

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

## LEA Name

Modoc Joint Unified School District

## CDS Code:

25-73585-0000000

## Link to the LCAP:

*(optional)*

[www.modoc.k12.ca.us](http://www.modoc.k12.ca.us)

## For which ESSA programs apply to your LEA?

Choose From:

### TITLE I, PART A

Improving Basic Programs Operated by  
State and Local Educational Agencies

### TITLE II, PART A

Supporting Effective Instruction

### TITLE IV, PART A

Student Support and Academic  
Enrichment Grants

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

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

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

## Instructions

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

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

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

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

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

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

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

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

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

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

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

## Strategy

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

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

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

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

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

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

## Alignment

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

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

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

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

### Overuse in Discipline Practices that Remove Students from the Classroom

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

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

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The poverty criteria used to allocate Title I funds to school sites is based on the number of children eligible for Free and Reduced Price Meals (FRPM) under the National School Lunch Act.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

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

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

The district reviews students performance on local and state assessments to determine gaps in student learning. This data is reviewed at weekly staff collaboration meetings. In this case we are fortunate to be a small school district which allows us to match students and teachers based off what the parents, the administration and teaching staff believe to be the best fit from a relationship standpoint between teacher and student. To emphasize, when students are placed in classes, the primary factor that is considered is whether or not the placement is the best possible learning environment for the student.

Roughly 65% of MJUSD students are classed as low-income, therefore it is not mathematically possible to match all low-income student with ineffective, inexperienced or out-of-field teachers. MJUSD does not have a large amount of ethnic diversity with roughly 30% of district students being a race other than white. As stated above, student income status and ethnicity are never considered when placing students with teachers.

MJUSD has difficulty recruiting teachers to the area due to its geographic isolation. Because of this we usually have between two to five intern teachers per year. These teachers are highly supported by the district and the county office of education to ensure students are receiving the best possible education we can give them.

Using the California school dashboard, the district has one equity gap and that is the graduation rate of socially economically disadvantaged students when compared to all students. Multiple meetings were held with stakeholders in order to identify strategies to address the equity gap. We will be offering more CTE pathways to attract students who are not college bound. Advisory periods will be modified in order to give staff the opportunity to build relationships with students. We will be providing field trips out of the area to look at career opportunities for kids in order to hopefully give the students a sense of purpose.

#### Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).  
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Describe how the LEA will carry out its responsibility under Section 1111(d): The district provides several communication services for parents in order to enhance and improve their involvement. The district Parent Involvement Policy is distributed annually to all parents and guardians as part of our Parent Information Packet at the beginning of each new school year. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations.

Modoc Middle School has held two parent meetings regarding Comprehensive Support and Improvement (CSI) and plans to move the school forward in order to improve academics. These meetings have been well publicized and have been well attended. Letters have also been mailed to middle school parents to inform them of the middle schools status and plans to move forward. We are fortunate the school is small enough so all concerned parents and community members can meet with administration to voice their concerns. The response from parents regarding CSI has been positive.

The district provides several communication services for parents to enhance and improve their involvement. The district Parent Involvement Policy is distributed annually to all parents and guardians as part of our Parent Information Packet at the beginning of each new school year. The Parent Involvement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116: MJUSD Administrative Regulation 6020 provides multiple opportunities to involve parents, students and community members in our schools. The individual school sites review the family engagement policy with school site councils from which they gain input and make adjustments as necessary. School sites have active school site councils which help determine use of Title I funds. The site councils are also used as a platform for communication between the school site and the parents selected by their peers to serve. Site councils cover a wide range of topics at each meeting.

In addition to site councils, sites have well established parent committees to address the variety of needs and concerns that arise during a school year. These parent committees are open to anyone at any time. In addition to parent committees, the middle and high school operate student leadership programs in which students are empowered to discuss issues the sites may be having and also help site administration with problem solving.

