

AGENDA
MERCED COUNTY BOARD OF EDUCATION
February 20, 2024
REGULAR BOARD MEETING

Merced County Office of Education - 632 West 13th Street, Merced CA 95341 – Board Room
The meeting begins at 3:00 p.m.

[These proceedings may be recorded.]

I. Open

A. Call to Order at _____ PM by Chairperson _____

B. Roll Call: Fred Honoré, Chairperson _____
Dennis Hanks, Vice Chairperson _____
Frank Fagundes, Member _____
Tim Razzari, Member _____
Geneva Brett, Member _____

C. Others Present: _____

*The Board will identify closed session agenda item(s) and proceed into Closed Session.
The public is invited to comment on identified items prior to adjournment into Closed Session.*

The Board will proceed into Closed Session.

II. Closed Session for Appeal of Pupil Expulsion #2024-01

3:00 PM – Expulsion # 2024-01

III. Executive Session for Board Deliberation of Pupil Expulsion # 2024-01

IV. Closed Session for Action of Pupil Expulsion #2024-01

The Board will proceed into Open Session.

V. Open Session – Reported Action of Pupil Expulsion # 2024-01

Motioned by _____ Seconded by _____ Roll Call Vote: Honoré _____
Hanks _____
Fagundes _____
Razzari _____
Brett _____

VI. Flag Salute - Pledge Allegiance to the Flag

VII. Consent Agenda: Items listed under Consent Agenda are considered to be routine administrative functions and will be acted on by the Board in one motion and one vote. Any items under the Consent Agenda may be discussed; however, if the item needs further clarification and discussion, it may be removed from the Consent Agenda at the request of the Board or the Superintendent and considered separately. Information concerning Consent Agenda items will be provided to each Board member for study prior to the meeting. It is understood that the Superintendent recommends approval of all consent items unless otherwise noted. (*Board Bylaw 9322*)

- A. Minutes of Regular Meeting on January 16, 2024
- B. **Resolution No. 2024-03** Recognizing March 2024 as Arts Education Month

Motioned by _____ Seconded by _____ Vote _____

VIII. Written Communications

- A. Correspondence Received By Chairperson
- B. Correspondence Received By Board Members
 - 1. Form 700 – Statement of Economics Interests
- C. Correspondence Received By Superintendent

IX. Call for Public Comments on Agenda & Non-Agenda Items

During this portion of the agenda, the public is invited to address the Board on any item of interest that is within the Board's jurisdiction (*Education Code 35145.5; Government Code 54954.3*). The Board shall conduct no discussion, deliberation, or action on any item not appearing on the posted agenda, except as authorized by law raised (*Education Code 35145.5, Government Code 54954.2*). Members of the public are limited to five minutes on each topic or agenda item and public participation cannot exceed 20 minutes total for each topic or agenda item (*Government Code 54954.3; Board Bylaw 9322 & 9323*).

X. Future Agenda Items

XI. Superintendent's and Board Member's Report (Information/Discussion Only)

- A. Report of Independence Auditor's Report for Fiscal Year Ended June 30, 2023, by EideBailly Mark Dieu
CPA Manager
<https://mcoeorg.finalsite.com/departments-programs/business-services/internal-business>
- B. Educational Alliance Report Martin Macias & Emily Tietjen
Assistant Superintendent & Coordinator-Ed. Svcs
- C. 2023/2024 Mid-Year Local Control Accountability Plan (LCAP) Cindy Gentry, Coordinator
Budget overview for Parents Schools operated by Merced County Office of Education
- D. 2022/2024 Mid-Year Local Control Accountability Plan (LCAP)
Budget overview for Merced Scholars Charter School
- E. 2023/2024 Mid-Year Local Control Accountability Plan (LCAP)
Budget overview for Come Back Charter School
- F. Report on Attendance of the CTA Annual School Board Dinner Board Members/Superintendent
- G. Board Member's Report (*if any*) Board Members

H. Superintendent's Report

Steve M. Tietjen

1. MCOE's Annual Report on Our Schools
[Annual Education Report - Merced County Office of Education \(mcoe.org\)](https://www.mcoe.org/)
2. Parent Leadership Institute Conference – March 2, 2024
3. MCSBA Spring Dinner – March 25, 2024 @ Atwater Juniper Elementary School

XII. Business Items for Action

A. Quarterly Uniform Complaint Report

Emily Tietjen
Coordinator-Ed. Svcs.

It is recommended that the Board of Education review and approve the Uniform Complaint Report Summary for Quarter Period October 2023 through December 2023

Motioned by _____ Seconded by _____ Vote _____

B. 2024 Ballot for CSBA Delegate Assembly

Steve M. Tietjen
County Superintendent

It is recommended that the Board of Education authorize cast ballot for the 2024 Ballot for CSBA Delegate Assembly for Region 8 (Merced County) and the 2024 Ballot for CSBA Delegate Assembly for Subregion 8-D

Motioned by _____ Seconded by _____ Vote _____

XIII. Adjournment: _____ PM

Motioned by _____ Seconded by _____ Vote _____

Americans With Disabilities Act Assistance: Auxiliary aids and services include a wide range of services and devices that promote effective communication for individuals with disabilities. If you require such assistance, please notify the Office of the Superintendent at (209) 381-6601 as soon as possible. Every effort will be made to give primary consideration to expressed preferences or provide equally effective means of communication to ensure equal access to the meetings of the Merced County Board of Education.
(Government Code 54954.2) (Board Bylaw 9320 & 9322)

Availability of Documents for Public Inspection: Any disclosable public records related to an open session item on a regular meeting agenda and distributed by the Merced County Office of Education to all or a majority of the members of the Merced County Board of Education less than 72 hours prior to that meeting are available for public inspection in the Superintendent's Office at the Merced County Office of Education, 632 West 13th Street, Merced, CA 95341, during normal business hours. The agenda is made available on our website: www.mcoe.org (Government Code 54957.5) (Board Bylaw 9320 & 9322)

Merced County Board of Education

Consent Agenda



Steve M. Tietjen, Ed.D. | County Superintendent of Schools

MINUTES
MERCED COUNTY BOARD OF EDUCATION
January 16, 2024

REGULAR BOARD MEETING

Merced County Office of Education Board Room
632 W. 13th Street, Merced, CA 95341

I. Opening

- A. Board Chairperson, Fred Honoré, called the regular meeting of the Merced County Board of Education to order at 3:00 PM.
- B. Members present were Fred Honore, Dennis Hanks, and Geneva Brett. Frank Fagundes and Tim Razzari were absent.
- C. Others present: Barbara Brown, Cindy Gentry, Cristina Vara, Nathan Quevedo, Martin Macias, Laura Fong, Janet Riley, Rosa Barragan, Kimberly Chastain, Stephanie Richardson, May Moua, Maria Cuevas, Yolanda Campos-Senior Executive Assistant to the Superintendent, Steve M. Tietjen-County Superintendent

II. Flag Salute – Pledge of Allegiance to the Flag

III. Consent Agenda: Items listed under Consent Agenda are considered to be routine administrative functions and will be acted on by the Board in one motion and one vote. Any items under the Consent Agenda may be discussed; however, if the item needs further clarification and discussion, it may be removed from the Consent Agenda at the request of the Board or the Superintendent and considered separately. Information concerning Consent Agenda items will be provided to each Board member for study before the meeting. It is understood that the Superintendent recommends approval of all consent items unless otherwise noted. (*Board Bylaw 9322*)

- A. Minutes of Regular Meeting on December 18, 2023
- B. Resolution No. 2024-01 Recognizing February 2024 as Black American History Month

Geneva Brett moved and Dennis Hanks seconded the motion to approve the Consent Agenda as submitted. The motion carried with a vote of 3-0 (*Fagundes & Razzari absent*).

IV. Written Communications

- A. Correspondence Received By Chairperson: None.
- B. Correspondence Received By Board Member: None.
- C. Correspondence Received By Superintendent: None.

V. Call for Public Comments on Agenda & Non-Agenda Items

The public was invited to address agenda items, submit items within the subject matter jurisdiction of the Board for future consideration, or speak to issues related to the function and operation of the County Board of Education.

No comments were made.

VI. Future Agenda Items

VII. Superintendent's and Board Members' Report (Information/Discussion Only)

- A. Report of Independence Auditor's Report for Fiscal Year Ended June 30, 2023, by EideBailly: Representatives were not present to provide the Report of Independence Auditor's Report for the Fiscal Year Ended June 30, 2023. The report was included in the packet. This item was tabled for the next meeting. Janet Riley, Assistant Superintendent for the Business Services department shared briefly about the Governor's budget.

- B. Board Member's Report *(if any)*: None.
- C. Superintendent's Report:
 - 1. MCOE's Annual Report on Our Schools – February 8, 2024

VIII. Business Items for Action

A. Outstanding Employee Selection Committee

It is recommended that the Board of Education select a Board Representative to serve on the *Outstanding Employee Selection Committee* (current rep: Frank)

Geneva Brett moved and **Dennis Hanks** seconded a motion to select **Frank Fagundes** to serve as Board Representative of the Outstanding Employee Selection Committee. The motion carried with a vote of 3-0 (*Fagundes & Razzari were absent*).

B. MCSBA Executive Committee

It is recommended that the Board of Education select a Board Representative to serve on the *Merced County School Boards Association (MCSBA) Executive Committee*. (current rep: Geneva) [2-year term, expires 2025]

Dennis Hanks moved and **Geneva Brett** seconded a motion to select **Geneva Brett** to serve as the Board Representative of the Merced County School Boards Association (MCSBA) Executive Committee. The motion carried with a vote of 3-0 (*Fagundes & Razzari were absent*).

C. Head Start Policy Council

It is recommended that the Board of Education select a Board Representative to serve on the *Head Start Policy Council*. (current rep: Frank) [2-year term, expires 2025]

Geneva Brett moved and **Dennis Hanks** seconded a motion to select **Frank Fagundes** to serve as the Board Representative of the Head Start Policy Council. The motion carried with a vote of 3-0 (*Fagundes & Razzari were absent*).

D. Merced County Committee on School District Organization

It is recommended that the Board of Education select a Board Representative to serve on the *Merced County Committee on School District Organization*. (current rep: Geneva) [4-yr term, expires 2025]

Dennis Hanks moved and **Geneva Brett** seconded a motion to select **Geneva Brett** to serve as the Board Representative of the Merced County Committee on School District Organization. The motion carried with a vote of 4-0 (*Fagundes & Razzari were absent*).

E. Merced County Board of Education Regular Meeting Schedule

It is recommended that the Board of Education approve the Merced County Board of Education Regular Meeting Schedule for July 2024 through June 2025

Dennis Hanks moved and **Geneva Brett** seconded a motion to approve the Merced County Board of Education Regular Meeting Schedule for July 2024 through June 2025 as submitted. The motion carried with a vote of 3-0 (*Fagundes & Razzari were absent*).

F. 180-Day Wait Period Exception Resolution [Resolution No. 2024-02]

It is recommended that the Board of Education approve **Resolution No. 2024-02** Declaration of 180-Day Wait Period Exception and Appointment of Interim Retired Annuitant Position to the vacant position of Director of Business Services under Government Code Section 21224 effective January 17, 2024.

Dennis Hanks moved and **Geneva Brett** seconded a motion to approve **Resolution No. 2024-02** Declaration of 180-Day Wait Period Exception and Appointment of Interim Retired Annuitant Position to the vacant position of Director of Business Services under Government Code Section 21224 effective January 17, 2024. The motion carried with a vote of 3-0 (*Fagundes & Razzari were absent*).

G. School Accountability Report Cards (SARCs) 2023-2024

It is recommended that the Board of Education approve the 2023-2024 School Accountability Report Cards for the following programs/schools: Valley Community School Atwater, Valley Community School Los Banos, Valley Community School Merced, Merced County Juvenile Hall Court School, Merced Scholars Charter School, and Come Back Charter School

Cindy Gentry provided the reports.

Dennis Hanks moved and **Geneva Brett** seconded a motion to approve the 2023-2024 School Accountability Report Cards for the following programs/schools: Valley Community School Atwater, Valley Community School Los Banos, Valley Community School Merced, Merced County Juvenile Hall Court School, Merced Scholars Charter School, and Come Back Charter School. The motion carried with a vote of 3-0 (*Fagundes & Razzari were absent*).

H. School Accountability Report Cards (SARCs) 2023-2024

It is recommended that the Board of Education approve the 2023-2024 School Accountability Report Cards for the following programs/schools: Merced County Office of Education Special Education and Schelby School

Barbara Brown provided the reports.

Geneva Brett moved and **Dennis Hanks** seconded a motion to approve the 2023-2024 School Accountability Report Cards for the following programs/schools: Merced County Office of Education Special Education and Schelby School. The motion carried with a vote of 3-0 (*Fagundes & Razzari were absent*).

IX. **Adjournment**

Geneva Brett moved and **Dennis Hanks** seconded the motion to adjourn the regular meeting of the Merced County Board of Education at 3:31 PM. The motion carried with a vote of 3-0 (*Fagundes & Razzari were absent*).

