

   i. Has not had any layoffs in the past 120 days or currently does not have workers on strike;

   ii. Provides opportunities for regular communication and interaction with U.S. citizens and allows Participants to experience U.S. culture;

   iii. Will complete mandatory regulation trainings as instructed by Teacher Lounge, and submit their acknowledgement form (main contacts and supervisors of the Participants);

   iv. Have completed criminal background checks for each supervisor of the Participants and makes those available to Teacher Lounge when required;

   v. Will not place Participants on overnight shifts or at positions or sites of activity that differ from that listed on their DS-2019 forms unless approved by Teacher Lounge;

   vi. Will not change site of activity without Teacher Lounge approval;

   vii. Understands that the purpose and intent of all J-1 Exchange Visitor programs is for Participants to return to their home country at the conclusion of their program and share their experiences, increased knowledge of American business practices, and enhance their skills. Host School/District will not encourage, promote, support, or pursue a change of status to another visa type for Participants while on the J-1 Exchange Visitor program and will remind all Participants of their obligation to return home following the end of their program;

   viii. Understands that on Trainee programs, Bona fide training is permitted; merely gaining additional work experience is not. For Intern programs, a period of work-based learning in the intern's academic field is permitted and requires a substantial academic framework in the participant's field;

   ix. Gives permission to Teacher Lounge to use any photograph/video taken at any event sponsored by Teacher Lounge, unless otherwise stated in writing. Teacher Lounge may use the photograph/video in publications, or any other media material produced;

   x. Shall comply with all federal, state, and local laws when carrying out the terms and conditions of this Agreement, including but not limited to all federal, state, and local employment laws, and shall seek local legal counsel at its own expense for clarification when necessary

   xi. Site Visit Requirements: Host School/District understands that per program regulations, a site visit may be required prior to approval of a request for participation in the program.

IV. **Program-Specific Terms and Conditions**

a. **Teach Program**

   i. **Purpose of the Teach Program.** The Teach Program is designed to promote the interchange of U.S. and foreign teachers and enhance mutual understanding between the people of the United States and other countries. Exchange teachers sharpen their professional skills and participate in cross-cultural activities in schools and communities, and they return home after the exchange to share their experiences and increased knowledge of the United States and the United States educational system.

ii. Host School/District will ensure teaching positions, including duties, responsibilities, hours of employment, and compensation, are commensurate with those of similarly situated U.S. teachers in the school district or Host School/District where that Participant is assigned to teach.

iii. Host School/District will monitor the performance of Participants in the classroom and in carrying out official responsibilities.

iv. Host School/District agrees and understands that Participants will be required to comply with any applicable collective bargaining agreement

v. Host School/District agrees to only assign Teacher Lounge teachers to full-time teaching positions in K-12 classrooms. Prekindergarten assignments are NOT permitted.

vi. Host School/District understands that under no circumstances can J-1 Teachers be placed in substitute, aide, or receptionist positions.

vii. Exchange teacher appointments to positions must be temporary, even if the teaching positions are permanent, and must not lead to tenure.

viii. The Host School/District confirms that all J-1 Teachers hired meet their state's teaching eligibility standards.

ix. Host School/District agrees to ensure J-1 Teachers remain on track with the certification process throughout the initial school year and to notify Teacher Lounge if any teachers are at risk of not meeting or maintaining the minimum requirements for teacher of record status during any point of their employment with the Host School/District.

x. Host School/District agrees to provide sufficient classroom space, equipment, and guidance to help ensure the teacher's success.

b. **Intern & Trainee Program**

i. **Purpose of the Intern & Trainee Programs.** The Intern & Trainee Programs are designed to enhance the skills and expertise of Participants in their academic or occupational fields through participation in structured and guided work-based training and internships and to improve Participants' knowledge of American techniques, methodologies, and expertise.

ii. **Training/Internship Placement Plan ("T/IPP").** Host School/District must provide Teacher Lounge with a suitable T/IPP which outlines the training that Participants will receive for the duration of the program. Plans must be tailored to Participants' background and to the experiences that Host School/District will offer. Host School/District will follow the T/IPP at all times and will notify Teacher Lounge of any variation from or change to the T/IPP. Host School/Districts warrants and represents that it will provide everything necessary to comply with the T/IPP, including, but not limited to, sufficient physical space, equipment, and training personnel for supervision.

iii. **Supervision of Participant.** Host School/District will cooperate with Teacher Lounge in the supervision of Participants and will provide midpoint and final evaluations for Participants. Host School/District will accept Teacher Lounge's provision of selection, orientation, insurance, and monitoring of the program.

iv. **Limits on Participant Activities.** Host School/District acknowledges and understands that Intern & Trainee Programs must not be used as substitutes for ordinary employment or work purposes, nor used to displace

American workers, and that no more than 20% of Participants' total activities can be spent in clerical tasks. At no time can Participants train in positions that the Department of State has noted as "Unskilled Occupations," and Teacher Lounge retains the right to reject any position that may be in violation of this regulation.

V. **Program Fees**

a. If Host School/District is choosing to pay Teacher Lounge or the designated third-party agency on behalf of the Participants placed with Host School/District for all or partial Program Fees (as defined below), please provide the amount contributed by the Host School/District:

i. Teach Participants: $ N/A USD

ii. Intern & Trainee Participants: $ N/A USD

b. The Program Fee includes recruitment and placement fees, training plan (if applicable), visa documentation (DS-2019 form), orientation services, insurance (first 90 days only for Teach), and 24/7 emergency support during the Participants' programs. These fees do not include any fees charged by the U.S. Embassy/Consulate, SEVIS fees, or airfare.

c. Teacher Lounge will issue an invoice to Host School/District immediately for the full above-mentioned fees for each Participant after Host School/District confirms approval to offer the position to that Participant via the Hanover portal. All invoices are payable by Host School/District within 14 days of receiving the invoice.

d. The Host School/District understands that no Recruitment Fee should be charged to J-1 Participants. If the School/District issues loans to teachers to travel to the U.S., this must be communicated in writing to Participants in the Program Disclosure Document and/or the Host School/District Contract prior to the Participant's arrival and reviewed during the onboarding process. All Participants must be informed of the amount the school loans them, the repayment schedule, the balance of the loan, and any penalties that may be enforced in the event the Participant leaves the program or the school before repayment is complete.

e. **Cancellation Policy**

i. If a Participant cancels for any reason prior to their Program Start Date, the Host School/District's contribution for that Participant's Program Fee will be credited to the Host School/District.

ii. No refunds or credits will be provided to Host School/District for any Participant after the Start Date as listed on their DS-2019.

iii. Any credits issued to Host School/District for cancelled Participants can be applied to future invoices.

VI. **Insurance Acknowledgement**

a. In order to ensure that exchange teachers have the appropriate level of medical coverage for the length of the exchange program, Teacher Lounge has made important amendments to our insurance policy for ALL J-1 Exchange Visitors.

Teacher Lounge will provide mandatory health insurance coverage for exchange teachers during the first 90 days of their program and for the entire duration of the Intern or Trainee program. This insurance is included in the Teacher Lounge program fee.

Minimum insurance requirements are outlined in the Department of State regulations. Coverage MUST include all of the following:

- Medical benefits of at least $100,000 per accident or illness;
- Repatriation of remains in the amount of $25,000;
- Expenses associated with the medical evacuation of exchange visitors to their home country in the amount of $50,000; and
- Deductibles not to exceed $500 per accident or illness.

Since most policies do not include repatriation and medical evacuation, these two items will continue to be provided by Teacher Lounge to the Participant at no additional cost.

By signing below, you acknowledge that all J-1 Participants will be eligible to participate in the school's medical insurance policy within the first 90 days of employment. Please note that any J-1 Participant who fails to maintain the required insurance coverage is at risk of having their program terminated.

Please submit a copy of the Host School/District's summary of insurance benefits along with this document.

VII. **Host School/District Declaration**

a. Host School/District understands and agrees that while Teacher Lounge will do its best to place Participants with Host School/District, Teacher Lounge cannot guarantee the exact number of Participants to be placed (due to recruitment, cancelations, visa denials, etc.).

b. Host School/District understands that the program requirements are subject to Federal law and/or regulations. In the event that the law or regulations change, Host School/District will comply with the new laws and regulations.

c. If Teacher Lounge, in its sole discretion, determines that Host School/District has failed to comply with its obligations hereunder, or that any placement is not appropriate for Participants for any reason, Teacher Lounge may immediately cancel this agreement and reroute Participants to a new Host School/District or cancel the positions. In this event, Host School/District will be responsible for any transportation and housing costs associated with the transfer of Participant(s) to their new placement/Host School/District, and/or return transfer to their departure city.

d. **Indemnification.** Host School/District agrees to indemnify and hold Teacher Lounge harmless from any and all damages that may result to Teacher Lounge or the Participants from any breach of Host School/District's obligations, warranties, or representations hereunder.

e. **Force Majeure.** If any event beyond the control of Teacher Lounge or the district prevents either party from complying with any of its obligations hereunder, including, but not limited to riot, war, or hostilities between nations, embargoes, government orders, regulations, laws, ordinances or rulings, acts of God, or other contingencies beyond the reasonable control of the non-performing party, neither party shall be considered in breach of this Agreement.

f. **Governing Law.** This Agreement shall be governed by and shall be construed in accordance with the laws of the State of California. The parties agree to submit all their disputes arising out of or in connection with this Agreement to the exclusive jurisdiction of the courts of Modoc County Superior Court, California. A demand for arbitration shall be made within a reasonable time after the dispute, claim, controversy, or other matter in question has arisen. In no event shall the demand for arbitration be made after the date when the institution of legal or equitable proceedings based on such a claim, controversy, dispute, or other matter in question be barred by the applicable statutes of limitations. There shall be only one arbitrator. The decision of the arbitrator shall be final and binding on both parties, and the award of the arbitrator shall be enforceable according to law. Any award issued by the arbitrator shall be enforceable by any component court having jurisdiction over the party against which it is enforced in accordance with the terms of the NEW YORK (UN) CONVENTION FOR THE

RECOGNITION AND ENFORCEMENT OF FOREIGN ARBITRAL AWARDS. The Terms and provisions of this paragraph shall survive any breach or termination of this agreement.

g. **Counterparts.** This Agreement may be executed in counterparts, each of which shall be considered an original Agreement.

I understand that, by providing my signature below, I give Teacher Lounge the authority to reproduce my signature electronically on Teacher Lounge training/job offer form(s). I understand that my signature will not be used for any other documentation.

AGREED AND ACCEPTED:

____

Host School/District Name

____

Host School/District Representative

____

Signature

____

Date

MODOC HIGH SCHOOL

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

MEMORANDUM

To: Rebecca Lewis, Superintendent MJUSD

FROM: Kristen Budmark, MHS Principal

DATE: 5/27/26

SUBJECT: Approval of the MHS/WHS SPSA

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

Please feel free to contact me with any questions or concerns.