When the school sites or the district feel it is necessary to address an issue that needs a specific attention, public meetings are scheduled to ensure all community members have a platform to voice their concerns and help solve the issue. This is also a venue we use to discuss the importance of state initiatives such as the implementation of the challenging state academic standards and the importance of state and local academic assessments. These meetings provide an opportunity to educate parents on what their children are required to learn and how to monitor their child's progress. It also affords an opportunity for parents to work with educators to improve the achievement of their children.

Some of the largest district events are back to school night, AVID nights, parent teacher conferences, and open house. During these events the district invites several agencies to participate such as Modoc County Public Health, Head Start, local post secondary institutions, first responders, and local medical professionals. The idea behind these events is to open the door to the variety of services that are available to our students and their families.

The district has hired a social worker to further build a bridge between students, parents and the schools. The district employs two bilingual paraprofessionals to work with our Spanish speaking families, Spanish being our only significant subgroup of non-English speakers. Information is provided to families in their native language when it is known by staff it is necessary or as requested. The District will hold meetings with families and the community in a variety of locations in order to accommodate the needs of families. Site administration and staff will meet in homes of families quite often in order to ensure all families have access to the educational system. We are fortunate that we are small enough of a district to understand the individual needs of each family.

A topic of particular interest over the past few years has been working with students and families that dealing with trauma on a regular basis. Through these trainings district staff has been taught how to better communicate and work with these families that exist in difficult situations.

The district provides an app that students and parents can download in order to track student performance. In order to meet the needs of parents that do not have access to technologies, sites will have technology for parents available at their leisure and utilize. Instruction on how to use the technology will also be provided by district employees.

The district provides opportunities for the participation of parents and family members with disabilities by providing accommodations when needed. Special accommodations, such as sign language, are made for communicating with families that have accessibility needs or other special needs which make corresponding with the school difficult. Opportunities are provided for the informed participation of parents and family members of migratory children by meeting with parents and family members before students are away from school for an extended period of time. Our caring staff



makes every effort once the students return to school after an extended absence to help parents help their child(ren) overcome educational disruption.

MJUSD has formed a very tight community with the people it served, and community members know that the doors are always open whenever they have needs or concerns they would like to discuss.

### **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children** ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

SWP: Title I funds at our three school wide program sites are used for paraprofessionals to provide intervention services and instructional support, staff professional development, supplemental instructional supplies, outside of the classroom learning opportunities, and a social worker.

TAS: Two Title I funded school sites are targeted support programs: Warner High School and High Desert Community Day School. The sites are very small in enrollment, typically under ten students. Because of the small student population, students needs are met by certificated and support professionals on an individual basis. Student needs are evaluated based upon student performance on several local assessments, such as the Measure Academic Progress (MAP), SIPPS, and Accelerated Reader. The CAASPP is also used to assess student abilities. Using these and other data points allow staff to target the specific needs of each student.

Neglected or delinquent: "N/A"

Two Title I funded school sites are targeted support programs: Warner High School and High Desert Community Day School. The sites are very small in enrollment, typically under ten students. Because of the small student population, students needs are met by certificated and support professionals on an individual basis. Student needs are evaluated based upon student performance on several local assessments, such as the Measure Academic Progress (MAP), SIPPS, and Accelerated Reader. The CAASPP is also used to assess student abilities. Using these and other data points allow staff to target the specific needs of each student.

### **Homeless Children and Youth Services** ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Modoc Joint Unified School District Board Policy 6173 covers direct/indirect services on education for homeless children. Transportation services are currently provided for all students to ensure that homeless children will have equal access to the same free, appropriate public education and other services that are provided to all students. The district does not receive any McKinney-Vento funds.

The Title I reservation for homeless education is held for the school year in the event services are requested. If it goes unused, the funds are reallocated the next year to school sites.

### **Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

MJUSD has a thriving AVID program at all levels. Because of this, transitions between elementary and middle school, middle and high school, and high school to college/career are somewhat smooth. Students are involved in orientation at all district schools so they can get a lay of the land before school begins. Students are prepared for the transitions through a variety of organizational techniques that are embedded in curriculum at all grade levels. Students travel out of the district frequently to visit colleges. Students not on a college track will visit a variety of employers to inform them of the wide range of employment options they have. The district continues to invest in and expand its career technical education programs.