Respectfully submitted,

Steve M. Tietjen, Ed.D.
County Superintendent of Schools
Secretary to the Board of Education

SMT/yc

Merced County Board of Education

Fred Honoré, Chairperson

Dennis Hanks, Vice Chairperson

Frank Fagundes, Member

Tim Razzari, Member

Geneva Brett, Member



Resolution No. 2024-03

**PROCLAMATION
ARTS EDUCATION MONTH
March 2024**

- Whereas,** Arts Education, which includes dance, music, theater, and the visual arts, is an essential and integral part of basic education for all students, in pre-kindergarten, kindergarten, and grades 1 through 12; and,
- Whereas,** the Arts are crucial to achieving a state educational policy that is devoted to the teaching of basic academic skills and lifelong learning capacities with the goal of truly preparing all children for success after high school regardless of gender, age, economic status, physical ability, or learning ability; and
- Whereas,** a systematic substantive, and sequential visual and performing arts curriculum addresses and develops ways of thinking, questioning, expression, and learning that complement learning in other core subjects, but that is unique in what it has to offer; and
- Whereas,** pupils benefit from arts learning in the areas of cultural understanding, readiness for learning and creative thinking, cognitive outcomes, emotional intelligence and expression, social interaction and collaboration, and preparation for the workplace and lifelong learning; and
- Whereas,** many national and state professional arts education associations hold celebrations in March giving California schools a unique opportunity to focus on the value of the arts for all pupils, to foster cross-cultural understanding, to give recognition to the state's outstanding young artists, and to enhance public support for this essential part of the curriculum; and
- Now, Therefore Be It Resolved,** that the Merced County Board of Education proclaims the Month of March 2023 as Arts Education Month and encourages all educational communities to celebrate the arts with meaningful student activities and programs for pupils, teachers, and the public that demonstrate learning and understanding in the visual and performing arts.

Adopted this 20th day of February year of 2024 by the following vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

Steve M. Tietjen, Ed.D., Secretary to the Board
Merced County Superintendent of Schools

Merced County Board of Education

Written Communication



Steve M. Tietjen, Ed.D. | County Superintendent of Schools




Steve M. Tietjen, Ed.D. | County Superintendent of Schools

632 WEST 13TH STREET | MERCED, CA 95341 | (209) 381-6600 | WWW.MCOE.ORG

February 2, 2024

TO: Designated Management Employees
Merced County Board of Education

FROM: Steve M. Tietjen, Ed.D. 
County Superintendent of Schools

RE: Form 700 – Statement of Economics Interests

The Political Reform Act requires certain officials and employees in positions designated in an agency's conflict-of-interest code to file a Statement of Economic Interests (Form 700). As a "designated employee" of the Merced County Office of Education (MCOE), you must submit a statement on or before April 1, 2024. Except for deadlines that fall on Saturday, Sunday, or an official state holiday, there is no provision in the law for an extension of a filing deadline. Late statements are subject to a \$10 per day late fine.

Those designated employees/officials who have nothing to disclose may use the short version of the form. Those employees/officials who are disclosing information must complete the proper schedules. (MCOE Policy 9270)

For more information, a Reference Pamphlet is provided by the California Fair Political Practices Commission. You may also visit their website at: www.fppc.ca.gov

Please complete the appropriate form(s) with information covering the period of January 1, 2023, through December 31, 2023, and return it to my assistant, Maria Cuevas, no later than Tuesday, March 29, 2024.

SMT/mc

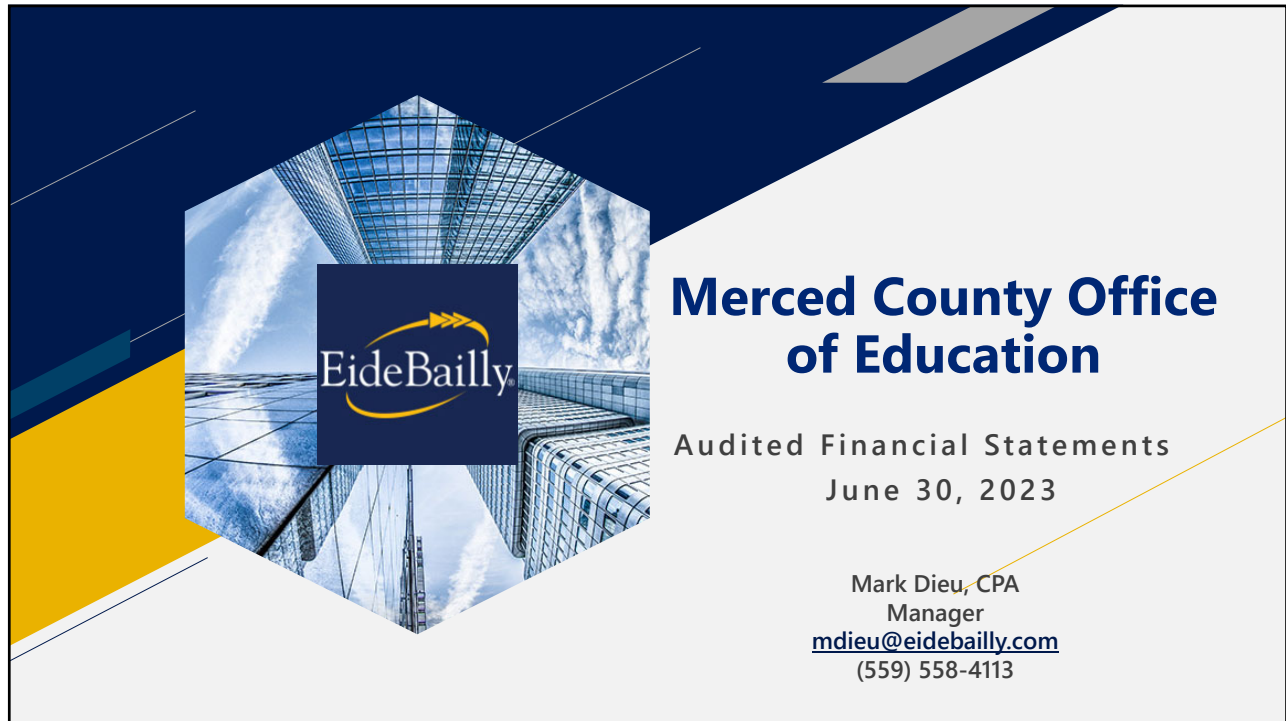
Attachments

Merced County Board of Education

Superintendent's and Board Members Report



Steve M. Tietjen, Ed.D. | County Superintendent of Schools



1

EIDE BAILLY

WHO WE ARE

- Founded in 1917
- 40+ offices in U.S. and India
- Expertise in 17 industries
- Services
 - Audit & Assurance
 - Tax
 - Advisory
 - Outsourced & Managed Services
 - Digital
 - Wealth
- Fresno Office
 - Provide K-12 audit and assurance services
 - 14 auditors, 2 managers, and 1 partner

Audit Process

»» Interim Audit Phase

- »» A sample of school sites are tested for state attendance compliance
- »» Preliminary state and federal compliance testing, and procedural testing are performed at County Office.

»» Final Audit Phase

- »» Completion of state and federal compliance testing.
- »» Test year end balances and draft audit report.

Components of the Audit Report

- »» Independent Auditor's Report (Report pg. 1)
- »» Management's Discussion and Analysis (MD&A) (Report pg. 5)
- »» Financial Statements & Notes (Report pg. 16)
- »» Required Supplementary Information (Report pg. 69)
- »» Supplementary Information (Report pg. 81)
- »» Findings (Report pg. 108)

New Reporting Requirement

Governmental Accounting Standards Board (GASB) Statement No. 96

- ▶▶ Subscription-Based Information Technology Arrangements (SBITAs) for more than 12 months are recorded as a long-term liability in the Government Wide Financial Statements.
- ▶▶ Examples: Finalsight, AMS.NET, Grom Educational, etc.

Financial Statements

- ▶▶ Government Wide Financial Statements
- ▶▶ Government Fund Financial Statements
- ▶▶ Notes to Financial Statements

Government Wide Financial Statements

~Statement of Net Position (Report pg. 16)

Statement of Net Position (Balance Sheet)	Total
Assets & Deferred Outflows	\$217.7
Liabilities & Deferred Inflows	\$161.9
Net Position	\$55.8

Capital assets \$93.1m – Increased by \$3.3m from 2022

Long-term debt \$124.6 – Increased by \$39.9m

- COPs \$6.8m
- OPEB \$12.0m
- Net Pension Liabilities \$104.4m

Government Fund Financial Statements

~Statement of Revenues, Expenditures, and Changes in Fund Balance

Statement of Revenues, Expenditures, and Changes in Fund Balances (Report pg. 21)

	General Fund*	Special Education Pass-Through Fund	Child Development Fund	All Other Funds	Total
Revenues & Other sources	\$118.5	\$32.2	\$55.4	\$8.8	\$214.9
Expenditures & Other Uses	\$113.6	\$32.2	\$55.1	\$7.5	\$208.4
Increase in Fund Balance	\$4.9	\$0	\$0.3	\$1.3	\$6.5
Ending Fund Balance	\$52.2	\$0	\$0.9	\$5.7	\$58.8

**GASB 54 – Fund 17 & Fund 20 are consolidated with General Fund*

Supplementary Information

~Schedule of Financial Trends and Analysis (Report pg. 90)



Amounts are in millions

	2023	2022	2021	Analysis
Increase in Fund Balance	\$2.6	\$6.7	\$0.1	Operating surplus in each of the last three years
Ending Fund Balance	\$35.4	\$32.8	\$26.1	Increased \$9.3m since 2021
Reserve Percentage	14.14%	13.44%	16.70%	Met 3% minimum state requirement
ADA	253	176	279	26 ADA decrease since 2021

Findings



»» 2023-001 Federal Awards Findings and Questioned Costs

»» Reporting error discovered in Education Stabilization Funds

»» The County did not comply with reporting requirements as specified by the California Department of Education because of the incorrect date used to run reports

»» Eide Bailly policy to automatically issue a finding for noncompliance with reporting requirements.



**Thank you:
Questions or Comments?**

Mark Dieu
Manager
mdieu@eidebailly.com
(559) 558-4113



of

NURTURE • SERVE • LEAD

Educational Alliance of Merced County

Report to the MCOE Trustees

1

Ed Alliance

VISION

Equitable educational systems that result in excellence for all learners.

MISSION

Nurture systems, serve the educational community, and lead the way towards improvement.

OBJECTIVES

- Build capacity, skills and mindsets of adults to be responsive to the needs of today's learners.
- Support intentional systems change through adaptation and abandoning non-productive practices.
- Cultivate inclusive and innovative educational systems.
- Sustain a homegrown workforce in order to meet the evolving needs for the future of Merced County.



2

Superintendent's Series

- 2021-2022: Introduction to Improvement Science
- 2022-2023: Quality as an Organizational Strategy
- 2023-2024: College and Career Ready