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 High School and Warner Continuation High School	25735852535409 and 25735852530020		

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

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

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

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

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

Schoolwide Program
Targeted Support and Improvement

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

Table of Contents

Plan Description

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

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

Schoolwide Program

Targeted Support and Improvement

Our goal at Modoc High School and Warner High School is to build and improve upon the Career and College Readiness skills and mindset of all of our students. We strive to educate the "whole" student, which encompasses academics, social emotional learning, as well as the development of soft and hard skills that will allow our students to be life-successful when graduating from our campuses. Determining the strengths and weaknesses of our students via career surveys, field trips, guest speakers, work experience and internships will serve to help them decide on the path that best suits them.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Modoc High School uses a collaborative, student-centered process to develop, review, and update the annual School Plan for Student Achievement. The SPSA is informed by multiple stakeholder groups, including students, staff, families, community partners, counselors, and administration. This ongoing input process ensures that our goals, actions, and resource allocations are aligned to the actual academic, social-emotional, behavioral, attendance, and college/career readiness needs of our students.

Administration attends monthly Student Leadership meetings to discuss school data, student voice, campus culture, school climate, and areas of celebration or concern. These meetings provide students with an open forum to share their perspectives, identify needs, and bring forward possible solutions. Student Leadership serves as an important bridge between the student body and administration, allowing students to be heard while strengthening trust, connection, and shared ownership of school culture.

MHS also gathers input through parent and community advisory groups, including the CTE Advisory Committee, Parent Advisory Group, and School Site Council/Parent Engagement Committee. These groups meet at least once per semester to review school data, discuss student needs, evaluate current programs, and recommend actions that support the school's mission. Community and parent input is especially important as MHS continues to expand career technical education, strengthen parent engagement, improve attendance, and support students in developing meaningful plans for life after high school.

Teachers meet weekly in Professional Learning Communities to review student academic performance data, attendance data, discipline data, intervention needs, and student mental health concerns. Counselors also participate in these conversations to help identify patterns, coordinate supports, and connect students with appropriate academic, behavioral, social-emotional, and college/career resources. PLC discussions allow staff to drill down into student needs, monitor progress, adjust instruction, and create responsive plans for support.

MHS & our Alt. Ed Program have very productive and successful partnerships with our local agencies (MCBH; Public Health; MCOE, Teach) that enable us to tap into their resources and supports for our students.

Through these ongoing stakeholder meetings, Modoc High School continues to align its SPSA goals and actions to the MHS vision of providing opportunities for students to become confident, empathetic, and responsible citizens who have the skill and perseverance to succeed. This process also reflects our BRAVES expectations: Bold, Resilient, Academically Strong, Virtuous, Empathetic, and Skilled. By engaging students, staff, families, and community partners in the annual SPSA review and update process, MHS ensures that school improvement is not a compliance activity, but a shared commitment to serving students well.

Resource Inequities

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

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

NA

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

According to the Dashboard, the only area in Orange was English Language Arts. Our students tested 22.7 points below standard. We are in the process of reviewing ELA curriculums for adoption but will not purchase until the framework is released.

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

Does not apply

Other Needs

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

We administered the 2025-26 Family Satisfaction Survey in November to be used as a jumping off point for celebrations and improvement. The results for this survey are as follows: Modoc High School gathered input through the 2025–2026 Family Satisfaction Survey to help inform the annual SPSA review and update process. The survey included 189 total responses, including 149 students, 33 parents/guardians, and 7 community members. Because the community member responses did not include additional survey item data, the primary analysis reflects student and parent/guardian responses.

Overall, the survey shows that MHS families and students recognize several important strengths in the school culture. Parents/guardians reported strong confidence in school safety, staff care, accessibility, and administrative visibility. For example, 91% of parent/guardian respondents agreed that their child feels safe at school, 91% agreed that their child has a caring adult at MHS, 91% agreed that teachers are accessible, 94% agreed that administration is visible and approachable, and 94% agreed that staff want their student to succeed. Parent/guardian responses also showed strong understanding of school rules and discipline expectations, with 100% agreeing that they understand the school rules and discipline policy.

Student responses also reflected important strengths. 86% of students agreed that they understand school rules and discipline policy, 81% agreed that staff want them to succeed, 80% agreed that academic standards are clear, 79% agreed that they understand what needs to be learned, 79% agreed that administration is visible and approachable, and 79% agreed that they have a caring adult at MHS they can talk to when they have a problem. These results support the continued focus on relationships, school connectedness, clear expectations, and the MHS BRAVES values: Bold, Resilient, Academically Strong, Virtuous, Empathetic, and Skilled.

The survey also identified clear areas for growth that should be addressed through the SPSA. Student engagement and belonging emerged as a priority area, as only 46% of students agreed that they look forward to going to school. Students also reported a need for stronger academic feedback and communication, with only 46% agreeing that they receive regular updates from teachers on their progress and 48% agreeing that they receive detailed information about the quality of their work. In addition, only 51% of students agreed that schoolwork is meaningful and relevant, which indicates a need to continue strengthening instructional relevance, student goal-setting, CTE connections, AVID-aligned strategies, and opportunities for students to see purpose in their learning.

Parent/guardian responses reflected similar academic communication needs. Only 45% of parents/guardians agreed that they receive regular updates from teachers on their child's progress. Parents also identified growth areas related to communication about community services, academic feedback, high expectations, and how student progress is measured. These results support the need for more consistent schoolwide communication systems, clearer progress monitoring, and stronger family engagement around academics, attendance, behavior, and student support.

The survey also highlighted the need to improve awareness of available community and support services. Among students, 56% agreed that they are given information about community services that support family needs, while 64% of parents/guardians agreed. This indicates a need for MHS to continue strengthening coordination of resources through counseling, wellness supports, community partnerships, parent meetings, advisory groups, and consistent communication across multiple platforms.

Based on the survey results, MHS will continue to use the SPSA process to focus on three major priorities:
1. Strengthening student belonging, attendance, and engagement.
2. Improving academic feedback, progress monitoring, and instructional relevance.
3. Expanding family communication, parent engagement, and access to coordinated student/family resources.

These findings reinforce the importance of using PLCs, Student Leadership, School Site Council, Parent Advisory, CTE Advisory, counseling supports, and community partnerships to respond directly to student and family voice. The results will be used to guide SPSA goals, actions, and resource allocations so that MHS continues to provide opportunities for students to become confident, empathetic, and responsible citizens who have the skill and perseverance to succeed.

The Attitudes and Behaviors survey was given to students in April as a measure for students to evaluate their experiences on our school sites. Results were not available at the time of publication.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	8.02%	8.16%	7.34%	19	20	19
African American	2.53%	2.04%	1.54%	6	5	4
Asian	0.84%	0.82%	0.77%	2	2	2
Filipino	0.84%	0.41%	0.39%	2	1	1
Hispanic/Latino	19.41%	18.37%	20.85%	46	45	54
Pacific Islander	0.84%	0.41%	%	2	1	
White	62.45%	63.67%	64.09%	148	156	166
Two or More Races	4.64%	5.71%	3.86%	11	14	10
Not Reported	0.42%	0.41%	1.16%	1	1	3
			Total Enrollment	237	245	259

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Grade 9	60	78	65
Grade 10	60	56	78
Grade 11	54	62	52
Grade 12	63	49	64
Total Enrollment	237	245	259

Conclusions based on this data:

1. Enrollment continues to increase.
2. There was an 13 student decrease for the incoming freshmen class from 24-25 to 26-27.
3. Cohorts typically decrease from freshmen to senior years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	23-24	**24-25**	**25-26**	**23-24**	**24-25**	**25-26**
English Learners	5	2	6	2.1%	0.8%	2.3%
Fluent English Proficient (FEP)	15	16	15	6.3%	6.5%	5.8%

Conclusions based on this data:

1. EL population increased from 24-25 to 25-26
2. FEP enrollment decreased by one student from 24-25 to 25-26
3. We have had no students in RFEP category for the last three years

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. Overall Achievement increased by 3% in standards exceeded
2. In reading, the % above standard increase by 13.62%
3. % of students at or near grade level in reading decreased by 19.71%

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. Only 20.69% of MHS students meeting or exceeding standard
2. 60.34% students scoring in Standard Not Met; a decrease of 3.3%
3. % of standard exceeded students increased by 3%

School and Student Performance Data

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

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

ELPAC Results

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

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

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

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

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

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

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

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

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

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

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

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

Conclusions based on this data:

1. No data

School and Student Performance Data

Student Population

The 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
245	64.1%	0.8%	0.8%
Total Number of Students enrolled in Modoc High School and Warner Continuation High School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group

Student Group	Total	Percentage
English Learners	2	0.8%
Foster Youth	2	0.8%
Homeless	4	1.6%
Socioeconomically Disadvantaged	157	64.1%
Students with Disabilities	24	9.8%

Enrollment by Race/Ethnicity

Student Group	Total	Percentage
African American	5	2%
American Indian	20	8.2%
Asian	2	0.8%
Filipino	1	0.4%
Hispanic	45	18.4%
Two or More Races	14	5.7%
Pacific Islander	1	0.4%
White	156	63.7%

Conclusions based on this data:

1. 64.1 % of students are socially disadvantaged

2. We have a low EL population

3. Our large SED population motivated us to partner with our local agencies (MCOE, MCBH, Public Health, Pit River) in order to get the emotional needs of our students met. Our district social worker also assists with wraparound services and connecting parents & students to community resources,

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The utilization of alternative behavior consequences led to a reduction in suspensions, putting us in the blue (highest performing) category
2. Our graduation rate moved into the green category
3. MHS is adopting new math curriculum for the 26-27 School 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	2	0	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	No Performance Color	
22.7 points below standard	0 Students	
Maintained -0.6 points		
58 Students		

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	38.4 points below standard
2 Students	1 Student	Declined 5.2 points
		36 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 29.3 points below standard 12 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	Orange 28.4 points below standard Declined 20.9 points 40 Students

Conclusions based on this data:

1. Our Hispanic population scored 29.3 points below standard
2. SED students scored 38.4 points below standard
3. White students scored 28.4 points below 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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow 110.4 points below standard Increased 6.5 points 58 Students	No Performance Color 0 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Orange 115.6 points below standard Increased 9.2 points 36 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 105 points below standard 12 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	No Performance Color 111 points below standard Maintained -2 points 40 Students

Conclusions based on this data:

1. "All students" are 110.4 points below standard. Huge area of need.
2. SED students tested 115.6 points below standard
3. White students tested 111 points below standard

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

This section provides a view of how well students are meeting grade-level standards on the 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 49.1 science points Maintained 0.5 points 57 Students	No Performance Color 0 Students	No Performance Color 0 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Yellow 46.9 science points Declined 2.5 points 36 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students
Asian	**Filipino**	**Hispanic**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 45.1 science points 11 Students
Two or More Races	**Pacific Islander**	**White**
No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 0 Students	Yellow 49.6 science points Maintained -0.3 points 40 Students

Conclusions based on this data:

1. All Students and White students in Yellow, meaning science is a schoolwide growth area, not only a subgroup issue.
2. Socioeconomically Disadvantaged students in Yellow, with a Medium current status and a Declined change level.
3. MHS will continue to use PLCs, benchmark data, student work analysis, and cross-curricular literacy and math strategies to improve science outcomes for all students. We are also hoping to employ a solid fulltime science teacher for our life & upper division sciences, as we have had to satisfy some of these requirements with agricultural science classes.