### **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The funding listing on the ConApp Title I, Part A Allocation & Reservation form for other authorized activities (\$4,660) is used to provide an iPhone and Android parent application which allows parents to access grades, stay informed of school activities and provide enhanced access to school employees.

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

All new certificated employees in the district are enrolled in state induction programs, be it teachers or administrators. The district fully supports staff involved in induction programs and covers the cost of said programs. Being a very small, rural school district, we have to create experts from our employees who then share their expertise at regularly scheduled professional development opportunities. The collaborative effort of teachers and administrators is unparalleled and the two groups move the district forward as coworkers with a common goal of ensuring all students are successful.

Professional growth programs are evaluated using student performance data, the assumption being if the professional growth is effective, student outcomes will improve. We use local assessment such as the Measure of Academic Progress, student attendance and student discipline events. We also use state CAASPP scores. Also, being an AVID district, we use the AVID performance metrics to evaluate classroom instruction and further evaluate student performance. We use the study of these data to evaluate professional development needs that will ensure we meet the needs of our students.

MJUSD is a district where all employees are encouraged to take the reigns and be leaders.

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The district has one school site in CSI, that being Modoc Middle School (MMS). MMS was allocated \$172,442 for CSI activities. This is a very large amount for a school with roughly 200 students and the site will not be able to spend it all in 2019-20. Because of this funding, the MMS staff will be able to receive professional development that goes above and beyond the other district sites. It is important to emphasize that because of the large amount of CSI funding there is no reason to allocate additional professional development funds to MMS. So when you ask how the district prioritizes funds in order to fully support schools in CSI, the honest response is we do not allocate additional Title II, Part A funds to MMS. There is a disconnect in understanding the variety California offers. MJUSD is located in a very remote isolated part of the state. We are currently short staffed as many people do not prefer this type of lifestyle. It would be very simple and appropriate to spend CSI funds on temporary personnel, but we cannot secure permanent employees on an ongoing basis, let alone temporary employees. Because we are unable to fully staff the district, a large amount of CSI funds will be available for professional development.

The district is fortunate to receive professional development funds from a variety of sources. Because of this, as well as the information provided above, the district has chosen to focus Title II funds to support two additional staff professional development days. These are required work days for all instructional staff. We understand that low performing schools deserve additional support and the CSI funds will do that. It is the goal of the district that all of our students are taught by the most highly trained professional educators we can provide. Thus Title II funds are spent district wide.

### **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

MJUSD uses data to define needs, set goals, plan interventions, and evaluate progress. MJUSD uses technology to support the use of data in decision making and engages the school community (teachers, parents, students, administrators) in using data to analyze strengths, weaknesses, and opportunities for school improvement. During teacher collaboration days, as well as staff meetings, data is analyzed or discussed to help in determining what a student should be able to understand, do, or know at every grade level and in every content area. Teachers work together to determine the outcome or success levels for their students through analysis of several types of data such as standardized tests and MAP testing. Data is dispersed and shared throughout the school year. After reviewing the data, a discussion and action follows to address the findings and specific needs of students and programs.

MJUSD held the following meetings to consult with stakeholders to update and improve Title II, Part A-funded activities: Parent LCAP Advisory Committee – The parent advisory committee met on October 16, 2018, November 7, 2018, December 20, 2018, January 30, 2019, February 20, 2019, March 27, 2019 and June 4, 2019.

Students – Students from Modoc High School were consulted on April 24, 2019.

The School Board - As an integral part of the district governance team providing local accountability, the School Board has been involved in the LCAP development and approval throughout the process. Monthly School Board Meetings were held and the LCAP development was on the agenda each month. The School Board will consider the approval of the LCAP on June 18, 2019.

Modoc Teachers Association (MTA) - The relationship between MTA and MJUSD is strong. Frequent meetings are held with the MTA leadership to address LCAP and other concerns.

Teamsters Local 137 - Teamsters were consulted on March 11, 2019.