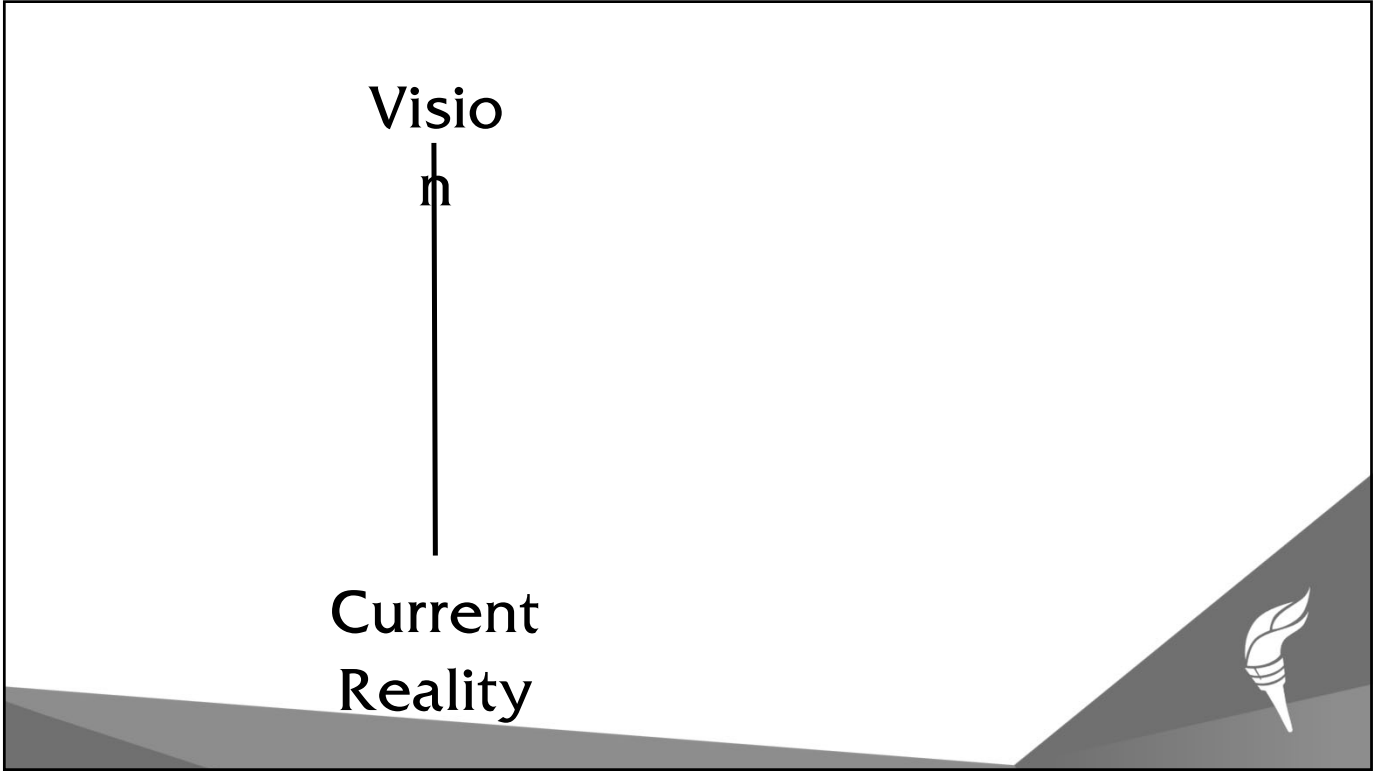
3

Improvement Science

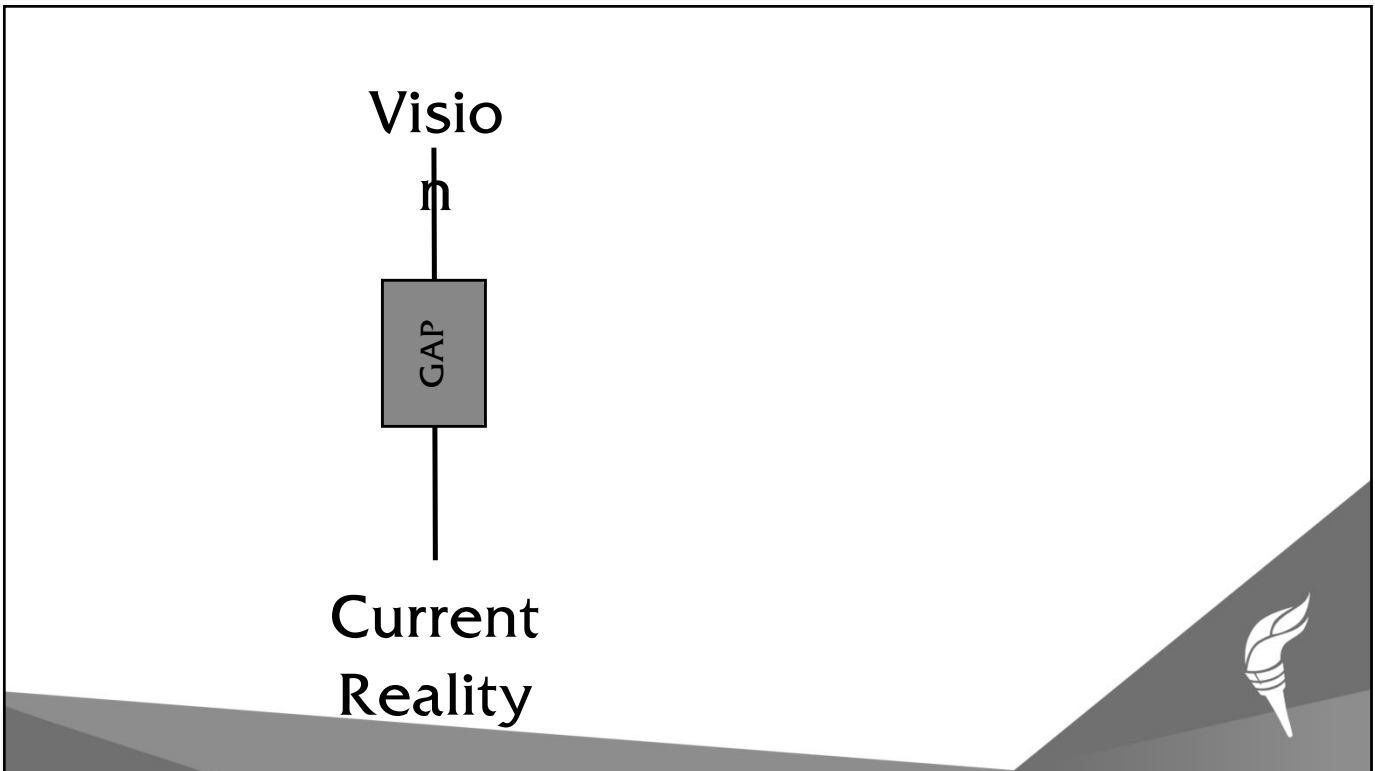
- Is an applied science, primarily concerned with improving systems. (Grunow, Park, and Bennett)
- Is explicitly designed to accelerate learning-by-doing. It's a more user-centered and problem-centered approach to improving teaching and learning. (Carnegie Foundation)



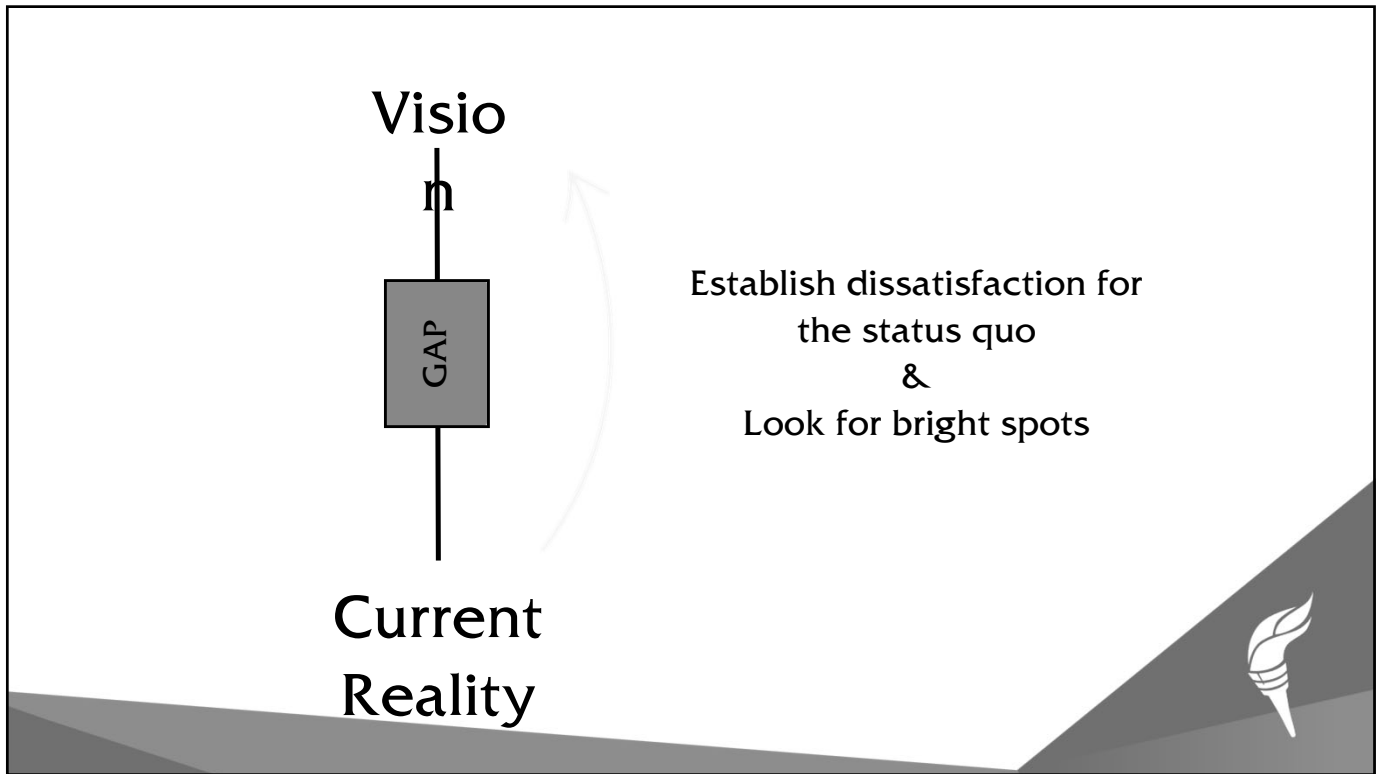
4



5



6



7

Terminology

- Stable system - A system whose data vary within the control limits of the chart having all common cause variation. Also, implies predictability.
- Common cause variation - The causes inherent in the system over time, affecting everyone in the system and affecting all outcomes in the system.
- Special cause variation - The causes not part of the system, which do not affect everyone, but arise because of specific circumstances.