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: 2 Students	No Performance Color making progress. Number Students: 2 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:

1. No 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	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	1	0

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green Prepared 54.5% Increased 9.9% 44 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 3 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Green Prepared 44.4% Increased 3.4% 36 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Prepared 63% Increased 16.1% 27 Students

Conclusions based on this data:

1. All Students group had 54.5% prepared, which is 24 of 44 graduates.
2. That is an increase from 44.6% the prior year, a +9.9 percentage point increase, placing MHS in the Green performance level for College/Career.
3. SED students had 44.4% prepared, which is below the All Students rate of 54.5%.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

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
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data

School and Student Performance Data

Academic Engagement
Graduation Rate

The 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

Red	Orange	Yellow	Green	Blue
0	0	0	1	0

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
Green 93.3% graduated Increased 9.1% 45 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 3 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Green 91.9% graduated Increased 9.4% 37 Students

Students with Disabilities	African American	American Indian
No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color Fewer than 11 students - No Data for Privacy 3 Students

Asian	Filipino	Hispanic
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Fewer than 11 students - No Data for Privacy 7 Students

Two or More Races	Pacific Islander	White
No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	No Performance Color 92.9% graduated Increased 5% 28 Students

Conclusions based on this data:

1. Modoc High School's 2025 Graduation Rate Indicator shows 93.3%, with 42 of 45 students graduating. This places MHS in the High status level and Green performance level. This is a strong outcome and reflects the impact of counseling, credit monitoring, relationship-based support, intervention, family communication, and staff commitment to helping students reach graduation.
2. SED Graduation rate increased by 9.4% (91.9%)
3. The White population graduation rate increased by 5% (92.9%)

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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 1.2% suspended at least one day Declined 10.3% 254 Students	No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	No Performance Color Fewer than 11 students - No Data for Privacy 3 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 10 Students	Green 1.8% suspended at least one day Declined 13% 171 Students

Students with Disabilities

No Performance Color

0% suspended at least one day

Declined 21.7%

28 Students

African American

No Performance Color

Fewer than 11 students - No Data for Privacy

5 Students

American Indian

No Performance Color

4.5% suspended at least one day

Declined 20.5%

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

Blue

0% suspended at least one day

Declined 8.7%

49 Students

Two or More Races

No Performance Color

0% suspended at least one day

Declined 7.7%

15 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

White

Blue

1.3% suspended at least one day

Declined 10.6%

159 Students

Conclusions based on this data:

1. The SED suspension rate declined by 13% (1.8%)
2. Hispanic suspension rate declined 8.7% (0%)
3. White suspension rate decreased by 10.6% (1.3%)

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Rural living often does not allow students easy access to college/career opportunities outside of our community. The parents of many of our students are unemployed or and/or on public assistance and our community has an elevated addiction/substance abuse rate. As of December 2025, the Modoc County Unemployment Rate was 7.6% (3,204 labor force, 245 unemployed). As of early 2026, the poverty rate in Modoc County, California, is estimated to be approximately 17.9%. Recent data indicates the median household income is around $51,250 to $59,455, with poverty levels consistently placing us among the lower-income rural counties in California. It is essential that our students graduate with the necessary college/career skills and MHS is tasked with taking the lead on this. Doing so will enable MHS graduates to be contributing members of society, break generational curses and leave behind unhealthy,detrimental lifestyles.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
National Student Clearinghouse - Percent of Students Enrolled in 4-year colleges the Fall immediately following graduation.	Class of 2023: 23% Class of 2024: 47% Class of 2025: 38% Enrollment during high school 71%	Class of 2025 = 100% of graduates will enroll/enlist in college, trade school, work force, and/or military the first semester, immediately following high school.
Survey - students place of employment, branch of military, and/or trade school AERIES Query - post secondary destinations	Class of 2024: Community College 33% 4-Year College/University 31% Vocational/Trade Program 4% Military 4% Workforce 12% Total: 84% Warner High School Class of 2024: Community College: 37%	

	Workforce: 50 % Total: 87% Class of 2025 Community College: 24% 4-Year College/University: 12% Vocational/Trade Program 7% Military 24% Workforce 19% Total: 86% Warner High School: Workforce: 50%	

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	STRATEGY: Student interest career assessment inventory of all students; including, but not limited to YouScience. These yearly survey tools will be utilized to match and connect students to careers of interest.	All Students	*MOU with Advancing Modoc *Counseling department and appropriate teachers will be trained in tools used (Counseling department: school counselor, Career Navigator/Peer Trainer, Upward Bound Advisor, Educational Talent Search Advisor) *CCGI (California College Guidance Initiative) Platform that works with school districts to help students transition from K-12 to college and career. CCGI's tools and resources help students: *Discover their interests and values *Find careers, colleges, or training *Learn how to pay for college *Launch college and financial aid applications *Monitor their progress *Take assessments to identify their learning styles and career goals *College/Career Tours/Campus Visitations (Field Trips) will be taken so that students are exposed to potential locations of post secondary achievement.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.2	STRATEGY: Upload graduating senior data from National Student Clearinghouse, AERIES (completion survey), and conduct brief follow up interviews for students who enter the workforce. In late Fall and Spring, MHS will receive reports on college enrollment rates of recent MHS graduates. This data will be disseminated to staff and used for curricular and planning decisions.	Recent MHS Graduates	595 Unrestricted 5000-5999: Services And Other Operating Expenditures *Data will be used to make decision and determine effectiveness of programs *PLCs and staff meetings *Share data with students, MJUSD School Board, parent and advisory groups, and our community
1.3	STRATEGY: MHS will provide career specific curriculum, with the heaviest focus being in 9th grade classrooms and Senior Seminar courses. Seniors complete one internship in a field of their choice and then present their experience to a community panel. Seniors also complete two job interviews with a panel, which includes the completion of a resume' and research into their chosen field.	9th and 12th Grades	*Dual enrollment and A-G completion will continue to be a driving force on campus *12th graders will complete one career internship through senior seminar *All 9th grade students will complete career interest inventory assessments *Career development will be based on results of inventory *Accessibility to the Upward Bound and Educational Talent Search Programs and their two advisors *Various community stakeholders speak to classes about potential career paths and opportunities *Career Navigator/Peer Educator works with all students to determine their goals and career path *Upward Bound will offer college and career planning workshops, field trips, FAFSA and scholarship support
1.4	STRATEGY: Additional supplemental instructional supplies and support will be provided along with teacher professional development	All Warner High School Students	3,499 Title I Part A: Targeted Assistance Program 4000-4999: Books And Supplies Supplemental instructional supplies 2,000 Title I Part A: Targeted Assistance Program 5000-5999: Services And Other Operating Expenditures Teacher professional development

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.5	STRATEGY: Offer and counsel students to complete college courses while enrolled in high school (Dual Enrollment)	All Students	*Counseling department will work with grade level specific teachers during class time to enroll students in college courses *Ensure college courses will meet required graduation areas *Support students in completing college enrollment forms *Schedule students to complete their college courses in their schedules, so they are with a certificated employee or the Career Navigator *Order and pay for required textbooks/curriculum *Dual enrollment in some CTE and academic courses through Shasta College and College of Siskiyous *Partnership with Advancing Modoc (AM) initiates & supports college course enrollment and support *Accessibility to the Upward Bound and Educational Talent Search Programs and their two advisors
1.6	Provide counseling supports to expose students to college and career opportunities in CTE areas	All Students	40,791 Other 5000-5999: Services And Other Operating Expenditures *CTE teachers will continue to attend professional development relevant to their courses and developing pathways *Expand learning opportunities and field trips *Network with other schools and their CTE teachers 40,799 Other 4000-4999: Books And Supplies *Principal, CTE teachers and counseling department will work to offer courses that lead to pathway completion *When scheduling students and completing their 4-year plan, we will ensure students

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			are enrolled in necessary courses to meet pathway completion, specifically students who are not on a UC/A-G track. *The principal, counseling center and CTE teachers will work to continually improve the programs, equipment, and curriculum *The CTE teachers, principal and counseling department will work to recruit new students and encourage pathway completion *The CTE teachers, campus grant writer and principal will apply for grants in order to build the sustainable programs *The counseling department, principal and CTE teachers will attend CTE PD and workshops in order to continue to grow dual enrollment with local colleges.
1.7	Strategy: Increase staffing at WHS in order to individualize instruction, focus on living skills, offer mental health supports and create student-specific learning plans. We have a SSSS (School Support Specialist) who serves as the manager from 8-12 pm daily; 1 classroom teacher, a wellness coach, and 1 IA.	Warner High School	
1.8	Strategy: Continue building programs such as M-Corps that encompass specific pathways with the personnel who work in these careers.	All Students	Our Modoc County Sheriff and Emergency Response Officer teach a daily class, specific to the Public Services Industry Sector. Both parties are encouraged to seek CTE certification so that this sector becomes a complete CTE pathway.
1.9	Strategy: Implement and sustain CCGI as a virtual record keeping platform for college and career planning and success	All Students	*Helps students discover their interests and strengths *Helps students learn how their interests connect to careers *Helps students understand the steps they need to take to achieve their goals

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			*Helps students track their progress towards graduation and beyond *Helps students prepare for post-secondary education and training *Helps students apply to colleges and other post-secondary institutions *Helps students access financial aid How CCGI works *CCGI manages CaliforniaColleges.edu *CCGI provides student accounts to 6th–12th grade public school students *CCGI shares student records with California's public higher education systems and the California Student Aid Commission (CSAC) *CCGI provides districts with data to help increase student access to college preparatory coursework CCGI's goals *Ensure that all high school seniors in California have a post-secondary plan *Increase student success within K-12 and as they transition to post-secondary institutions
1.10	STRATEGY: Students are eligible for work experience, as long as they meet the requirements.	All students	*Class enrollment required *Work Experience Classes are built into the school day *A work permit is required, weekly timecards must be completed and turned in (signed by the employer) *An essay is required at the end of each semester as a culminating activity.

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 were 14% short at MHS and 50% short at WHS of achieving our goal. We set an incredibly lofty goal of 100% post-graduation productivity and we have repeated that goal.

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

N/A

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Math and ELA Measured Academic Progress
Increase the percent of students who meet their expected Math and ELA RIT growth goals from Fall 2026 to Spring 2027 by 5% per grade level. (According to NWEA MAP Testing)

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

This goal is appropriate for Modoc High School because it establishes a clear, measurable focus on academic growth in both English Language Arts and mathematics. NWEA MAP testing provides local benchmark data that allows staff to monitor student progress from Fall to Spring and make instructional adjustments throughout the year. Unlike end-of-year state assessments alone, MAP growth data helps MHS identify whether students are making expected academic progress during the school year.

The goal is also aligned to identified academic needs. CAASPP data shows that MHS must continue strengthening student achievement in both ELA and math, with mathematics being a significant area of need. Increasing the percentage of students who meet expected RIT growth goals will support stronger academic outcomes, improve instructional planning, and help prepare students for success on state assessments.