Teachers - Teachers that wanted to be part of the LCAP formation were consulted on March 20, 2019. Early morning and late afternoon meetings were held to maximize attendance.

Foster Youth - A foster youth representative was consulted on March 25, 2019.

Other Staff - Other staff was consulted with on March 7, 2019.

Administrators - Administrators were consulted during regularly scheduled administration meetings.

Community - Community meetings were held on January 24, 2019, February 4, 2019, March 4, 2019, and May 2, 2019. The public hearing for the LCAP will be held on June 11, 2019.

Consultations are very open and dialogue is frequent. All groups are comfortable having difficult conversation as MJUSD is struggling in several areas. There has been a tremendous amount of attention given to student attendance, student behavior, and academic performance.

Other staff and administrators are consulted often via cabinet meetings. The goal is to continue laying the groundwork for a system where our student population can thrive.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

MJUSD held the following information sharing and input gathering sessions:

Parent LCAP Advisory Committee – The parent advisory committee met on October 16, 2018, November 7, 2018, December 20, 2018, January 30, 2019, February 20, 2019, March 27, 2019 and June 4, 2019.

Students – Students from Modoc High School were consulted on April 24, 2019.

The School Board - As an integral part of the district governance team providing local accountability, the School Board has been involved in the LCAP development and approval throughout the process. Monthly School Board Meetings were held and the LCAP development was on the agenda each month. The School Board will consider the approval of the LCAP on June 18, 2019.

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Foster Youth - A foster youth representative was consulted on March 25, 2019.

Other Staff - Other staff was consulted with on March 7, 2019.

Administrators - Administrators were consulted during regularly scheduled administration meetings.

Community - Community meetings were held on January 24, 2019, February 4, 2019, March 4, 2019, and May 2, 2019. The public hearing for the LCAP will be held on June 11, 2019.

Consultations are very open and dialogue is frequent. All groups are comfortable having difficult conversation as MJUSD is struggling in several areas. There has been a tremendous amount of attention given to student attendance, student behavior, and academic performance.

Parents continue to voice concern about poor student behavior taking away from student learning. Another frequent topic of discussion was the keeping the Wednesday minimum days for professional learning communities. MJUSD has not seen academic growth so the efficacy of these is questionable. However, the threat of eliminating the minimum days for professional development served as a rallying cry for staff. Organization and planning for these days is very strong at this time and the momentum moving forward appears genuine. A presentation was made by staff to the parent advisory committee with the result being parents in favor of going one more year with the minimum day professional learning community model. The parent committee believes parents need to be more accountable for student behavior and actions, particular at the elementary level.

Students at MHS seemed very content. There was not a lot of input as far as how to improve the schools so they could achieve their desired outcome. Students want to be active learners, not just lectured to. They appreciate the efforts of high school staff in improving the shops and adding electives. They would like more opportunities to see not just colleges but different career fields in larger communities.

MTA and Teachers meetings focused on finding solutions to our current issues. They were very open and productive. Teachers want to have more say in decision making when it comes to professional development and other aspects of the work environment. There seems to be a desire to work hand in hand with administration to achieve an optimal learning environment.

Foster Youth meeting was positive. It is understood the district is trying to meet the needs of all students.

Other staff and administrators are consulted often via cabinet meetings. The goal is to continue laying the groundwork for a system where our student population can thrive.

The community meetings were held using an entirely different format than the past. Information gained in these meetings is being utilized and/or implemented. Two of the most frequent comments were rewarding students when they do good and doing a better job of promoting the positive things that occur in the district.

From all of these collaborative efforts it was decided to hire a social worker using nearly all available Title IV funds. The amount of disruption and behavior issues in the district indicates this is a very wise and strategic move that will improve

the District learning environment. The social worker will work hand in hand with behavior specialists from the county office of education and Modoc County Behavioral health. Having the ability to reset multiple students and prepare them to return to the classroom to learn will have a significant impact on our student performance. In addition to enhancing the mental health of our students, the social worker will help create a safe learning environment where all students can learn.