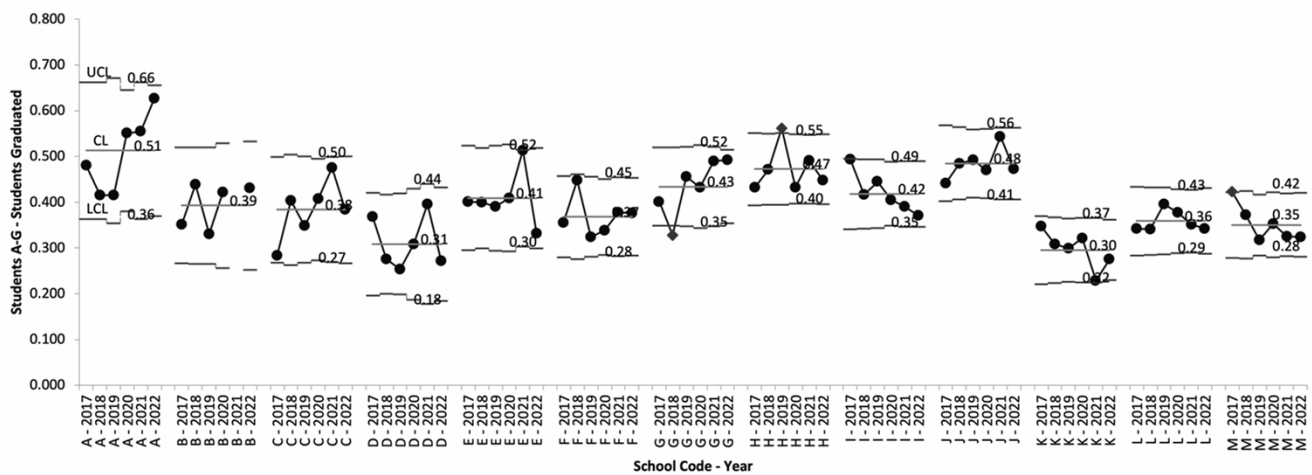
8

A-G Rates at comprehensive high schools across Merced County

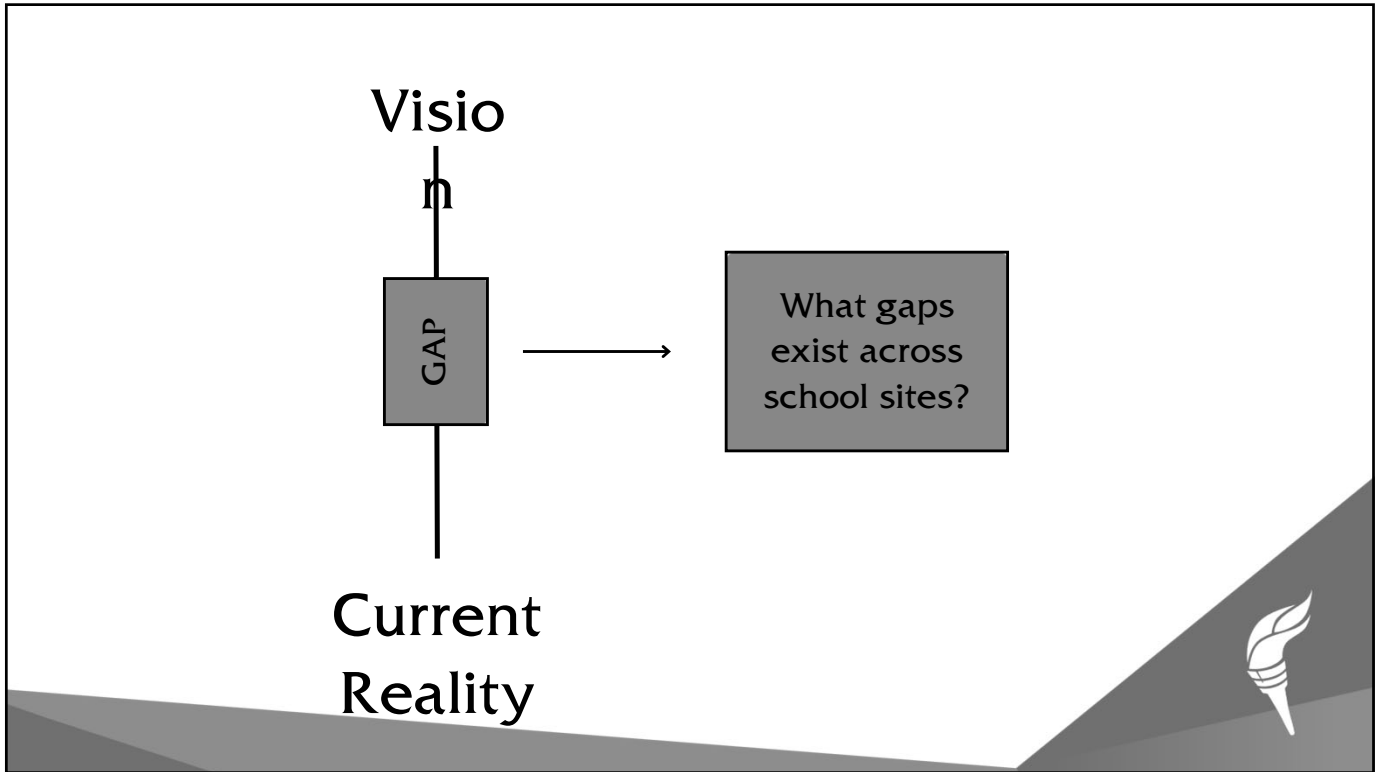


9

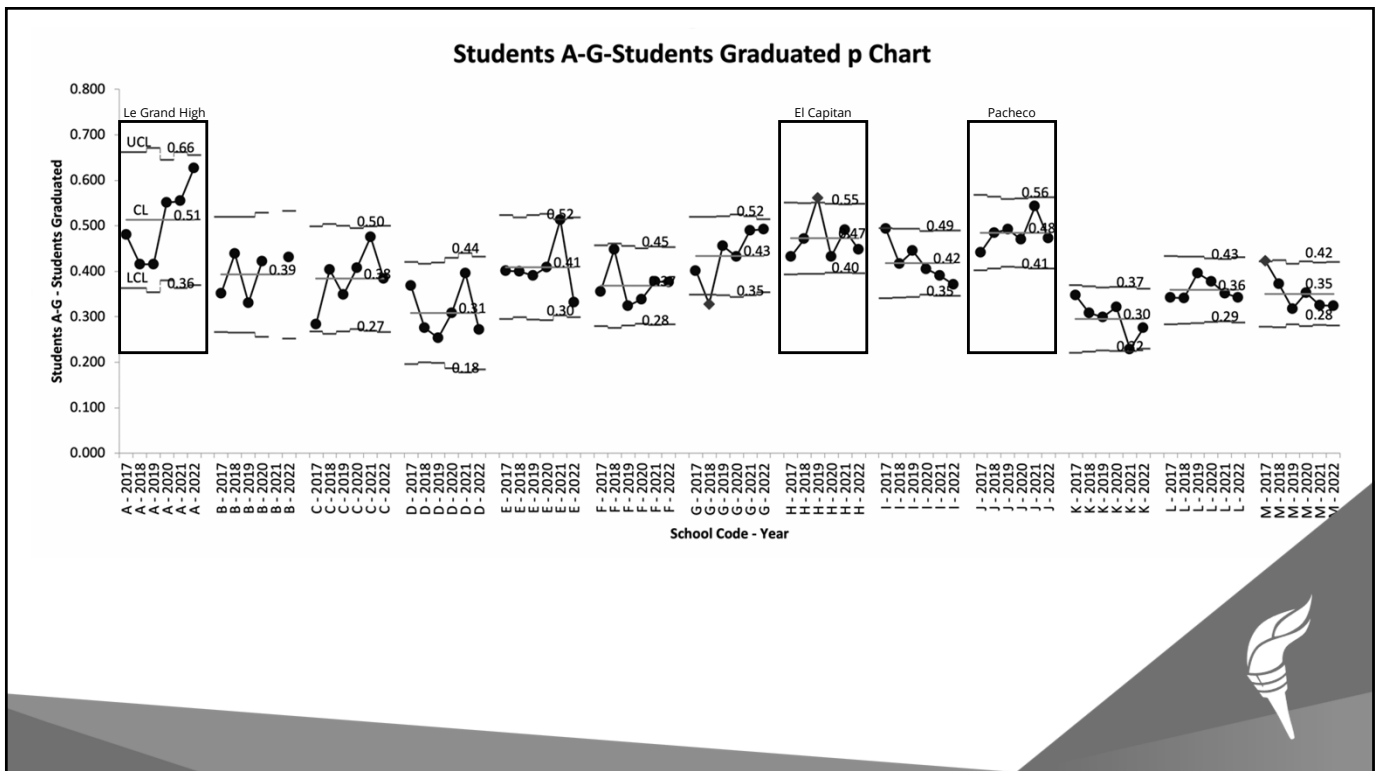
Students A-G-Students Graduated p Chart



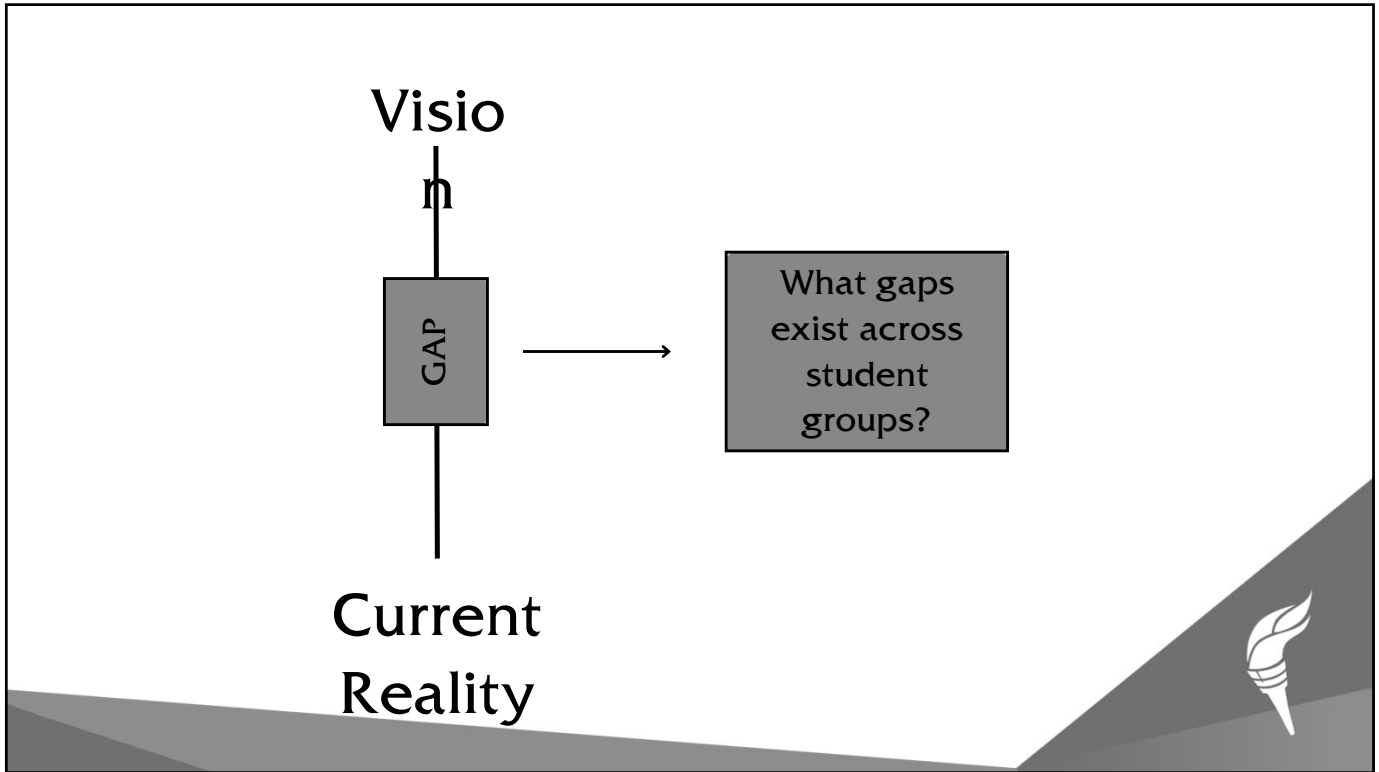
10



11



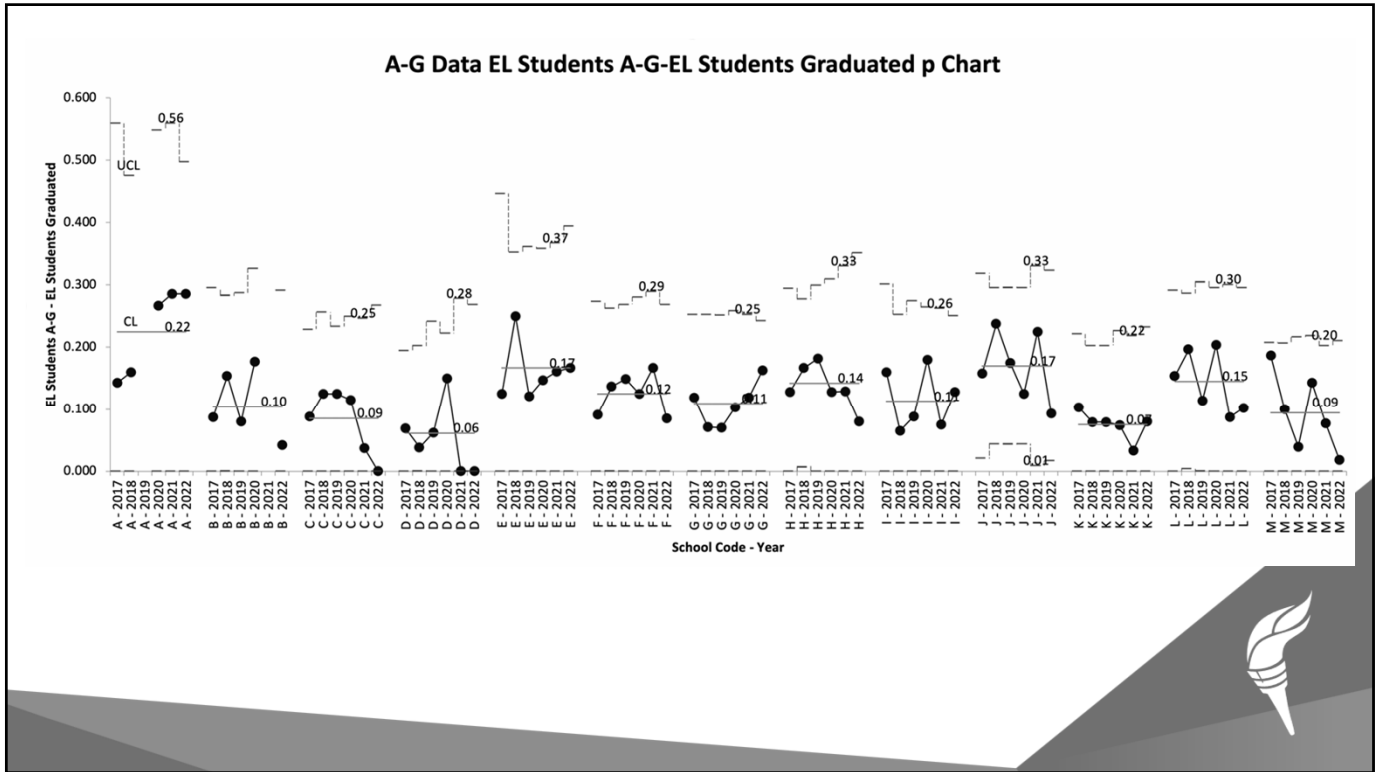
12



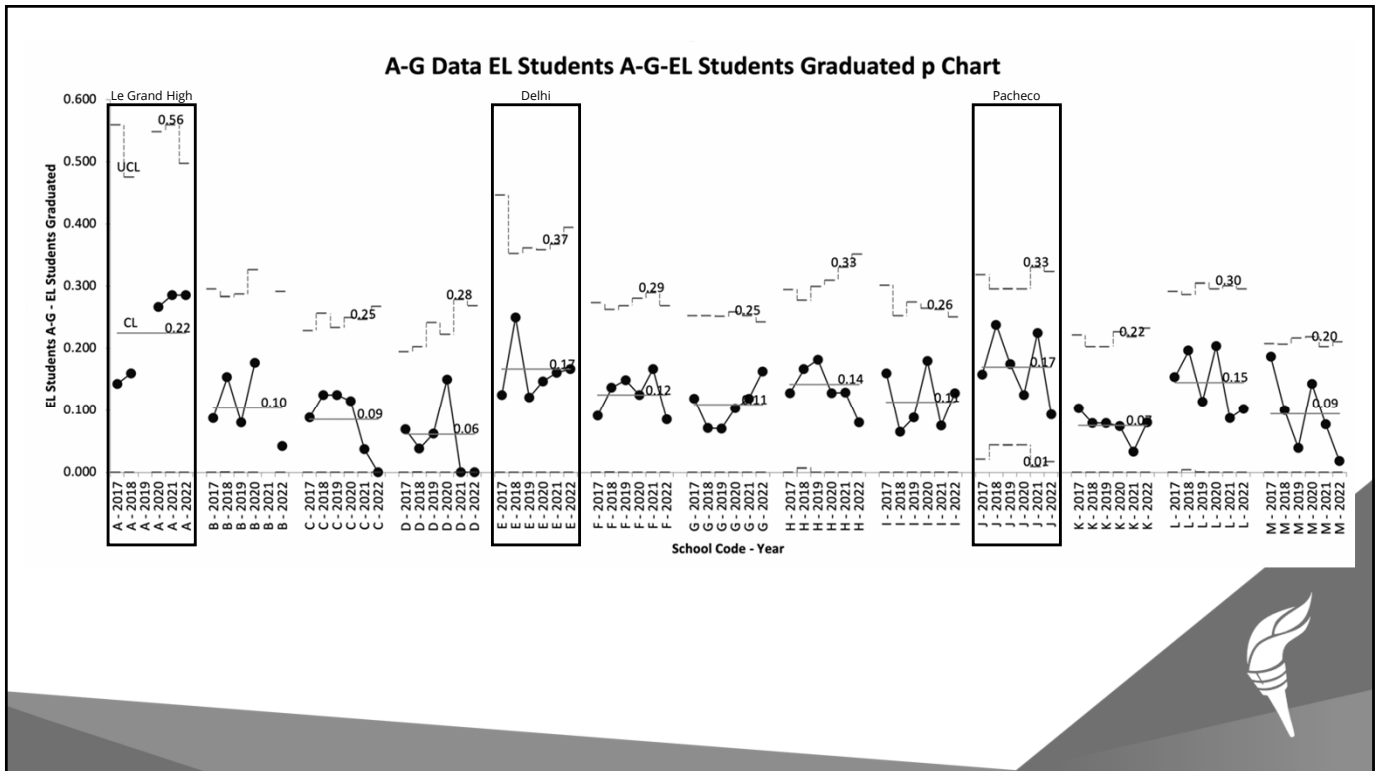
13

A-G Rates for English Learner (EL)
students at comprehensive high
schools across Merced County