A 5% increase per grade level is a realistic and meaningful target. It allows MHS to monitor growth across all grade levels, use PLCs to review data regularly, provide targeted interventions, and ensure that academic supports are responsive to student needs. This goal supports the MHS vision, BRAVES expectations, and the ongoing commitment to helping all students become academically strong, skilled, and prepared for high school and beyond.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentages of Students Who Met MAP Math and ELA RIT Growth Goals from Fall to Spring - Using Achievement Status and Growth Report	Fall 2024-Spring 2025 RESULTS: 9th Grade: 36% Math (+1%) 42% ELA (-15%) 10th Grade: 38% Math (-17%) 43% ELA (-4%) 11th Grade: 49% Math (-18%) 55% ELA (0%) 12th Grade: N/A Math 45% ELA (+9%) Fall 2025-Spring 2026-TBD	Increase the percent of students who meet their expected Math and ELA RIT growth goals from Fall 2026 to Spring 2027 by 5% per grade level. (According to NWEA MAP Testing)

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Strategic Master Schedule Building: *Academic Support: Attempt to schedule fewer students in Algebra I classes *Attempt to schedule a Math & English Support Class for students who need remediation and assistance in current classes *IA support in core classes *Peer tutoring in Math & English classes and by appointment *Study Groups available on Monday, Tuesday and Thursdays from 3:15-4:15 PM in the the MHS Library	All Students, increased focus on students who've failed math and/or ELA courses or struggle in these core subjects	*Evaluation of student success will be conducted regularly through PLCs and ongoing teacher collaboration *Evaluation of MAP results will be conducted at PLCs, following Fall Winter, and Spring assessments *Instructional aides will be utilized in core classes, as needed *Continued PD on the use of AVID and best instructional strategies *Staffing of After-School Study Groups *Goal setting and progress meetings will occur in Math & ELA classes and MAP scores will be discussed and analyzed 2000-2999: Classified Personnel Salaries *Continue with Peer tutors during class time *Students will be selected for advanced courses and

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Algebra I using MAP scores, academic readiness and teacher recommendation
2.2	Intentionally build a culture that embraces, promotes and celebrates assessment data for better student buy-in and performance outcomes MHS Staff/Teachers: *Administer assessments with fidelity and strong understanding of intended/expected outcomes *Disaggregate assessment data in a timely manner *ALL teaching staff analyze data to best understand students areas of strengths/weaknesses and then strategically inform instruction *Communicate testing results to students and families - ensure understanding of results and next steps *Foster an environment that allows optimum test taking outcomes *Educate students on the "why" behind the importance of obtaining accurate assessment data MHS Students: *Help inform testing events for best student outcomes *Peer & schoolwide discussion as to the importance of achieving growth in test scores, both personally and as a school site	All Students and Staff at MHS	*MAP Data *CAASPP Data *Student surveys *IEP/SST/504 review for student testing needs *PLC discussions and planning encompassing assessment data that serves to drive instruction
2.3	STRATEGY: Faculty will participate in on-going professional development. *Continued opportunities for on-going professional development based on staff requests and need *Professional Learning Communities utilized to review student performance data and effective instructional strategies	All Students	5000-5999: Services And Other Operating Expenditures *MCOE Instructional Professional Development *Offer SEL UDL training throughout the year *Two scheduled professional development days will focus on SEL and Academic strategies *MHS will analyze student data at weekly PLCs and develop strategies for effective and differentiated instruction *PLCs will be used for professional development with a focus on best teaching practices & strategies, determined by the professional development and PD committees *Plan and review effectiveness of professional development during WASC, and ongoing PLC and faculty meetings

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			*Professional Development Committee will work with the entire faculty to determine needs of professional development and its implementation *Utilize expertise of site staff, MCOE instructional coaches and paid professional developers in various trainings throughout the year *Teachers will have a chance to conduct classroom walkthrough visits on and off site *MCOE coaching will be used to provide support to specific teachers via the Coaching Request Process New Math Curriculum adoption for the 26-27 school year; PD TBD
2.4	STRATEGY: MHS will offer special services to remediate student performance. *Academically struggling students in math and ELA will be placed back in a failed course or credit recovery to remediate student performance. *Students who lack room in their schedules to retake the failed course, will be placed in a concurrent education/credit recovery class and enrolled in the on-line learning platform Accellus. Teacher assistance is available in this course.	All students	*MMS and MHS faculty will collaborate to identify needs and placement of incoming freshmen *Develop a bell schedule that will support the learning needs of all students *Place students in specific ELA courses to provide more individualized learning, with instructional aid support *The counseling department will collaborate with the alternative education teacher for proper course placement in credit recovery Edmentum *The principal, counseling department and teachers will monitor student progress *SSTs will be conducted for any student in need (academic, behavior, and/or social/emotional) *Students may be placed in remedial courses and/or enrolled in skill development classes on an online learning platform. *Students will attend Summer School for credit recovery purposes
2.6	*STRATEGY: Study groups provided three days per week, staffed by a certificated teacher	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	*Additional support will be provided through certificated teachers and/or instructional aides before & after school and during lunch		*Attendance at study groups will be promoted by all teachers *Intentional climate created to foster a welcoming environment for an increase in students who desire to attend study groups *Attendance at after-school study groups will be monitored and recorded *Paid faculty will provide assistance during study groups *An ongoing review of after-school study groups will be conducted to determine the effectiveness of the services *Grade checks will be conducted bi-weekly for students participating in extra-curricular activities *Students will be placed in study groups as a result of SST meetings and/or grade checks that determine poor academic performance of students *Athletes will not be admitted to practice without attending study groups when determined by the Athletic Director, as evidenced in their bi-weekly grade checks Development of norms/expectations for students while in study groups; consistency across the staff

Annual Review

SPSA Year Reviewed: 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.

Goal not met. We have work to do. Systems of instruction will be implemented in 2026-27 to ensure that teachers understand how to use map data to drive instruction and gauge student learning. Individual conferences with student will be held to set goals and check-ins will be done to determine progress.

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

We added the use of A-G paid Peer Tutors to the Spring Semester of 2025 in order to offer additional supports in Math and English. We expanded this program this year by offering tutoring in the counseling center and during after school study groups. We are currently searching for replacement funding, as this grant ends June 2026.

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

N/A

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

CAASPP Improvement
An increase of students "Meeting" or "Exceeding" Math & ELA standards by 5%

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal: Prepare all students for college and career readiness

Identified Need

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

Our students have consistently struggled in the area of mathematics and the CAASPP scores reflect this.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Scores	Our 2024-2025 CAASPP scores reflect that we are 48.4 points below standard in ELA and 83.8 points below standard in Math.	An increase of students "Meeting" or "Exceeding" Math & ELA standards by 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
3.1	Implement a schoolwide focus on engaging instructional methods aligned with CAASPP-tested standards and skills Teaching Strategies: Focus on engaging instructional methods aligned with CAASPP-tested standards and skills. a. Intentional Data-Driven Instruction *Conduct frequent benchmark assessments using the interim CAASPP assessments, NextGen Math & NWEA MAP assessment, and other formal and informal classroom assessments/projects/assignments *Analyze data to identify standards needing reinforcement and individual student growth areas. *Implement targeted small-group instruction for differentiated support. b. Integration of Test-Like Practice	All Students	*Purchase of new math curriculum (Big Ideas-Alg I, Alg II, Geometry) and supplemental program Nextgen Math for CAASPP-specific practice *Intentional use of Instructional Aides within the classroom. Training provided by MCOE *Implement targeted small-group instruction for differentiated support. *Use of Peer Tutors *A Math Support Class will be offered for remediation and

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	*Familiarize students with CAASPP question formats (e.g., multi-select, drag-and-drop, short response, and performance tasks). *Incorporate test-aligned questions into daily lessons and homework. *Use the CAASPP Practice and Training Tests during instruction. *Use NextGen Math regularly to master standards c. Develop Critical Thinking and Writing Skills *Use best practice strategies (e.g., WICOR: Writing, Inquiry, Collaboration, Organization, Reading). *Incorporate frequent argumentative and explanatory writing assignments across all subjects. *Teach evidence-based reasoning and justification, which align with Smarter Balanced scoring rubrics. d. Cross-Curricular Learning *Integrate ELA and Math standards across disciplines, such as science, social studies, and CTE courses. *Include real-world applications to make skills relevant (e.g., data analysis in science or budgeting in math).		support for the current math class (Attempt will be made) *Classroom Walkthroughs & feedback *Smarter Balance Training *PD focused on improving CAASPP scores *Use of Interim Assessments *Use of supplemental instructional materials that focus specifically on improving CAASPP achievement.
3.2	Professional Development (PD) with a focus on empowering our educators to master strategies that align with CAASPP goals. a. Focus on Instructional Strategies *Train teachers in using Depth of Knowledge (DOK) questioning to deepen critical thinking. *Offer PD sessions on teaching with Universal Design for Learning (UDL) to address diverse learner needs. b. Collaboration and Coaching *Professional Learning Communities (PLCs) focused on reviewing student work and discussing data trends. *Provide instructional coaching for integrating high-impact instructional strategies. c. Equity and Access *Provide training on scaffolding strategies for English learners, SPED students, and low-performing students. *Emphasize cultural relevancy in teaching materials to engage all learners. d. Technology for Test Prep *Offer PD on digital tools that mimic CAASPP interfaces	All Students	*SMARTER Balance Training/PD across the sites

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	*Provide training on how to integrate digital literacy into lessons to build students' confidence with online assessments. *Offer PD on the use of AI for formative and summative assessment and lesson development		
3.3	Improve School Testing Culture Build a positive mindset around assessments to foster student motivation and effort. a. School-Wide Awareness Campaign *Educate students and parents about the importance of CAASPP and how scores reflect academic progress. *Highlight how assessments align with college and career readiness goals. b. Motivate Students *Set achievable testing goals for classes, grade levels, and individual students. *Use of incentives such as recognition, prizes, or privileges for students who show effort or growth. *Gamify testing preparation to make practice more engaging. c. Build Staff Buy-In *Celebrate staff and student successes with data growth between benchmark or CAASPP tests. *Share concrete ways each subject area contributes to CAASPP success. d. Test Day Readiness *Create a calming test day environment: encourage healthy habits (sleep, nutrition) and reduce stress with mindfulness techniques. *Minimize test-day distractions, ensuring smooth technology operation and well-trained proctors. *Celebrate testing days with a "spirit week" or fun themes to encourage participation. e. Continuous Feedback Loop *Hold post-assessment debriefs with students and staff to discuss lessons learned and areas for improvement. *Use reflection surveys to identify student and teacher needs for the next assessment cycle.	All students	*Leadership Class spearheads a "Show What You Know" CAASPP testing campaign (Student-fueled) *Refreshments during testing week *Student Survey to determine incentives
3.4	Utilize Peer Tutors as an additional support in the lower division math classes	Algebra I & II students	*Use of Peer Tutors
3.5			

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.

MHS is in the process of adopting math, science & ag-foods curriculum for the 26-27 school year. Our students struggle on exams and our school culture needs to embrace and celebrate academic success, not mediocrity.

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

Our math teachers worked together to to review and recommend adoption the "Big Ideas Learning" curriculum for mathematics. PD will focus on learning the materials and best practices and instructional strategies for varying levels of mathematical proficiency.

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

MHS will improve outcomes for ELD students
We will achieve this goal by providing ongoing opportunities:
* for teacher efficacy by collaborating on student achievement
* for students to self-assess - at any point a student will be able to articulate his/her continuum of achievement (MAP/STAR levels)
* for individual teachers to create/utilize/evaluate formative assessments and data collected

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA GOAL: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics

Identified Need

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

MHS needs to improve student proficiency in English language acquisition for ELD students as measured by ELPAC testing

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Scores	Due to the small number of English learner students at Modoc High School, school-level ELPAC progress data are not publicly reportable. The district will monitor individual English learner growth locally while using the MJUSD English Learner Progress Indicator as the public metric. The 2024–25 district rate was 47.6% of English learners making progress toward English proficiency.	MHS will improve student performance on the ELPAC by: 1. Providing 15 minutes of structured language practice daily within students' ELA classes. 2. Provide training for staff and incorporate best practices for English Language Development in core academic classes. 3. Provide Bilingual IA support

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	15 minutes of structured language practice daily within students' ELA classes	English Learners	
4.2	Provide training for staff and incorporate best practices for English Language Development in core academic classes	English Learners	
4.3	Provide Bilingual IA support, where possible	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.

We have succeeded in all three of these strategies.

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 5

Title and Description of School Goal

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

Culture
Increase positive school culture outcomes by Spring 2027 through improved student perception of Caring School Climate, increased Developmental Assets, and reduced suspension rates, as measured by the Attitudes & Behaviors Survey; Family Satisfaction Survey (Local) and discipline data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 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.

Culture Goal:
By Spring 2027, Modoc High School will increase student connectedness and belonging by raising the percentage of students who report that they look forward to coming to school from 46% to 56%, as measured by the annual MHS Student/Family Satisfaction Survey. MHS will monitor progress through student survey data, attendance data, suspension data, participation in school activities, counseling support data, and stakeholder input.

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
MHS Family Satisfaction Survey	46% of MHS students look forward to coming to school	Culture Goal: By Spring 2027, Modoc High School will increase student connectedness and belonging by raising the percentage of students who report that they look forward to coming to school from 46% to 56%, as measured by the annual MHS Student/Family Satisfaction Survey. MHS will monitor progress through student survey data, attendance data, suspension data, participation in school activities, counseling support data, and stakeholder input.
Attitudes & Behavior Survey		

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	Strengthen Student & Adult Connections	All Students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			*Implement a schoolwide "Every Brave Known" system to ensure each student is connected to at least one trusted adult on campus.
5.2	Increase Student Voice, Leadership, and Ownership	All students/targeted students	*Establish or expand a Student Voice Team that meets regularly with administration to review school climate data and recommend improvements. *Use student feedback to adjust schoolwide practices, including lunch activities, communication, clubs, recognition systems, and campus routines. *Facilitate fieldtrips focused on student leadership *Conduct student listening sessions each semester with targeted groups, including students who are less involved, chronically absent, or academically at risk.
5.3	Build a Positive Recognition and Belonging System	All Students	*Develop inclusive recognition opportunities so students who are not typically honored through academics or athletics are also acknowledged. *Use peer-to-peer recognition activities to strengthen student relationships and school pride. *Implement a Link Crew for students whereby upperclassmen mentor lower classmen & help them "link in" to MHS *Implement a Peer Support & Counseling Group to teach restorative practices and healthy interactions
5.4	Strengthen Counseling, Wellness, and Restorative Supports	All students	*Provide small-group supports focused on belonging, conflict resolution, coping skills, grief, anxiety,

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			peer relationships, and school engagement. (Girls & Boys Groups) *Review suspension and discipline data regularly to identify patterns and provide alternatives when appropriate. *Increase communication between counseling staff, teachers, families, administration, and outside agencies to coordinate support for students at risk of disengagement.
5.5	Expand Access to Activities, Clubs, and School Engagement Opportunities	All Students	*Host regular lunchtime activities, competitions, music, games, club fairs, and student-led events to make school feel more welcoming. *Create an annual "Get Connected" (with Link Crew) campaign so every student is encouraged to join at least one activity, club, team, or school group. *Reduce barriers to participation by addressing transportation, cost, eligibility communication, and awareness of available opportunities.

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.

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$12,864
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$87,684.00
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	$5,499.00

Subtotal of additional federal funds included for this school: **$5,499.00**

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

State or Local Programs	Allocation ($)
Other	$81,590.00
Unrestricted	$595.00

Subtotal of state or local funds included for this school: **$82,185.00**

Total of federal, state, and/or local funds for this school: **$87,684.00**

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Other	81,590.00
Title I Part A: Targeted Assistance Program	5,499.00
Unrestricted	595.00

Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	44,298.00
5000-5999: Services And Other Operating Expenditures	43,386.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	Other	40,799.00
5000-5999: Services And Other Operating Expenditures	Other	40,791.00
4000-4999: Books And Supplies	Title I Part A: Targeted Assistance Program	3,499.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Targeted Assistance Program	2,000.00
5000-5999: Services And Other Operating Expenditures	Unrestricted	595.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	87,684.00

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

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Kristen Budmark	Principal
Cindy Potter	Other School Staff
Jack Eddy	Classroom Teacher
Holly Silvey	Classroom Teacher Other School Staff
Natasha Floerke	Classroom Teacher
Renae Sweet	Parent or Community Member
Leah Larsen	Parent or Community Member
Ari Nesbitt	Secondary Student
Brett Nelson	Secondary Student
Jayden Main	Secondary Student
Jodie Nelson	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 May 6, 2026.

Attested:

Principal, Kristen Budmark on May 6, 2026

SSC Chairperson, Cindy Potter on May 6, 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

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities Table

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

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

MODOC HIGH SCHOOL

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

MEMORANDUM

TO: Beckie Lewis, Superintendent MJUSD

FROM: Kristen Budmark, MHS Principal

DATE: April 7, 2026

SUBJECT: Request for Board Approval –Mathematics Curriculum

This memorandum recommends Board approval for the adoption of Big Ideas Math by Cengage for Algebra 1, Geometry, and Algebra 2 at Modoc High School beginning in the 2026–2027 school year.

This curriculum adoption will support stronger alignment, consistency, and rigor across our core high school math courses. Big Ideas Math provides standards-aligned instruction with both print and digital resources designed to support conceptual understanding, procedural fluency, problem solving, and real-world application. The program also includes assessment, intervention, and instructional support tools for both teachers and students.

At this time, staff and supporting parties recommend adoption of Algebra 1, Geometry, and Algebra 2. Staff is also reviewing Pre-Calculus, which was recently released, and a sample has been requested for consideration. A separate recommendation may be brought forward at a later date if appropriate.

Please feel free to contact me with any questions.

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

To: Beckie Lewis, Superintendent
Modoc Joint Unified School District

From: Amy Welch, Principal
Alturas Elementary School

Date: March 26, 2025

SUBJECT: Preliminary Review of Mathematics Curriculum for the 2026–2027 School Year

In collaboration with the Modoc County Office of Education, Alturas Elementary has conducted a preliminary review and selection process for a new mathematics curriculum aligned with the updated California Math Framework.

A representative team of teachers, selected through a staff vote, participated in the review process to ensure broad input and stakeholder voice. The team evaluated multiple programs and identified a curriculum that emphasizes real-world application, conceptual understanding, and student engagement.

The Ca Envision program published by SAVVAS is currently being piloted in classrooms. Initial feedback from teachers has been positive, highlighting the curriculum's practical problem-solving approach that challenges higher order thinking and built-in support for families, including QR codes that provide guidance for at-home support.

The SAVVAS: CA Envision curriculum is now available for public review. Materials are prepared for display to provide families and community members an opportunity to the program and offer input as part of the review process.

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

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 18, 2026

SUBJECT: CURRICULUM ADOPTION RECOMMENDATION

On January 22, 2026 I submitted a recommendation for Modoc Middle school to adopt MidSchoolMath as its math curriculum. Since that time, additional discussions with the middle school math team (Coleen Vanosdell and Curtis Schmidt) and other district personnel have produced a consensus that a curriculum which is not technology based and offers a hard copy textbook would be more desirable.

Based on another review of available materials with an eye toward features such as ease of use, integration of reading & writing strategies, integration of technology, vocabulary development, and fit for our students and community - as well as availability of a hard copy textbook, the committee would like to recommend the following program be purchased for Modoc Middle School:

Mathematics: **Big Ideas Math**
National Geographic Learning/Cengage Learning
10650 Toebben Drive, Suite A
Independence, KY 41051
(888) 915-3276
https://www.bigideaslearning.com/

We currently have samples of this program which will be on display for 30 days in the MJUSD District Office. Please consider taking this recommendation to the MJUSD board to begin the adoption process.

Modoc Middle School

MODOC JOINT UNIFIED SCHOOL DISTRICT
906 West 4th Street, Alturas, California 96101
Beckie Lewis, Superintendent

MEMORANDUM

To: Beckie Lewis, Superintendent
MJUSD

From: Matt McCandless, Principal
Modoc Middle School

Date; May 14, 2026

SUBJECT: MMS ASB PLUMAS BANK ACCOUNT SIGNERS

MMS ASB Plumas Bank Account Signers will transition from:
Melissa Carlson
Taylor Roberts
Matt McCandless

To:
Melissa Carlson
Jodi Boudreaux
Amy Britton

Please consider submitting this to the board for approval.

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

Memorandum

To: Modoc Joint Unified School District Board of Trustees

From: Beckie Lewis
Superintendent, MJUSD

Date: May 28, 2026

Subject: Modoc High School Marquee

Background

Modoc High School staff pursued external funding opportunities to improve the Main Street marquee located at the high school campus. Through the efforts of MHS staff, the district was awarded a $30,000 grant from the McConnell Foundation for this project. In addition, Pacific Power funding has increased the total available project funding to approximately $37,000.

Following the grant award, staff conducted extensive research and outreach to identify qualified sign vendors and obtain competitive quotes for the project. Quotes were received from three companies. Two additional Northern California sign companies, McHale Signs of Redding and Golden Gate Signs of Concord, declined to provide proposals.

Project Recommendation

After reviewing the proposals and project requirements, staff recommends proceeding with the retrofit proposal submitted by Stewart Signs. The recommendation is based on the following factors:

- The Stewart Signs proposal was the lowest overall cost received and falls within the available project funding.
- The company provides a significantly stronger warranty than the existing marquee warranty.
- The marquee specifications adequately meet the intended communication and visibility needs of Modoc High School.
- A retrofit option allows the district to modernize the existing marquee structure without substantially altering the footprint or foundation.

DSA Considerations

Staff research indicates that a retrofit project utilizing the existing marquee structure does not require Division of the State Architect (DSA) review. However, replacement of the existing footing or significant structural and dimensional modifications to the marquee could trigger DSA requirements, resulting in additional costs and extended timelines.

For these reasons, administration recommends proceeding with the retrofit option rather than a complete replacement of the structure.

Fiscal Impact

The majority of the total project costs is anticipated to be funded through the McConnell Foundation grant and Pacific Power funding, with an estimated combined funding amount of approximately $38,000.