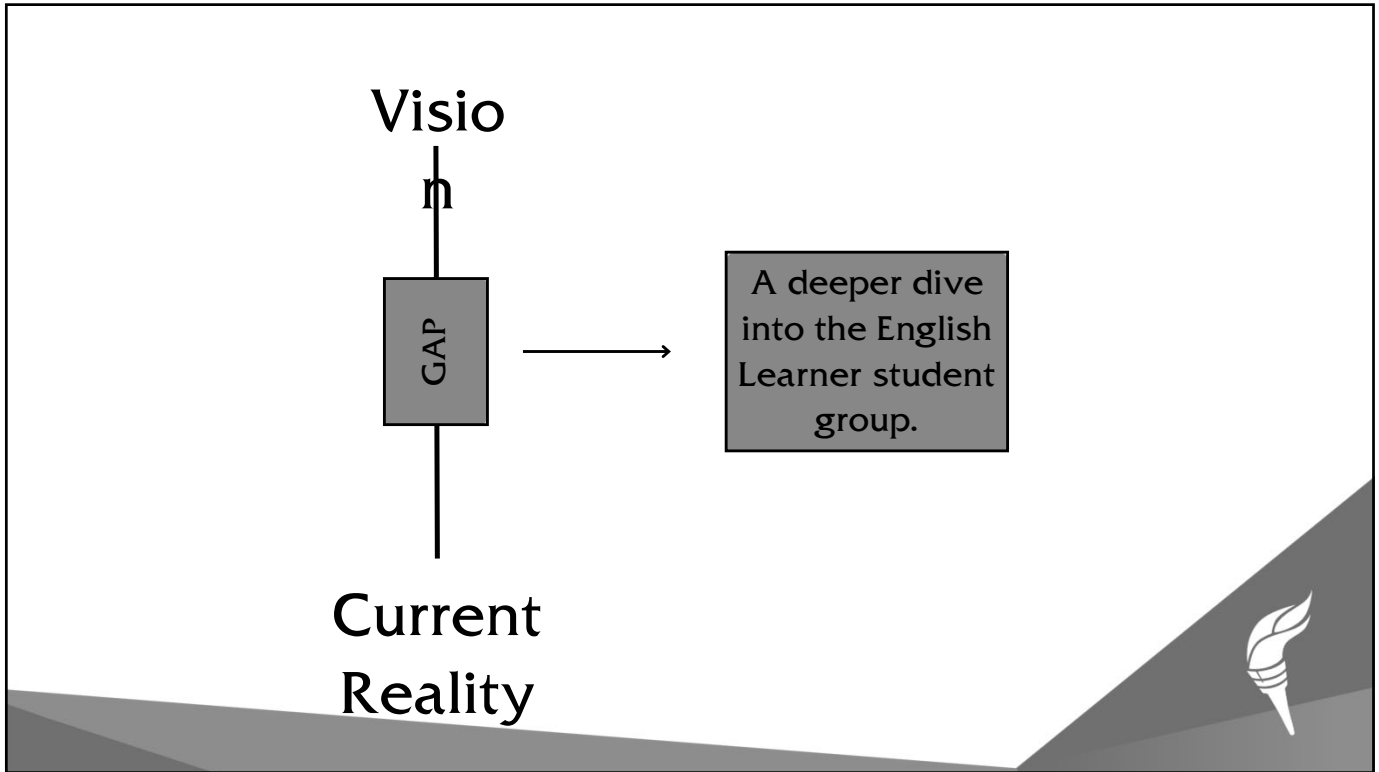
14



15



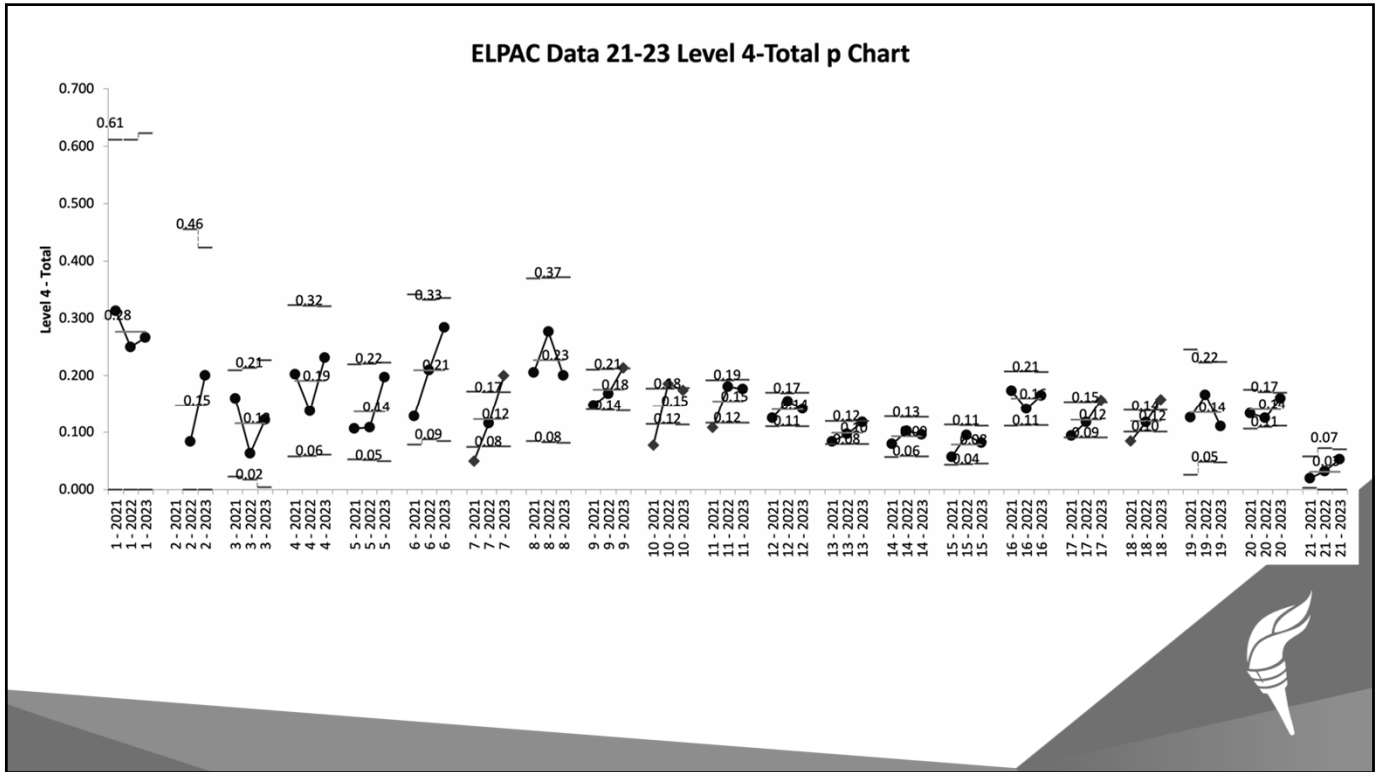
16



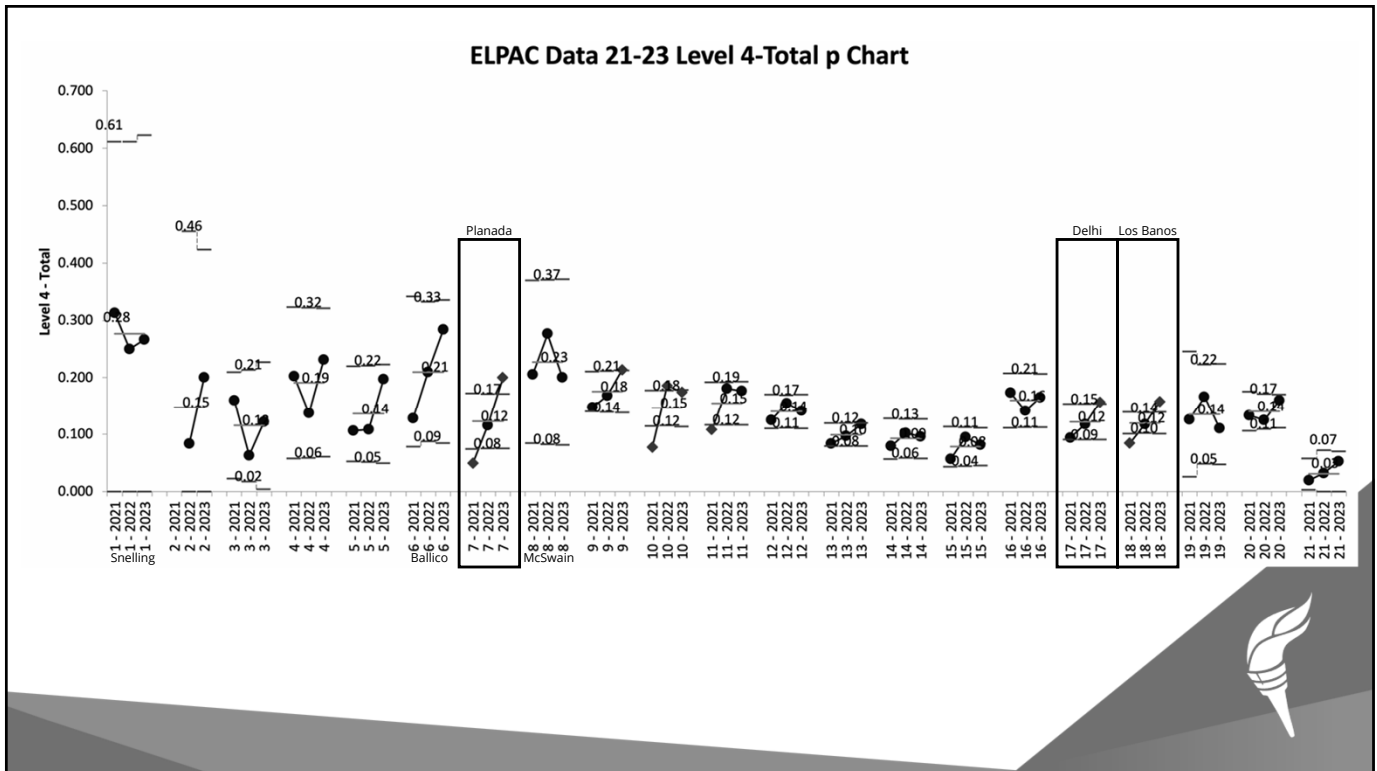
17

English Language Proficiency
Assessment for California (ELPAC)
performance across all Merced
County Districts

18



19



20

Next Steps

- Narrowing our focus
- Build on our partnerships
- Superintendent's Series 2024-2025 and beyond
 - A three-year journey
 - Common Aim/Goal



21

Thank You
Questions?



— MERCED COUNTY —
**Office of
Education**

NURTURE • SERVE • LEAD

Steve M. Tietjen, Ed.D.
County Superintendent of Schools

22



2023/2024 Mid Year LCAP Update

Senate Bill 114 (2023) added a requirement for LEAs to present a report on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28.

The reports must include the following:

- All available midyear outcome data related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

Metrics:

- Data provided: prior year or first semester this school year
- Not yet available for reporting

Expenditures/Implementation Level: (captured through 10/31/2023)

- Planned = no expenses yet
- Partially implemented = some expenses reported
- Fully implemented = some or all expenses reported





Steve M. Tietjen, Ed.D.
County Superintendent of Schools

**Monitoring Goals, Actions, and Resources for the
2023-24 Local Control and Accountability Plan (LCAP)**

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Merced County Office of Education	Cindy Gentry Coordinator, Student Programs	cgentry@mcoe.org (209) 381-6788