Recommendation

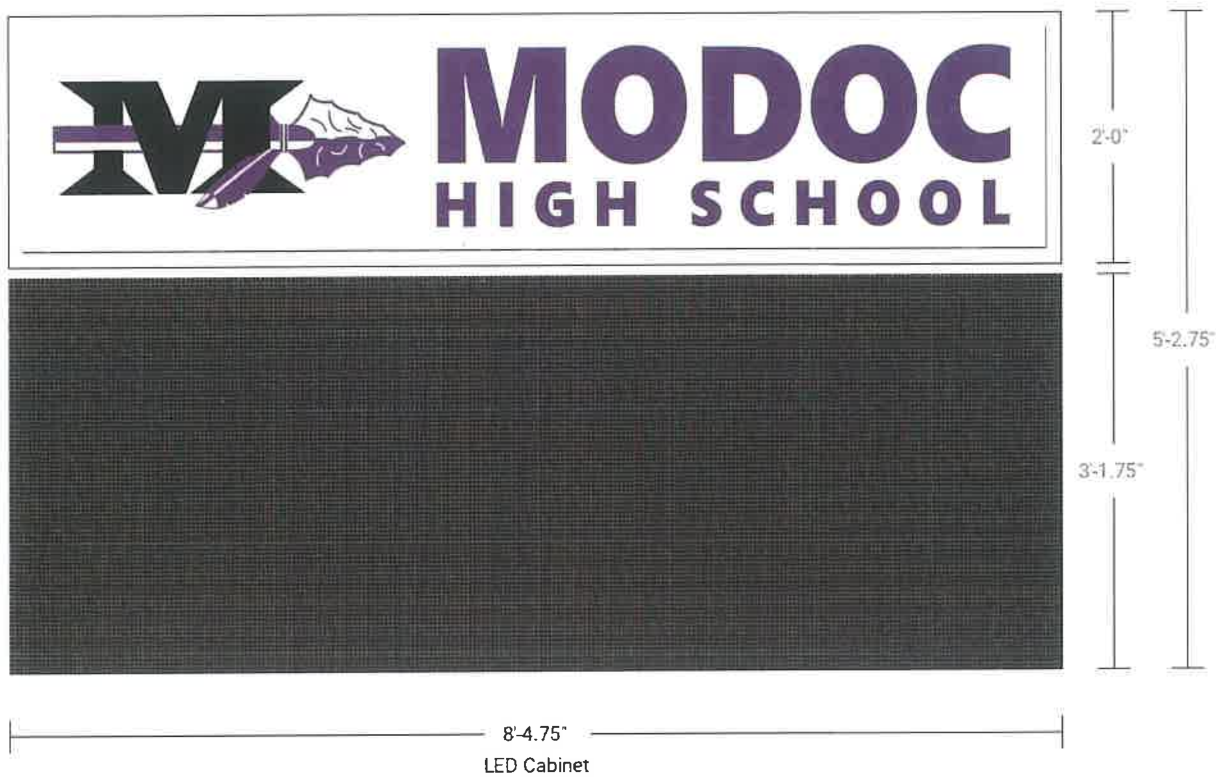
Administration recommends that the Board of Trustees approve the Modoc High School marquee retrofit project and authorize the Superintendent or designee to finalize agreements with Stewart Signs for the installation of the upgraded marquee.

Quote #40458

Modoc High School
Apr 28, 2026

Shay Einhaus
Sales Representative, Stewart Signs
seinhaus@stewartsigns.com
Work: 1-888-237-3928 x2310
Cell: 941-504-2555

Complete Atlas 10.66mm 90x240 Double Sided Full Color LED Display with 2' x 8'5" Digital Print Flat Faces



*Nominal dimensions - final dimensions are provided on mechanical drawings

Authorized Signature: ______________________

Date: ______________________

StewartSigns
ONE SIGN, ONE COMPANY

55 YEARS+ OF EXCELLENCE

Quote: Q-1019382
Account: 3313826
Quoted: 05-26-2026
Valid until: 06-25-2026

Prepared for:
Modoc High School
900 North Main Street
Alturas,

Prepared by:
Shay Einhaus
seinhaus@stewartsigns.com
1.888.237.3928 x2310

DESCRIPTION	PRICE
Double Sided Full Color Atlas Outdoor LED Sign	$37,452.80

Borderless and front-serviceable modular LED display.

10 YEAR PARTS AVAILABILITY GUARANTEE

LED display

- 8.88mm full color display at 108 pixels high by 288 pixels wide (31,104 total pixels per side)
- Double sided 3'2" x 8'5" LED cabinet
- Active display area: 3' 2" x 8' 5" (26.7 square feet per side)
- 1 to 14 rows of text, and the ability to use your own images and video clips
- Integrated control cabinet included
- 10-year parts availability guarantee (see warranty for details)
- ETL Listed and FCC part 15 compliant

See full display capabilities

Communication method

- Communication provided by cellular modem and LIFETIME Cell Connect data plan.

See full specifications

Sign structure

- Wall Brackets mount
- Lifetime warranty on structure, including vandalism (see warranty for details)

Electrical specifications

- Total number of required 20 amp 240 volt circuits will be provided on engineer drawing. Max draw for whole sign: 17.60 amps

Custom Options

- 2'x7'9" Flat Faces (2)
- Face Freight
- Demo/Install on existing pole

Software — Included

SignCommand.com Cloud-based LED Sign Software FREE for the lifetime of the product. Control your sign from anywhere using any device. No monthly fees. Learn more.

SignCommand® verizon 4G LTE

COST BREAKDOWN:
LED Cabinets: $20,833.15
Flat Sign Faces: $942.00
Lifetime Cellular (no tax): $1,598.00
Demo/Install on existing pole: $9,700.00
Tax Amount: $2,213.65
Freight: $3,108.00

Total: $37,452.80

Payment terms: Purchase Order, Net 30

StewartSigns
ONE SIGN, ONE COMPANY

55 YEARS + OF EXCELLENCE

Quote: Q-1019382
Account: 3313826
Quoted: 05-26-2026
Valid until: 06-25-2026

Prepared for: Modoc High School • Alturas, California
Prepared by: Shay Einhaus • seinhaus@stewartsigns.com • 1.888.237.3928 x2310

SHIPPING INFORMATION

Sign and All Other Components
900 North Main Street Alturas, CA 96101
Contact: Kevin Marcussen
(530) 233-1828 kmarcussen@modoc.k12.ca.us

Invoices
900 North Main Street Alturas CA, 96101

All items not specified here will be shipped to:
900 North Main Street Alturas CA, 96101

Shipping terms: FOB Origin. Storage and other freight services may be added to your invoice should they be required. Unless managed installation services are included, customer is responsible for unloading of sign upon delivery. Signs greater than 6 feet wide are not eligible for lift gate services.

TERMS & CONDITIONS (*unless noted elsewhere in this quote)

TAX: Any applicable sales tax will be added to your invoice. Organizations exempt from sales tax must include exemption certificate with order.
PERMITS: Permits and zoning are the responsibilities of the buyer. Check with your city or county zoning office for proper permitting procedures in your area. Sealed engineer drawings available at additional cost.
INSTALLATION: Installation of footers, erection, electrical service to sign site, electrical hook-up, removal and/or disposal of any existing signage, and any decorative masonry are the responsibilities of the buyer. Managed installation services are available at additional cost.
CANCELLATION: Any cancellation may be subject to cancellation, return, and/or restocking fees. A late fee of 1.5% per month will be charged on any overdue balances. In the event of a payment default, customer will be responsible for all of Stewart Signs' costs of collection, including but not limited to court costs, filing fees and attorney fees.
SUPPORT: US-based phone and internet support are provided FREE for the lifetime of the product. A premier service warranty is available at additional cost.
SOFTWARE: By purchasing the SignCommand.com software product, you are agreeing with the Website Terms of Use (https://www.signcommand.com/terms) and Software End User License Agreement (https://www.signcommand.com/eula).
COMMUNICATION: Connectivity requires cell service at sign site. Must be within the United States (including Puerto Rico) with 4G LTE coverage shown on the Verizon Coverage Map (https://www.stewartsigns.com/verizon-map).
DATA PLAN: By purchasing the Cell Connect Data Plan, you are agreeing with the Data Plan Terms and Conditions (https://www.signcommand.com/data-plan).

I have read and understand the Terms & Conditions above. INITIALS

ORDERING INSTRUCTIONS

1. Review this quote for accuracy. Initial each page of the quote. Sign and date the quote here.
2. Review any corresponding artwork provided with this quote. Check all spelling and colors. Sign and date the artwork.
3. Submit both documents along with your deposit payment to your sign consultant. Speak with your consultant about payment method options.
4. If your organization is sales tax exempt, provide your sales tax exemption certificate with order.

Customer's authorized signature for quote Q-1019382

SIGNATURE

PRINT NAME DATE

Shay Einhaus
05-26-2026

Shay Einhaus, Sign Consultant

Limited Product Warranty ("Limited Warranty")

Definition of Warranty Coverage:

1) Stewart Signs (the "Company") expressly warrants to the original purchaser ("You" or "Buyer" or "Owner" or "Customer") that, for a period of five (5) years from the date of shipment (the "Warranty Period"), the electronic displays and the associated Company products (the "Product") will be reasonably free of material defects in materials and workmanship impacting Product fit, form and/or function. During the Warranty Period, the Company will, at its discretion, repair or replace any defective covered Product. The Owner will be responsible for removing and reinstalling any and all repaired or replacement parts. This Limited Warranty only applies to the Company's Product if installed, used, and maintained in the manner recommended by Company, and this Limited Warranty is conditioned upon compliance with all such instructions. Lifetime telephone support for the Product is provided, as needed.

2) In the event the Product is damaged during shipping, it is the responsibility of the Buyer to refuse delivery, causing the Product to be returned to the manufacturer for repair. Title to the Product passes to the Buyer upon the Company's delivery to the freight carrier. The Company assumes no liability for damage caused by careless handling or poor installation, except for work completed by employees of the Company.

3) Any information or suggestion by the Company with respect to the Product concerning applications, specifications or compliance with zoning, codes and standards is provided solely for your convenience and without any representation as to accuracy or suitability. You must verify and test the suitability of any information with respect to the Product for your specific application.

4) Sign Structure and Sign Face: In the event the sign structure or identification/changeable copy portion of the sign malfunctions under normal use and service thereof DURING THE LIFE OF THE SIGN due to material defects in workmanship or materials, the Company will, at its option, repair or replace any defective materials.

5) Vandalism to Sign Faces: This Limited Warranty covers polycarbonate faces against breakage due to vandalism DURING THE LIFE OF THE SIGN. Warranty protection does not extend to these surfaces if damaged by gunshots, or when damaged coincident with damage to the sign cabinet in which the faces are installed. LED panels are also covered from vandalism for the duration of the electronics portion of the Limited Warranty (5 years). Excludes Cornerstone monument signs and other Cornerstone components.

6) Failed electronic parts or assemblies will be repaired or replaced, at the sole discretion of the Company. Replacement or repaired parts are warranted to be free from material defects in material or workmanship for ninety (90) days, or for the remainder of the Warranty Period of the Product they are replacing or in which they are installed, whichever is longer.

7) The Company will repair failed LED pixels if greater than one quarter of one percent (0.25%) of the total number of pixels in the sign have failed in one (1) calendar year, provided the sign is installed with the recommended ventilation system for its location. The definition of pixel failure is when all LEDs in the pixel will no longer emit light. Pixel repair is performed at the Company Repair Center. It is common knowledge within the sign industry that all LEDs degrade and produce less light as they age. Eventually the LEDs will require replacement even though the LEDs will still emit light. This Limited Warranty does not cover normal LED degradation.

8) Customer Obligations:

Failure by the Customer to properly maintain the Product will void coverage for affected components. The Customer shall notify the Company immediately of equipment failure and allow the Company full and free access to the Product when required. Waiver of liability or other restriction shall not be imposed as a site access requirement. The Customer is responsible for all costs and management oversight associated with providing the Company access to the Product, providing the necessary machines, communication facilities and other equipment, inclusive of but not limited to lifting equipment. Should on-site repair be required, Customer is required to have a responsible individual on-site to provide access to the Product as well as sign off on a completed work order.

9) Exclusions and Restrictions:

The Company reserves the right to restrict service, limit replacement parts, or invalidate this Limited Warranty to Customers whose account balance is past due. This Limited Warranty specifically excludes any on-site labor required to service the covered Product, including diagnosis, removal, and installation of parts and/or products. Any on-site service required by the Customer of Company technicians or a local Company-authorized service provider is billable to the Customer based on an agreed-upon written quote. This Limited Warranty does not apply to software. Software is covered by a separate agreement, which appears in the Company's software license agreement.

ID cabinet LED illumination and power supply are covered for two (2) years, when purchased as a system.

10) This Limited Warranty specifically does not cover the following:

   a) Third-party communication devices such as wireless devices and modems, which are covered by a separate electronic communication warranty. This includes the Ubiquiti wireless radios provided by Stewart Signs, which carry a one (1) year warranty from ship date when purchased with a new sign

   b) Damage to Product that has been moved from its original installation location or is mounted in a mobile structure.

c) Cosmetic damage to the Product (including but not limited to scratches and dents that do not otherwise affect the fit, form or functionality of the Product or materially impair its use).

d) Recovery or transfer of any data or software stored on the Product not originally installed on the Product by the Company.

11) This Limited Warranty specifically does not cover conditions, defects or damage caused by or resulting from the following:

a) Defects caused by: unreasonable or unintended use of Product; improper or unauthorized handling; accident; omission; neglect; vandalism (unless otherwise noted in this Limited Warranty); misuse; physical abuse; installation, use and/or fabrication, and maintenance of the Product by any party other than the Company.

b) Damage (not resulting from manufacturing defects) that occurs while the Product is in the Owner's control and/or possession, unless otherwise noted in this Limited Warranty.

c) Extreme physical or electrical stress or interference; environmental conditions beyond the Company's control, such as man-made or naturally occurring salt air/fog, electrochemical oxidation or corrosion and/or metallic pollutants. Also not covered is normal wear and tear; inadequate, improper, or surges of electrical power; lightning, floods, fire, acts of God, war, terrorism, or other external causes, including Force Majeure.

d) Unauthorized modification, including installation of third-party software on the Product.

e) Product modification or service by anyone other than: (a) the Company, (b) a Company-authorized service provider, or (c) Customer's own installation of Company approved parts with instruction from the Company. Service to damaged or malfunctioning Product which has not been ordered or authorized by the Company's Customer Satisfaction Department is not covered under this Limited Warranty and will automatically invalidate this Limited Warranty.

f) Computer viruses, Trojan horses, worms, self-replicating code or like destructive code which was not included in the Product by the Company.

g) Products installed with known or visible manufacturing defects at the time of installation.

12) The Company will provide and be responsible for the cost of shipping parts from the Company to the Customer, with the exception of sign faces replaced due to vandalism. Standard shipping via the United States Postal Service or other commercial parcel delivery company is the default method of delivery. Expedited delivery is available to the Customer at his or her expense.

13) Warranty claims must be registered with the Company within thirty (30) days of damage or malfunction. To register a claim, the Customer must contact the Company at the location specified below and provide (a) his or her name and any other required contact information, (b) Product and purchase descriptions, and (c) the nature of the defect. The Company reserves the right (at its sole discretion) to require proof of original purchase (e.g. paid invoice, receipt) and to visit the site of the installation or to require documentation of the claim before assuming any responsibility under the provisions of this Limited Warranty.

14) THE LIMITED WARRANTIES SET FORTH HEREIN ARE THE ONLY WARRANTIES MADE BY THE COMPANY IN CONNECTION WITH THE PRODUCT. THE COMPANY CANNOT AND DOES NOT MAKE ANY IMPLIED OR EXPRESS WARRANTIES WITH RESPECT TO THE PRODUCT, AND DISCLAIMS ALL OTHER WARRANTIES, INCLUDING, BUT NOT LIMITED TO, ANY WARRANTY OF MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE. THE COMPANY'S SOLE OBLIGATION UNDER THIS LIMITED WARRANTY SHALL BE TO REPAIR OR REPLACE MALFUNCTIONING OR DEFECTIVE PARTS OF THE PRODUCT. BUYER ASSUMES ALL RISK WHATSOEVER AS TO THE RESULT OF THE USE OF THE PRODUCT PURCHASED, WHETHER USED SINGULARLY OR IN COMBINATION WITH ANY OTHER PRODUCTS OR SUBSTANCES.

15) NO CLAIM BY BUYER OF ANY KIND, INCLUDING CLAIMS FOR INDEMNIFICATION, SHALL BE GREATER IN AMOUNT THAN THE PURCHASE PRICE OF THE PRODUCT WITH RESPECT TO WHICH DAMAGES ARE CLAIMED. IN NO EVENT SHALL COMPANY BE LIABLE TO BUYER IN TORT, CONTRACT OR OTHERWISE, FOR ANY SPECIAL, INDIRECT, INCIDENTAL, CONSEQUENTIAL, RELIANCE, PUNITIVE OR EXEMPLARY DAMAGES, OR FOR LOSS OF PROFIT, REVENUE OR USE, IN CONNECTION WITH, ARISING OUT OF, OR AS A RESULT OF, THE SALE, DELIVERY, SERVICING, USE OR LOSS OF USE OF THE PRODUCT SOLD HEREUNDER, OR FOR ANY LIABILITY THAT BUYER HAS TO ANY THIRD PARTY WITH RESPECT THERETO.

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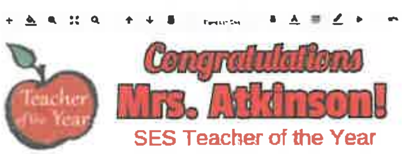

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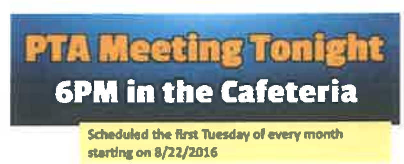

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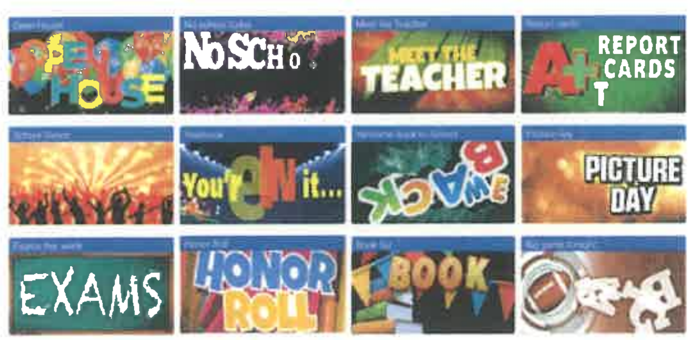

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Policy 6020: Parent Involvement

Status: ADOPTED

Original Adopted Date: 08/11/2020 | **Last Revised Date:** 05/13/2025 | **Last Reviewed Date:** 05/13/2025

The Board of Trustees 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 agree upon policy and strategies to 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.

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 to them to do so.

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 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 involvement opportunities and on barriers that may inhibit participation.

Title I Schools

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, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

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 shall 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)

Expenditures of such funds shall be consistent with the activities specified in this 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

If the district also receives funds under federal Title IV, Part E, 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)

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)

Non-Title I Schools

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)

Regulation 6020: Parent Involvement

Status: ADOPTED

Original Adopted Date: 08/11/2020 | **Last Revised Date:** 05/13/2025 | **Last Reviewed Date:** 05/13/2025

District Strategies for Title I Schools
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:

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. In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the district's local control and accountability plan (LCAP) in accordance with the review schedule established by the Board of Trustees

   b. Invite input on the plan from other district committees and school site councils

   c. Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the plan and the opportunity to provide input

   d. 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

   e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan

   f. 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

   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

In addition, 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 the section "School-Level Policies for Title I Schools" below. (20 USC 6318)

School-Level Policies for Title I Schools

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

3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement 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

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 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

    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, web site, 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)
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

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 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 web site, 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

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

Title I, Part A School-Level Parent and Family Engagement Policy

Alturas Elementary School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in the Every Student Succeeds Act (ESSA) sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

Alturas Elementary School has developed a written Title I Parent and Family Engagement Policy with input from parents and family members of participating students. The policy is informed from parent input at meetings and surveys. The purpose of the policy is to outline how parents and the district, along with school staff, will share the responsibility for improving student academic achievement and the means by which the district, schools, and parents will develop a partnership to help students achieve the state standards for success. The policy is distributed to all families through annual notification in the Parent Information Packet. The policy is available in Spanish when requested.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

The policy is reviewed annually and feedback provided from parents and the community during School Site Council (SSC) meetings. The SSC annually develops a plan to spend Title I funds on Parent and Family Engagement. Other feedback is gathered from parent surveys and other meetings, to make any amendments to the policy.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

Our district has a written Title I Parent and Family Engagement Policy and solicits input from Title I parents. All school sites actively recruit parents to participate as a representative of their local school. The district also solicits feedback annually through a survey to gather feedback on what is working well and which areas need improvement. The survey collects information on parent perceptions related to engagement, communication, resources, and relationships between parents and our schools.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

Educational Partners are able to review the Parent and Family Engagement policy at their convenience. Periodic updates are made as needed to reflect shifting needs and information based on input from annual parent surveys and input from other forums such as SSC and other parent and community meetings.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

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 roesters.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

Meetings are offered throughout the school day, as well as after school and in the evenings to accommodate our parents. Meetings are also offered virtually through Googlemeet. As needed, supervision is offered at events for children.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

Our SSC meets as required and is responsible for the development of the School Plan for Student Achievement (SPSA). The SPSA includes how the site will spend Title I funds for the purpose of family engagement. Alturas Elementary School also has an active parent club that provides opportunities for families to be involved with the school.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]:

The following are ways that the curriculum and assessments are communicated with our families: Curriculum is board approved. Teachers discuss with parents at the fall parent/teacher conferences and parent nights. The report card highlights focus standards students are expected to demonstrate proficiency in by the end of the school year. Assessment results from school/district assessments are reviewed with parents at the fall parent teacher conference. When state assessment results are available, these are made available to parents through a secure parent portal located in AERIES, our student information system. If parents have questions about testing or results, they may schedule a meeting with the teacher and/or administrator. The goal is to maintain open two-way communication between teachers and parents. The Title I Parent/Student/Teacher/Principal Compact is presented at fall conferences and meetings and serves as a plan jointly developed by teacher, parent, principal, and child, if appropriate, to support the student in achieving the academic standards set for the grade level. At any time during the year, a parent may request a meeting to discuss the child's education.

Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, submitting any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

Educational Partners are able to review the SPSA and provide comments by attending SSC meetings, which are open meetings, or submitting them to the school administrator or any SSC representative.

Alturas Elementary School's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on 3/6/2024. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually with the Parent Information Packet that includes an acknowledgement of receipt of the parent or guardian annual rights notification.