Goal 1

Goal Description
All students will demonstrate growth in academic achievement towards meeting or exceeding CCSS standards in the areas of ELA, math, and English proficiency.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP: ELA Distance from Standard as measured by CA School Dashboard	2018-19 for 3 Valleys/JH All Students: 138 points below standard Low Income: 135 points below standard English Learners: not available Foster Youth: not available Students with Disabilities: not available	Data not available due to no Dashboard in 2021	2021-22 for 3 Valleys/JH All Students: 150.1 points below standard Low Income: 154.8 points below standard English Learners: 211.9 points below standard Foster Youth: not available Students with Disabilities: not available	2022-23 for 3 Valleys/JH All Students: 153 points below standard Low Income: 159 points below standard English Learners: 158.7 points below standard Foster Youth: not available Students with Disabilities: 204.6	All students and Low Income: 100 points below standard
CAASPP: Math Distance from Standard as measured by CA School Dashboard	2018-19 for 3 Valleys/JH All Students: 221 points below standard Low Income: 217 points below standard English Learners: not available	Data not available due to no Dashboard in 2021	2021-22 for 3 Valleys/JH All Students: 218.5 points below standard Low Income: 218.65 points below standard English Learners: 265 points below standard	2022-23 for 3 Valleys/JH All Students: 222.75 points below standard Low Income: 228.90 points below standard English Learners: 236.3 points below standard	All students and Low Income: 200 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	Foster Youth: not available Students with Disabilities: not available		Foster Youth: not available Students with Disabilities: not available	Foster Youth: not available Students with Disabilities: 283.10	
English Learner access to the CCSS and ELD standards to gain academic content knowledge and English Proficiency as measured by EL Progress on CA School Dashboard	2018-19 30%	Data not available due to no Dashboard in 2021	2021-22 for 3 Valleys/JH All English Learners: 33.02%	2022/23 for 3 Valleys/JH All English Learners - 23.10%	40%
Access to Broad Course of Study - master schedule/courses	2020-21 100%	2021-22 - 100%	2022/23 - 100%	2023/24 = 100%	100%
STAR360 data from Star Summary report in Reading and Math - median GE as measured by Benchmark 2	2020-21 Reading All Students GE 5.3 Reading EL GE 4.4 Reading FY GE 5.4 Reading Low Income GE 5.3 Reading SWD GE 4.8 Math All Students GE 5.4 Math EL GE 4.5 Math FY GE 5.8 Math Low Income GE 5.2 Math SWD GE 5.4	2021-22 Reading All Students GE 5.4 Reading EL GE 4.1 Reading FY GE 6.6 Reading SED GE 5.1 Reading SWD GE 3.9 Math All Students GE 5.6 Math EL GE 4.6 Math FY GE 9.6 Math SED GE 5.5 Math SWD GE 4.7	2022-23 Reading All Students GE 5.0 Reading EL GE 3.8 Reading FY GE 9.7 Reading SED GE 5.0 Reading SWD GE 3.7 Reading Hispanic GE 5.0 Math All Students GE 5.0 Math EL GE 4.1 Math FY GE 8.3 Math SED GE 4.9 Math SWD GE 4.3 Math Hispanic GE 5.0"	not yet available	Reading All Students GE 6.5 Reading EL GE 5.5 Reading FY GE 6.5 Reading Low Income GE 6.5 Reading SWD GE 5.5 Math All Students GE 6.5 Math EL GE 5.5 Math FY GE 6.5 Math Low Income GE 6.5 Math SWD GE 6.5
English 3D Reading Inventory - % showing proficiency on Winter Benchmark	2020-21 13%	2021-22 4% (2 out of 48 students)	2022/23 Winter Benchmark 3% (2 out of 66 students) 11% Basic (7 out of 66 students) 86% Below Basic (57 out of 66 students)	not yet available	18%
English Learner reclassification rate	2020-21 9%	2021-22 3% (3 out of 92)	22/23 - 9/138 = 6.5%	2023/24 = 3%	15%
% of students with disabilities enrolled in programs and services with access to general	2020-21 100%	2021-22 100%	22/23 - 100%	2023/24= 100%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
education more than 80% of their day					
State reflection tool - Providing Professional Learning for teaching ELA/Math/ELD	2020-21 5 point rating ELA - 3.1 avg ELD - 3.3 avg Math - 3.1 avg	2021-22 5 point rating ELA - 3.3 avg ELD - 3.2 avg Math - 3.2 avg	22/23 - 5 point rating Actual - ELA avg. 4.20 ELD avg 3.70 Math avg. 4.20	not yet available	ELA 4.0 avg ELD 4.0 avg Math 4.0 avg
State reflection tool - Having CCSS aligned instructional materials in ELA/Math/EL	2020-21 5 point rating ELA - 3.3 avg ELD - 3.3 avg Math - 3.3 avg	2021-22 5 point rating ELA - 3.3 avg ELD - 3.5 avg Math - 3.3 avg	22/23 - 5 point rating Actual - ELA avg. 3.90 ELD avg 3.20 Math avg. 3.90	not yet available	ELA 4.0 avg ELD 4.0 avg Math 4.0 avg
State reflection tool - Implementing programs to support staff in instructional improvement aligned to CCSS in ELA/Math/ELD	2020-21 5 point rating ELA - 3.2 avg ELD - 3.1 avg Math - 3.3 avg	2021-22 5 point rating ELA - 3.2 avg ELD - 3.3 avg Math - 3.1 avg	22/23 - 5 point rating Actual - ELA avg. 3.60 ELD avg 3.40 Math avg. 3.50	not yet available	ELA 4.0 avg ELD 4.0 avg Math 4.0 avg
Increase teacher use of interim assessments blocks (IABs)	2020-21 - 1 IAB per year	2021-22 1 IAB	22/23 - 1 IAB	average 2 IABs	2 IABs per year
Annual credit completion averages - Quarters 1-3	2020-21- 8.85 credits avg	2021-22 - 13.5 credits avg	2022/23 - 11.32 credits	not yet available	15 credits avg

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Technology Plan To ensure continuous access to technology, we will create and implement a strategic technology refresh plan to provide our students access to technology for instructional learning and enrichment purposes.	No	Fully Implemented			\$86,456.00	\$92,870.95

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.2	Professional Development CASSPP and STAR 360 data show the need to address low rates of academic growth amongst our English Learners and Socioeconomically Disadvantaged student groups. Based on the data and staff input, we will provide professional development and collaboration time for the implementation of CCSS aligned instruction.	Yes	Partially Implemented			\$166,347.90	\$32,248.59
1.3	Individual Student Progress Monitoring To support students in successfully completing courses for high school graduation, schools will conduct student progress reviews to inform instruction and develop individual learning plans with all student groups. Schools will hold quarterly credit review meetings with seniors to monitor progress towards graduation and post-secondary goals. Students with disabilities will receive quarterly progress reports towards goals.	No	Fully Implemented			\$82,511.45	\$41,248.15
1.4	Supplemental Curriculum STAR 360 and English 3D data show our English Learner student population scoring at low rates of academic growth. Core curriculum materials will be supplemented by providing resources for ELD	No	Partially Implemented			\$12,319.98	\$10,676.45

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	instruction specifically designed for long-term English Learners. Professional development around support for English Learners will be provided for our instructional staff.						
1.5	Formative and Benchmark Assessments Local STAR 360 data shows the need to address low rates of academic growth among our English Learner and Low-Income student populations. To address this need, we will use the STAR 360 program, the Interim Assessment system, and the English 3D Reading Inventory for English Learners to analyze student progress and target instruction.	Yes	Fully Implemented			\$15,766.87	\$15,766.87
1.6	Supplemental Staff Statewide and local STAR 360 data show a need for supplemental instructional opportunities for low-income, foster youth, English Learners, and special education students to increase academic growth. We will employ additional staff to provide individualized and small group tutoring led by their site instructional coach and staff to support student access to learning. Students will be identified for additional support based on assessment data, grades, social/emotional needs, by the	Yes	Fully Implemented			\$1,552,177.21	\$468,503.04

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Student Study Team (SST), or by an Individualized Education Plan (IEP) Team.						
1.7	Career Technical Education District data shows a need for career readiness among our unduplicated student population. To address this need to prepare our students for careers after high school, we will offer a variety of Career Technical Education CTE courses aligned to strengths and interests of the students. Also to address a need to prepare our unduplicated student population for careers outside of high school, we will provide workshops from Career Technicians, and offer work based learning opportunities.	No	Fully Implemented			\$290,899.94	\$124,024.56
1.8	Individualized Learning To provide continued support for our students with disabilities, enroll daily program students in a learning skills course in addition to the core courses for individualized support in grade level lessons and assignments and in progress towards individual goals including transitional goals. Students will also receive career skills such as resume writing. Students in Independent Studies receive one to one supports from their assigned teacher. IS teachers and core	No	Fully Implemented			\$593,264.89	\$116,571.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	teachers will provide scaffolded supports and modified assignments, which includes teacher created supplemental curriculum.						

Goal 2

Goal Description

Increase the percentage of students and parents/community who feel that school is a safe and supportive environment by providing a school climate that increases engagement and involvement especially for low income, foster youth, or students who are experiencing homelessness to ensure each child is academically, physically, and emotionally healthy.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Pupil Suspension Rate	2019/20 - average 11.6% - All students 10.8% - English Learners 15.5% - Low Income 18.5% - Foster Youth 31.6% - Students with Disabilities	2020/21 - average 0.60% - All Students 1.20% English Learners 0.60% Low Income 0% Foster Youth 0% Students with Disabilities	2021/2022 - average 3.75% - All students * - English Learners * - Low Income * - Foster Youth * - Students with Disabilities	2022/2023 - average 8.53% - All students 9.75% - English Learners 8.45% - Low Income 10.30% - Foster Youth 11.10% - Students with Disabilities	10% - All Students 8% - English Learners 10% - Low Income 10% - Foster Youth 25% - Students with Disabilities
Pupil Graduation Rate	2019/20 - 60% avg all students 39% English Learners 63% Low Income n/a - Students with disabilities n/a - Foster Youth	2020/21 - 65.27% average all students 65.20% English Learners 63.23% Low Income 68.8% Students with disabilities n/a -Foster Youth	2021/22 - 1year DASS rate 80.25% avg all students 82.85% English Learners 79.80% Low Income * Students with disabilities 81.35% Hispanic * Homeless * Foster Youth 4/5 year cohort rate 63.78% avg all students	2022/23 - 1 year DASS rate not available yet 4/5 year cohort rate 63.5% avg all students 69.35% English Learners 62.57% Low Income 68.8% Students with disabilities * Foster Youth 60.43% Hispanic 42.3% Homeless	75% all students 55% English Learners 75% Low Income 75% Students with disabilities

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
			69.95% English Learners 62.70% Low Income 55.6% Students with disabilities * Foster Youth 67.48% Hispanic 54.5% Homeless		
School Climate Surveys % Students reporting strongly agree or agree	2020/21 - I feel safe in school 90.85% I feel supported by school staff. 87.58% I feel staff truly care for me. 89.54% When I feel upset.....there is someone I can talk to. 71.24%	2021/22 - I feel safe in school 100% I feel supported by school staff. 88% I feel staff truly care for me. 92% When I feel upset.....there is someone I can talk to. 73%"	2022/23 - I feel safe in school 91% I feel supported by school staff. 82% I feel staff truly care for me. 78% When I feel upset.....there is someone I can talk to. 69%	not yet available	I feel safe in school 90% I feel supported by school staff. 90% I feel staff truly care for me. 90% When I feel upset.....there is someone I can talk to. 80%
Field Trip Opportunities	2019/20 - 17 planned field trips total all sites	2021/22 - 20 field trips	2022/23 - 37 field trips	2023/24 - 23 field trips	20 field trips
School Events held - Family nights, heritage day, Back to School, Open House	2019/20 - 20 planned events	2021/22 - 24 planned events	2022/23-29 planned events	2023/24 - 20 held events	20 planned events
After school activities/clubs	2019/20 - 25 planned activities	2021/22 - 15 planned activities	2022/23- 18 planned activities	11 held activities	25 planned activities
Parent Engagement and Participation Rate as measured by spring survey % reporting strongly agree or agree	2020/21- 67.14%	2021/22 - 67%	2022/23 - 64%	not yet available	70%
Parent participation in school events, activities, committees and feedback surveys per count of log in sheets	2020/21- 45%	2021/22 - 53%	2022/23 - 46%	2023/24 - 11%	55%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Build a Positive School Culture Advocating Student Leadership Through surveys and interviews, our LEA identified the importance of building a learning culture that promotes student voice and student choice by participation in school and community level events.	No	Planned			\$2,501.82	\$0.00
2.2	Professional Development & Resources Through surveys from all educational partners, the LEA identified the importance of addressing needs in the area of social-emotional wellness in our English Learner and Foster Youth student population by providing students with the proper coping skills to build resiliency. We will conduct workshops and purchase curriculum so staff and students can work on such topics as stress management, intrapersonal skills, dealing with trauma, building a positive view of self. We will also provide professional development and resources to promote social-emotional wellness.	Yes	Partially Implemented			\$26,907.60	\$9,552.78
2.3	Multi Tiered System of Support Refine our MTSS model to provide resources and services for behavioral (Positive Behavioral Interventions and Supports and	No	Partially Implemented			\$105,782.62	\$28,725.01

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Restorative Justice), academic, and social-emotional needs that foster a learning environment with an appreciation of diversity and develops the whole child.						
2.4	Parent Education Provide and encourage participation in parent involvement activities and parent education classes, including parents of students with exceptional needs, such as: gang awareness, graduation requirements, substance abuse, mental health. Encourage participation in feedback surveys to guide decision-making with a focus on participation from unduplicated student groups.	No	Partially Implemented			\$2,161.40	\$765.59
2.5	Student Supports Offer counseling, tutoring, and mentoring services to students to address low graduation rates and high rates of social-emotional learning needs, academic needs, and physical wellness.	Yes	Fully Implemented			\$456,650.10	\$125,471.60
2.6	Safe School Environment According to statewide data, our student populations have some of the highest rates of chronic absenteeism and lowest rates of	No	Fully Implemented			\$240,840.32	\$81,358.80

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	attendance. To address these needs and to promote a safe school learning environment we will employ a School Resource Officer and Campus Liaisons to conduct home visits and build rapport with unduplicated students.						

Goal 3

Goal Description

Decrease the number of chronically absent students by 12% by 2024, with a decrease of 4% per year, as measured by local data from our SIS monitored on a quarterly basis.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Attendance Rate as measured by P2	2019/20 - 82%	2020/21 - 70% 2021/22 - 80%	2022/23 - 81%	not yet available	85%
Chronic absenteeism rate from Dataquest for 3 Valley schools	2018/19 - average 73% - All student groups 73% - Unduplicated students 78% - English Learners 74% - SED 79% - Students with Disabilities	2019–20 absenteeism data are not valid and reliable 2020/21 - average 88.5% All Student Groups 91% - Unduplicated students 93% English Learners 89% Low Income 74% Students with Disabilities	2021/22 - average 56.4% All Student Groups 62.94% - Unduplicated students 69.5% English Learners 56.38% Low Income 61.1% Students with Disabilities	2022/23 - average 53.18% All Student Groups 49.59% - Unduplicated students 50.05% English Learners 52.88% Low Income 44.48% Students with Disabilities	61% All students groups 65% Unduplicated students 70% English Learners 65% Low Income 70% Students with Disabilities
Local data plan-students with 90% or better attendance in Fall Semester	2020/21 - 36%	2021/22 - 39%	2022/23 - 39%	2023/24 = 57%	40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Local data plan - students with 10 or more absences in Fall Semester for students enrolled longer than 30 days	2020/21- 62%	2021/22 - 53%	2022/23 - 50%	2023/24 = 37%	46%
Hold SART (School Attendance Review Team) meetings for those who meet criteria	no baseline data available	2021/22 - 96%	2022/23 - 100%	32%	100% of families who meet criteria will have a SART meeting and a plan in place.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Parent Communication The unduplicated student population and students with disabilities have some of the highest rates of chronic absenteeism and lowest rates of attendance. To address these needs, we will increase parent communication for all student groups (P/T conferences and calls, Parent Square, truancy reduction workshops, activities, committees) including providing bilingual interpreting and translation services to parents in their home language.	No	Fully Implemented			\$13,537.32	\$3,471.10
3.2	Tiered Interventions & Supports The unduplicated student population has some of the highest rates of chronic absenteeism and lowest rates of attendance. We will implement a system of interventions (Aeries referrals) for tiered re-engagement supports and establish (School Attendance Review Team) support services	Yes	Fully Implemented			\$62,830.53	\$27,537.27

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.3	High Interest Activities The unduplicated student population have some of the lowest rates of attendance. We will offer high interest activities for students (field trips, enrichment and after school activities - AD, Driver's Ed, sports, music, cooking, photography, STEAM, robotics, life skills)	Yes	Partially Implemented			\$25,936.80	\$2,921.62
3.4	Incentives and Recognition The unduplicated student population has some of the highest rates of chronic absenteeism and lowest rates of attendance. We will offer high interest incentives and positive recognition to increase student participation and morale.	Yes	Partially Implemented			\$39,286.69	\$7,915.30
3.5	Data Analysis In order to share timely data with our educational partners, we will provide quarterly analysis of local attendance data to determine trends and areas of need with a focus on students with disabilities and English Learners where lack of attendance hinders their academic performance.	No	Fully Implemented			\$9,646.53	\$3,116.05

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 4

Goal Description

Merced COE will employ highly qualified staff with appropriate assignments, provide sufficient instructional materials, maintain facilities, and coordinate services in support of Foster Youth and Expelled Youth.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Teachers credentialed/assignments as measured by the SARC	20/21 - 100%	2021/22 - Data unavailable on SARC	2022/23 - Data unavailable on SARC	21/22 for Valley/JH averages = 37% Fully Credentialed and Properly Assigned 5% Intern Credentials 3% W/O Credentials Ineffective 34% Out of Field - LAO 21% Unknown 22/23 not available on SARC yet	100%
Sufficient core instructional materials by annual Board resolution	20/21 - 100%	2021/22 - 100%	2022/23 - 100%	2023/24 - 100%	100%
School facilities are maintained and in good repair as measured by the SARC	20/21 - 100%	2021/22 - 100%	2022/23 - 100%	2023/24 - 100% Fair, Good, or Exemplary	100%
Triennial Plan for Expelled Students- maintain % of school districts involved in reviewing and using services of plan	20/21- 100%	2021/22 - 100%	2022/23 - 100%	2023/24 - 100%	100%
Staff logs for school districts receiving	Baseline 20/21, 10 school districts participated.	2021/22 - 100%, 20 school districts plus MCOE	100% (20 districts plus MCOE)	13 districts 65%	100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
training/supports/direct services					
Collaboration with agencies for FY support as measured by logs and sign in sheets	Baseline 20/21, 7 agencies participated.	2021/22 - 13 agencies	2022/23 - 13 agencies	8 agencies	14 agencies
Direct services to unduplicated FY as measured by staff logs	Baseline 20/21, 294 unduplicated students	2021/22 - 287 students	2022/23 - 227 students	257 unduplicated students	50 students

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	Highly Qualified Staff Employ certificated and classified employees with appropriate skills, credentials, and authorizations to work with students.	No	Fully Implemented			\$3,187,018.81	\$1,036,723.83
4.2	Curriculum & Instruction Provide CCSS aligned curriculum for the core program, credit recovery opportunities, and supplemental instruction.	No	Fully Implemented			\$83,877.16	\$96,611.42
4.3	Triennial Plan for Expelled Youth Provide services per the Triennial plan for provision of services to expelled students	No	Fully Implemented			\$32,950.69	\$15,024.79
4.4	Identification of Foster Youth	No	Partially Implemented			\$150,863.96	\$47,840.97

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Assist school districts and other service providers in the identification of foster youth students and with gather necessary documentation to provide seamless educational support.						
4.5	Transportation Services Assist school districts with the development and coordination of an MOU with Merced County Human Services Agency to provide transportation services to maintain foster youth in their school of origin.	No	Partially Implemented			\$15,086.40	\$4,784.10
4.6	LCAP Oversight and Support Provide assistance to school districts in the development of their LCAP with respect to actions and services for foster youth and provide oversight of the district's LCAPs with respect to foster youth services and actions.	No	Partially Implemented			\$15,086.40	\$4,784.10
4.7	Foster Youth Support Services Provide support services to foster youth such as: transportation, tutorial services, postsecondary education options and referrals, FAFSA applications, and referrals to local support agencies.	No	Partially Implemented			\$60,345.59	\$19,136.39

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.8	Coordination of Services with Educational Partners Facilitate collaboration and coordination of services between educational partners to minimize changes in school placement. Assist in the conveyance of services for foster youth to ensure the delivery and coordination of all necessary educational services such as graduation assistance, transportation, and post-secondary education transition and funding.	No	Partially Implemented			\$0.00	\$0
4.9	Professional Development and Support Offer intensive trainings sessions, county-wide presentations, workshops and technical support to assist school districts in establishing protocols for identifying and enrolling foster youth and providing health and education related services	No	Partially Implemented			\$188,500.02	\$22,320.45

Goal 5

Goal Description

The needs of consistently low performing student groups will be addressed and educational outcomes of students who are hispanic, homeless, or socioeconomically disadvantaged will improve to reflect that of the general student population.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP ELA Indicator	Hispanic - Very Low 142.8 points below standard Socioeconomically Disadvantaged - Very Low 144.1 points below standard	n/a	n/a	Hispanic - Red 145.4 points below standard Socioeconomically Disadvantaged - Red 157.7 points below standard	Hispanic - Very Low 120 points below standard Socioeconomically Disadvantaged - Very Low 120 points below standard
CAASPP Mathematics Indicator	Hispanic - Very Low 224.3 points below standard Socioeconomically Disadvantaged - Very Low 218.3 points below standard	n/a	n/a	Hispanic - Orange 222.5 points below standard Socioeconomically Disadvantaged - Red 231 points below standard	Hispanic - Very Low 200 points below standard Socioeconomically Disadvantaged - Very Low 200 points below standard
Graduation Rate Indicator	Homeless Youth - very low 51.3%	n/a	n/a	Homeless Youth - red - 55%	Homeless Youth - Low - 68%
Chronic Absenteeism Indicator (K-8)	Hispanic - Very High 63.6% Socioeconomically Disadvantaged Students - Very High 62.2%	n/a	n/a	Hispanic - Orange 53.8% Socioeconomically Disadvantaged Students - Orange 54.5%	Hispanic - Very High 55% Socioeconomically Disadvantaged Students - Very High 55%
Suspension Rate Indicator	Homeless Youth - Very High - 14.3%	n/a	n/a	Homeless Youth - orange - 8.9%	Homeless Youth - High - 8%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	Student Supports Student Programs: CA School Dashboard data shows the need to address low rates of academic growth and graduation and high rates of chronic absenteeism among our Hispanic, socioeconomically disadvantaged	Yes	Planned			\$210,736.50	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	and homeless student populations. To address this need, we will employ 3 additional instructional aide/drivers to transport and work with Hispanic, homeless, and/or socio-economically disadvantaged students in high-intensity academic tutoring						
5.2	Professional Development Student Programs: CA School Dashboard data shows the need to address low rates of academic growth among our Hispanic and socioeconomically disadvantaged student populations. To address this need, we will contract with content coordinators to provide professional development and collaboration with teachers and students	Yes	Planned			\$5,403.50	\$0.00
5.3	Teacher and Student Supports CA School Dashboard data shows the need to address low rates of academic growth among our Hispanic and socioeconomically disadvantaged student populations and low rates of graduation for our homeless youth. To address this need, we will employ an additional certificated teacher to work with teachers and new instructional assistants to deliver high-intensity support and interventions	Yes	Planned			\$162,105.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.4	Behavior Support Student Programs: CA School Dashboard data shows the need to address high rates of suspension among our Homeless and socioeconomically disadvantaged student population. To address this need, we will provide administrative training on using alternative discipline options	Yes	Planned			\$1,296.84	\$0
5.5	Behavior Support- Special Education Provide one additional Behavior Support Specialist to support student behaviors to help them access their learning environment.	No	Fully Implemented	California Dashboard data: Merced County Special Education: Chronic Absenteeism declined 10.2% (Hispanic declined 10.5%, SES declined 8.1%, Homeless no color). Suspension Rates increased .5% (Hispanic increased .4%, SES increased .9%, Homeless no color). Floyd A. Schelby: Chronic Absenteeism declined 15.7% (Hispanic declined 8.2%, SES declined 10.5%, Homeless no color). Suspension Rates maintained 0% (Hispanic and SES maintained 0%,	NEW Absenteeism Process implemented at both Merced County Special Education and Floyd A. Schelby. This attendance campaign included: parent communication, parent and staff trainings, SART meetings, home visits, and student co-curricular activities that promote student engagement. These efforts have had a positive impact	\$141,233.44	\$41,494.88

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Homeless no color). Schelby has 0% suspension rate. The Behavior Support Specialist has worked with classroom teachers to support student behaviors while in school and has improved their access to their learning environment.	on student's school attendance.		
5.6	Professional Development- Special Education Provide training to teachers in the core curriculum to support student instruction.	No	Partially Implemented	Dashboard data: Merced County Special Education: Demographics: Enrollment 848, 67% Socioeconomically disadvantaged, 27.8% ELs, 2.7% Foster Youth ELA increased 41.3 points (Hispanic increased 40.1 points, SES increased 38.6 points, Homeless no color). Current ELs increased 43.5 points whereas English only increased 37 points. Math increased 49.9 points (Hispanic increased 47 points, SES increased 51.4 points, Homeless no color). Current ELs increased 50.5 points whereas English only increased 42.4 points.	Trainings provided to special education teachers for students with moderate to severe disabilities. There was two training series for teachers that will extend to the end of this school year. 1. N2Y: Unique Learning System Training Series for All Teachers: Nov. 8, Dec. 13, Feb. 14, and April 10, 2024. The Nov. 8 training had 91 teachers, whereas the Dec. 13 had 63 teachers who participated. There are two	\$10,807.00	\$9,202.93

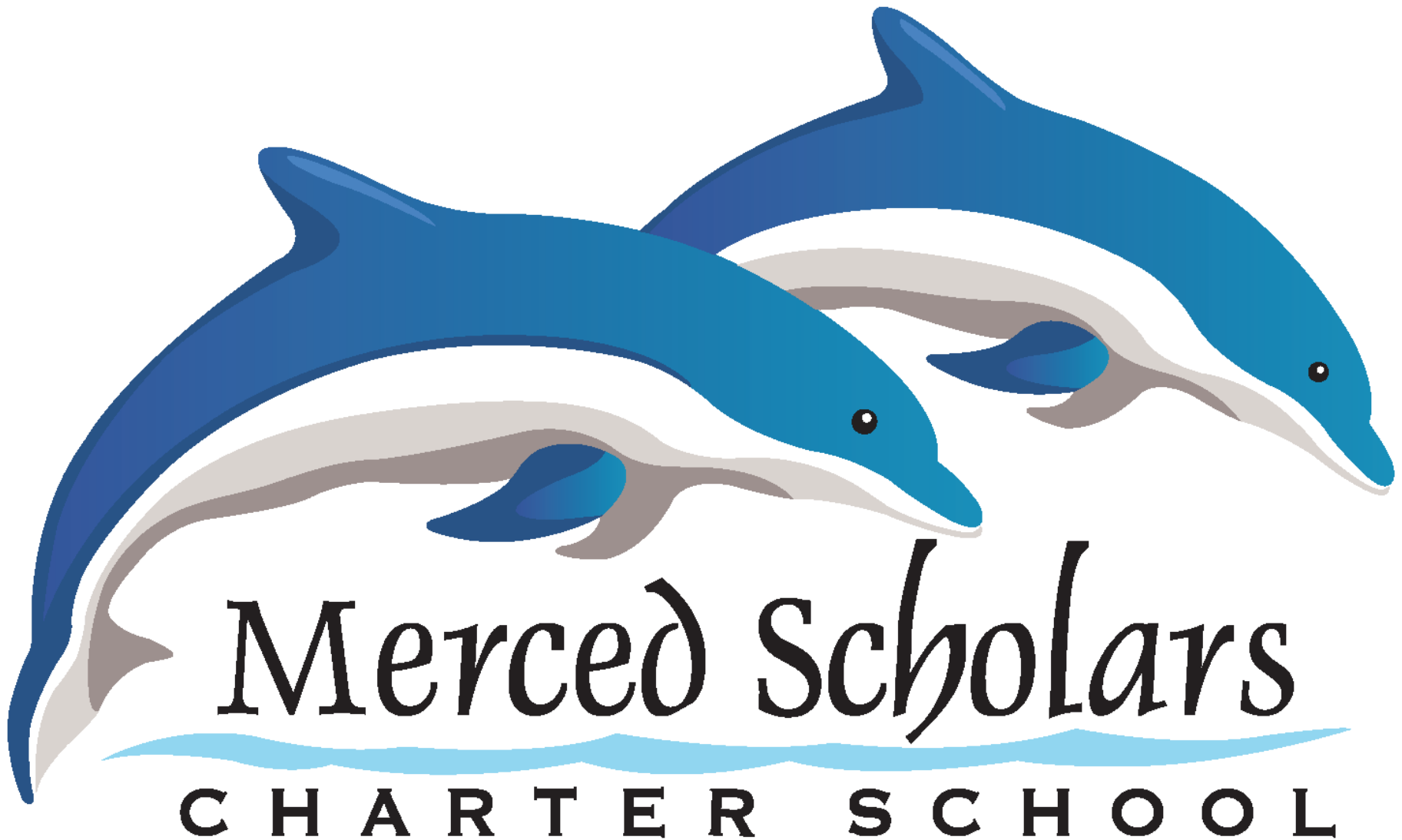
Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				<p>EL Progress 28.7% making progress</p> <p>Floyd A. Schelby: Demographics: Enrollment 73, 65.8% Socioeconomically disadvantaged, 35.6% ELs, 1.4% Foster Youth</p> <p>ELA increased 12.3 points (Hispanic increased 10 points, SES increased 6.3 points, Homeless no color).</p> <p>Math increased 19 points EL Progress 10% making progress (Hispanic increased 11.3 points, SES increased 12.2 points, Homeless no color).</p>	<p>more trainings that are left for this school year.</p> <p>2. N2Y: Unique Learning System Training Series for New Teachers: Nov. 1, Jan. 10, and March 13, 2024.</p> <p>The Nov. 1 training had 26 teachers, whereas the Jan. 10 had 16 teachers who participated.</p> <p>There is one more trainings for this school year.</p> <p>Professional Development provided by Victoria Murphy to preschool staff on research-based strategies for early childhood education and childhood development to support student instruction. She provides ongoing consultation and collaboration to 17 preschool teachers and 3 administrators.</p>		