Signature Page

Beckie Lewis, Alturas Elementary School Principal

Name and Title of Authorized Official

Signature of Authorized Official

3/6/2024

Date

California Department of Education
April 2020

Title I, Part A School-Level Parent and Family Engagement Policy

Modoc Middle School and High Desert Community Day School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in the Every Student Succeeds Act (ESSA) sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing, distributing to, a written school parent and family engagement policy, agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

Modoc Middle School and High Desert Community Day School has developed a written Title I Parent and Family Engagement Policy with input from parents and family members of participating students. The policy is informed from parent input at meetings and surveys. The purpose of the policy is to outline how parents and the district, along with school staff, will share the responsibility for improve student academic achievement and the means by which the district, schools, and parents will develop a partnership to help students achieve the state standards for success. The policy is distributed to all families through annual notification in the Parent Information Packet. The policy is available in Spanish when requested.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

The policy is reviewed annually and feedback provided from parents and the community during School Site Council (SSC) meetings. The SSC annually develops a plan to spend Title I funds on Parent and Family Engagement. Other feedback is gathered from parent surveys and other meetings, to make any amendments to the policy.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements (ESSA Section 1116[b][3]):

Our district has a written Title I Parent and Family Engagement Policy and solicits input from Title I parents. All school sites actively recruit parents to participate as a representative of their local school. The district also solicits feedback annually through a survey to gather feedback on what is working well and which areas need improvement. The survey collects information on parent perceptions related to engagement, communication, resources, and relationships between parents and our schools.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

Educational Partners are able to review the Parent and Family Engagement policy at their convenience. Periodic updates are made as needed to reflect shifting needs and information based on input from annual parent surveys and input from other forums such as SSC and other parent and community meetings.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

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 roosters.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

Meetings are offered throughout the school day, as well as after school and in the evenings to accommodate our parents. Meetings are also offered virtually through Zoom and via phone conference. As needed, supervision is offered to provide supervision for children, such as Back to School Night, Open House, and other special events.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116[c][3]):

Our SSC meets as required and is responsible for the development of the School Plan for Student Achievement (SPSA). The SPSA includes how the site will spend Title I funds for the purpose of family engagement. Modoc Middle School also has an active parent club that provides opportunities for families to be involved with the school.

Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part

A; a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA sections 1116[c][4][A-C]:

The following are ways that the curriculum and assessments are communicated with our families:

Curriculum is board approved. Teachers discuss with parents at the fall parent/teacher conferences and parent nights. The report card highlights focus standards students are expected to demonstrate proficiency in by the end of the school year.

Assessment results from school/district assessments are reviewed with parents at the fall parent teacher conference. When state assessment results are available, these are made available to parents through a secure parent portal located in AERIES, our student information system. If parents have questions about testing or results, they may schedule a meeting with the teacher and/or administrator.

The goal is to maintain open two-way communication between teachers and parents. The Title I Parent/Student/Teacher/Principal Compact is presented at fall conferences and meetings and serves as a plan jointly developed by teacher, parent, principal, and child, if appropriate, to support the student in achieving the academic standards set for the grade level. At any time during the year, a parent may request a meeting to discuss the child's education.

Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents of participating children in Title I, Part A programs, submitting any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

Educational Partners are able to review the SPSA and provide comments by attending SSC meetings, which are open meetings, or submitting them to the school administrator or any SSC representative.

Modoc Middle School's and High Desert Community Day School's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on 4/2/2026. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually with the Parent Information Packet that includes an acknowledgement of receipt of the parent or guardian annual rights notification.

Signature Page

Matt McCandless, Modoc Middle School Principal

Name and Title of Authorized Official

Signature of Authorized Official

4/2/2026

Date

Title I, Part A Local Educational Agency (LEA) Parent and Family Engagement Policy

Modoc Joint Unified School District, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children a written LEA parent and family engagement policy.

Describe how parents and family members are involved in the development of the Title I, Part A parent and family engagement policy (Every Student Succeeds Act [ESSA] Section 1116[a][2]):

Parents, members of the community and school staff will work to design and implement the Parent and Family Engagement Policy. Modoc Joint Unified School District will publicize and actively recruit the participation of a diverse parent population.

Describe how parents and family members will be involved in the development of the LEA Plan and support and improvement plans under ESSA Section 1111(d)(1-2) (ESSA Section 1116[a][2][A]):

Parents and family members will be involved in the development of the LEA Plan and support and improvement plans through participation in advisory committees and educational partners meetings. These sessions are scheduled throughout the year to ensure continuous engagement. Parents are also invited to participate in the review process of these plans, providing feedback through surveys and public comment opportunities. The district ensures that all communications are accessible and inclusive to encourage maximum participation.

Describe how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, and how this may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116[a][2][B]):

The LEA provides coordination, technical assistance, and support through professional development for staff on effective parent and family engagement strategies. This includes workshops, webinars, and training sessions. The district also collaborates with local businesses, community organizations, and experts to develop and implement engagement activities. These partnerships help to bring additional resources and expertise into our schools, enhancing our engagement efforts. Regular consultations with these educational partners ensure that our strategies are relevant and effective.

Describe how the LEA coordinates or integrates parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA Section 1116[a][2][C]):

The LEA coordinates and integrates parent and family engagement strategies with other programs such as Head Start, Special Education, and English Learner programs to provide a cohesive approve to family engagement. This integration ensures that all families receive consistent and comprehensive support. The district aligns its engagement activities with federal and state requirements, ensuring compliance while maximizing the effectiveness of our efforts. Collaborative planning sessions with representatives from various programs help to streamline activities and resources.

Describe how the LEA will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A (ESSA Section 1116[a][2][D]):

The LEA will conduct an annual evaluation of the parent and family engagement policy by distributing surveys to parents and family members to gather their feedback on the policy's effectiveness. Additionally, focus groups and public meetings will be held to discuss the policy and its impact on academic quality. The findings from these evaluations will be reviewed by the Parent Advisory Committee (PAC), which includes parents, family members, and community representatives. The results will be used to make necessary adjustments to the policy and improve engagement strategies.

Describe how the LEA includes the following in the annual evaluation of the Title I, Part A parent and family engagement policy: identify barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and identify strategies to support successful school and family interactions (ESSA Section 1116[a][2][D][i-iii]):

In the annual evaluation of the Title I, Part A parent and family engagement policy, the LEA will:

Conduct surveys and focus groups specifically designed to identify barriers to parent participation, with an emphasis on economically disadvantaged families, families with disabilities, limited English proficiency, limited literacy, or minority backgrounds. We will also gather feedback from community organizations and representatives who work closely with these groups to understand the specific challenges they face.

The district will perform needs assessments to identify what parents and family members need to support their children's learning, including resources and training to engage effectively with school personnel and teachers. We will also offer workshops and training sessions for parents to build their capacity to support their children's education and improve their own literacy and language.

Describe how the LEA will use the findings of such evaluation ESSA Section 1116(a)(2)(D)(i-iii) to designed evidence based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policy (ESSA Section 1116[a][2][E]):

The LEA will collect data from surveys, focus groups, and other feedback mechanisms to understand the specific barriers and needs of parents and family members. Trends and common themes will be identified from the collected data, highlighting areas where parental involvement can be improved.

Based on the identified barriers and needs, the LEA will design programs and initiatives that specifically address these issues. For example, if language barriers are identified, the LEA will provide translation services and bilingual communication. Provide training and resources for parents to build their capacity to support their children's education. This includes workshops on how to assist with homework, understanding the curriculum, and utilizing technology for learning. The district will create more flexible opportunities for parental involvement, such as virtual meetings, evening workshops, and events that accommodate parents' schedules.

Based on the feedback the LEA will make necessary revisions to the parent and family engagement policy. This ensures that the policy remains relevant and effective in addressing the evolving needs of the families. The district will continuously monitor the implementation of the revised strategies and make adjustments based on real-time feedback and outcomes.

The district will maintain transparent communication with parents and family members about the changes being made, the reasons for these changes, and how they can participate in the process.

By following these steps, the LEA will ensure that the parent and family engagement policy is not only evidence-based but also dynamic and responsive to the needs of the community, leading to more effective parental involvement and improved student outcomes.

Describe how the LEA involves parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy (ESSA Section 1116[a][2][F]):

The LEA establishes a PAC consisting of a diverse and representative group of parents and family members form each school served under Title I, Part A. The PAC includes parents from various socioeconomic backgrounds, those with limited English proficiency, parents of students with disabilities, and representatives of different racial and ethnic groups to ensure comprehensive representation. Recruitment efforts include outreach through school newsletters, social media, and direct invitations to ensure broad participation.

The PAC meets regularly, at least quarterly, to discuss the development. During these meetings, committee members provide feedback on current engagement practices, identify barriers to participation, and suggest strategies for improvement. The LEA utilizes surveys and feedback forms distributed to all parents to gather input on engagement activities and policies. The LEA holds public meetings and forums where parents can express their views and contribute to the policy-making process.

Parents on the advisory committee collaborate with school administrators and teachers to draft new engagement policies or revise existing ones. The draft policies are reviewed by the committee, along with feedback incorporated before final approval.

The LEA recognizes the contributions of parents and family members through awards, certificates, and public acknowledgment at school events. Incentives such as childcare during meetings and refreshments are provided to encourage parent participation.

By implementing these strategies, the LEA ensures that parents are actively involved in the activities of the schools, contributing to the development, revision, and review of the parent and family engagement policy. This collaborative approach fosters a strong partnership between schools and families, enhancing student achievement and school performance.

Modoc Joint Unified School District's Title I, Part A LEA Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on 5/18/2026. The LEA will distribute the Policy to all parents and family members of participating Title I, Part A students annually with the Parent Information Packet that includes an acknowledgement of receipt of the parent or guardian annual rights notification.

Signature Page

Rebecca Lewis, Superintendent

Name and Title of Authorized Official

Signature of Authorized Official

5/18/2026

Date

Superintendent
Rebecca Lewis

MODOC
Joint Unified School District

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

ASSOCIATED STUDENT BODY (ASB) REPORT

PERIOD ENDING:

April 30, 2026

To: Beckie Lewis, Superintendent
From: Elizabeth Nikki Guzman, Business Manager
Date: June 3, 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	$8,557.18	+$850.00	-$744.60	$8,662.61
Modoc High School	$217,786.99	+$6,902.15	-$18,682.88	$206,006.26

On the following page is a balance summary report for each school's ASB account.

ASSOCIATED STUDENT BODY (ASB) SUMMARY
PERIOD ENDING: April 30, 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	12,676.45
2027 Class	8,084.87
2028 Class	5,339.51
2029 Class	2,355.14
Academic Decathlon	743.73
Art	3,338.84
Athletics	12,806.54
Baseball	1,922.49
Boys Basketball	2,344.69
Cheerleading	4,611.82
CNC	796.35
Cross Country	535.43
CSF	102.88
FFA	7,075.33
FFA-Allen Clark Scholarship	6,918.68
FFA - Greenhouse	2,197.80
FFA - Shop	4,472.60
FFA Floral	3,242.09
FFA National Convention	11,742.38
Football	2,971.54
Girls Basketball	10,974.95
Golf	1,142.17
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	3,497.28
Testing	2,072.05
Track	610.47
Volleyball	3,051.14
Warner High School	504.06
Woodshop	2,670.76
Wrestling	6,276.36
Yearbook	9,437.53
Total MHS ASB	**$199,904.40**

Modoc Middle School ASB	
Yearbook	3,760.54
Book Club	101.74
MMS ASB	4,794.33
Total MMS ASB	**$8,656.61**