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	Merced County Office of Education
CDS code:	24102490000000
LEA contact information:	Cindy Gentry - Coordinator Phone: 209-381-6788
Coming School Year:	2023-24
Current School Year:	2023-24

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2023-24 School Year - 1st Interim		Amount
Total LCFF funds	\$	29,925,624
LCFF supplemental & concentration grants	\$	1,832,371
All Other LCFF funds	\$	30,927,170
All other state funds	\$	41,643,541
All local funds	\$	34,292,793
All federal funds	\$	17,702,345
Total Projected Revenue	\$	123,564,303
Total Budgeted Expenditures for the 2023-24 School Year 1st Interim		Amount
Total Budgeted General Fund Expenditures	\$	134,073,801
Total Budgeted Expenditures in the LCAP	\$	8,051,017
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	2,723,477
Expenditures not in the LCAP	\$	126,022,784
Expenditures for High Needs Students in the 2023-24 School Year - 1st Interim		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	2,723,477
Actual Expenditures for High Needs Students in LCAP	\$	433,390



**Monitoring Goals, Actions, and Resources for the
2023-24 Local Control and Accountability Plan (LCAP)**

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Merced Scholars Charter School	Cindy Gentry Coordinator	cgentry@mcoe.org 209-381-6788

Goal 1

Goal Description
Inclusive Academic Instruction - Provide students the services, resources, and supports to improve and maintain academic outcomes.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP data in ELA and Math (distance from standard) as measured by CA School Dashboard	2018-19 ELA - 20 points below standard Math - 105.8 points below standard	2020-21 - data not available on California Dashboard website	2021-22 ELA - 22.5 points below standard Math - 117.7 points below standard	2022-23 ELA - 35.1 points below standard Math - 128.9 points below standard	ELA - 0 points below standard Math - 85 points below standard
English Learner access to the CCSS and ELD standards to gain academic content knowledge and English Proficiency as measured by EL Progress on CA School Dashboard	EL Progress - Less than 11 students - data not displayed for privacy	2020-21- Less than 11 students; data not displayed for privacy	2021-22 = 38.70%	2022-23 = 40.9%	50%
Access to Broad Course of Study - master schedule/courses	2020-21 = 100%	2021-22 = 100%	2022-23 = 100%	2023-24 = 100%	100%
NWEA Data Average Annual Growth	Baseline - NWEA Norm Reference Growth Chart	21-22 English 21-22 Math	22-2 English 22-23 Math TK-3	no longer used	ELA Math TK-3: 13.91 15.22

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	by grade level and averaged for grade span	TK-3 -1.17 6.86 4-6 10.82 10.00 7-8 2.32 3.40 9-12 1.38 1.38	4-6 7-8 9-12		4-6: 6.62 9.57 7-8: 3.91 5.95 9-12: 1.56 2.66
English 3D Reading Inventory	20/21 Winter Benchmark 29% Proficient	2021-22 Winter Benchmark = 0% Proficient	2022-23 Winter Benchmark = 0% Proficient	not available yet	40%
EL reclassification rate	2019-20 = 0%	2020-21 = 28.6%	2022-2023 - 19%	4.17%	10%
State reflection tool - Providing Professional Learning for teaching ELA/Math/ELD	20/21- 5 point rating Actual - ELA avg 3.22 ELD avg 2.78 Math avg 3.56	2021-22 (5 point rating) Actual - ELA avg 3.25 ELD avg 2.69 Math avg 3.31	2022-23 (5 point rating) Actual - ELA avg 3.54 ELD avg 3.23 Math avg 3.77	not available yet	ELA avg 4.0 ELD avg 4.0 Math avg 4.0
State reflection tool - Having CCSS aligned instructional materials in ELA/Math/ELD	20/21- 5 point rating Actual - ELA avg 3.67 ELD avg 3.11 Math avg 3.11	2021-22 (5 point rating) Actual - ELA avg 3.38 ELD avg 3.06 Math avg 3.31	2022-23 (5 point rating) Actual - ELA avg 4.00 ELD avg 3.54 Math avg 4.08	not available yet	ELA avg 4.0 ELD avg 4.0 Math avg 4.0
State reflection tool - Implementing programs to support staff in instructional improvement aligned to CCSS in ELA/Math/ELD	20/21- 5 point rating Actual - ELA avg 3.22 ELD avg 2.89 Math avg 2.67	2021-22 (5 point rating) Actual - ELA avg 2.94 ELD avg 2.81 Math avg 3.06	2022-23 (5 point rating) Actual - ELA avg 3.77 ELD avg 3.62 Math avg 3.69	not available yet	ELA avg 4.0 ELD avg 4.0 Math avg 4.0
STAR360 data from Star Summary report in Reading and Math - median GE as measured by Benchmark 2	2023-24 will serve as baseline year.			not available yet	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	MTSS Tiered Intervention System - Academic School data shows a need for improvement in academics, especially mathematics. To address this need, the school will utilize and refine a tiered intervention system based on diagnostic, benchmark, and state assessments as well as students' grades, staff, and parent input. Interventions for TK-2 will be determined primarily by staff and parent input. {WASC Action 2.2}	Yes	Fully Implemented			\$294,279.49	\$134,347.27
1.2	Instructional Support Staff School data shows a need for supplemental instructional opportunities for low income, foster youth, English learner, and special education students. Assign and/or hire additional instructional support staff to provide individualized and small group tutoring. Students will be identified for additional support based on assessment data, grades, social/emotional needs, by the Student Study Team (SST), or by an Individualized Education Plan (IEP) Team. {partially funded by Title I, Part A}	Yes	Fully Implemented			\$205,287.08	\$61,048.87
1.3	Schoolwide Data Plan The school will review and refine the assessment system annually to determine: 1) if the program is	No	Fully Implemented			\$36,740.38	\$18,626.90

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	effective, 2) it can support all learners including English Learners and Special Education students, and 3) the data produced is cohesive among the system. {WASC Action 2.1}						
1.4	Elementary Curriculum To support the implementation of the elementary grades, the school will seek and refine nonclassroom-based and dual language immersion curriculum that supports the needs of all students in each program.	No	Fully Implemented			\$140,687.25	\$183,279.85
1.5	Instructional Support Materials Students in need of additional instructional support may need access to materials for intervention and remediation. Funds will be utilized for primarily English language arts and math intervention materials and software. Additional materials in other subject areas will be purchased based on teacher recommendation. {funded by Title I, Part A}	No	Fully Implemented			\$43,136.80	\$67,380.51
1.6	Professional Development School data showed low or unchanged rates of academic growth among low income and	Yes	Partially Implemented			\$45,372.97	\$18,193.96

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	special populations. Based on the data and staff input, professional development will be provided in the form of coaching in instructional strategies regarding math, English language arts and English Language Development. Staff will also be encouraged to attend workshops and conferences provided by MCOE and other districts. {WASC Action 2.4 & 2.5}						
1.7	Arts and Music Student surveys sought more opportunities for the arts. To achieve this, the school will provide workshops in music and art through school staff, district personnel, and outside agencies.	Yes	Planned			\$48,631.50	\$0.00
1.8	Emerging Bilingual Support With the significant increase in the English learner population and the addition of the dual language immersion program, classes, specific and targeted supports, and workshops specific to English learners will be provided.	No	Partially Implemented	unable to fill 2nd grade teacher position		\$634,527.59	\$46,360.92

Goal 2

Goal Description

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
College and Career Indicator (CCI)	19/20 - 14.7%	2020-21 - data not available on California Dashboard website	2021-22 - data not available on California Dashboard website	22/23 = 8.8% prepared	50%
# of students concurrently enrolled at Merced College	20/21 - 10	2021-22 = 10	2022-23 Semester 1 = 5 Semester 2 = 9	2023/24 Semester 1 = 17	25
# of Merced College courses taken by students	20/21 - 21	2021-22 = 18	2022-23 Semester 1 = 8 Semester 2 = 15	2023/24 Semester 1 = 25	50
a-g Completion Rate	18/19 - 0%	2019-20 = 3.85%	2020-21 = 0%	2022/23 = 0%	40%
# of students receiving State Seal of Biliteracy	20/21 - 4	2021-22 = 2	2022-23 = 2	not available yet	8
# of CTE Completers	20/21 - 3	2021-22 = 5	2022-23 = 30	not available yet	20
# of students enrolled in CTE	2022-23 will serve as the baseline		2022-23 Semester 1 = 83 Semester 2 = 68	2023/24 Semester 1 = 76	
# of students in Dual Enrollment	2022-23 will serve as the baseline		2022-23 Semester 1 = 25 Semester 2 = 48	2023/24 Semester 1 = 22	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	College Materials and Resources The school will continue to purchase the textbook and other materials for students taking concurrent classes at Merced College.	No	Partially Implemented			\$7,564.90	\$1,175.42

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.2	Career Technical Education (CTE) Resources To ensure a robust CTE program, the school will provide supplies and equipment to help students develop their job and collaboration skills to improve their opportunities for job placement after graduation.	No	Partially Implemented			\$21,614.00	\$8,341.71
2.3	College and Career Activities To help students understand their college and career options, the school will provide field trips to colleges, universities, technical training programs, and select businesses to help students envision their post-high school options. The trips will target students considered low income, English Learner, and Foster Youth.	Yes	Partially Implemented			\$24,856.10	\$6,538.93
2.4	Counseling and Career Guidance The counseling team, ROP teachers, and career techs will provide opportunities for students to do career assessments, portfolio development, and workshops on career and college guidance. Supports will include signing up for college and financial aid as well as creating, maintain, and updating 6 year plans and individualized learning plans. {WASC Action 1.6}	Yes	Fully Implemented			\$63,417.26	\$19,498.09

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.7	Elective Courses To support students with college and career exploration, the school will add more elective courses for students to explore areas of interest. In addition, the school will evaluate its CTE offerings and determine the need to increase or change the courses and pathways offered at the school. {WASC Action 1.3 & 1.4}	Yes	Fully Implemented			\$16,210.50	\$7,409.60
2.8	Dual and Concurrent Enrollment Students who are able to take college courses while in high school are more likely to continue with college after graduation. To encourage students to continue, especially students from underrepresented populations, the school will provide dual enrollment options for students as well as encourage students to attend other courses at the college itself. {WASC Action 1.5}	Yes	Fully Implemented			\$47,267.36	\$15,598.23

Goal 3

Goal Description

Safe, Inclusive, and Positive School Culture - Maintain a safe, welcoming learning environment where all students feel connected to the school while increasing support so students can develop and maintain their social/emotional health and well-being.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Teachers credentialed/assignments as measured by the SARC	20/21 - 100%	2021-22 - data not available on CDE website	2022-23 - data not available on CDE website	2021/22 - 17.58% Fully credentialed and proper placement 25.36% Ineffective (without proper credential) 53.59% using the local assignment option	100%
Sufficient core instructional materials by annual Board resolution	20/21 - 100%	2021-22 = 100%	2022-23 = 100%	2023-24 = 100%	100%
School facilities are maintained and in good repair as measured by the SARC	20/21 - 100%	2021-22 = 100%	2022-23 = 90%	2023-24 = Good Overall Rating	100%
Pupil Suspension Rate	2019/20 - 0%	2020-21 = 0%	2021-22 = 0%	2022-23 = 0%	0%
School Climate Surveys % Students reporting strongly agree or agree	2020/21 - I feel safe in school 100% I feel supported by school staff. 96.65% I feel staff truly care for me. 98.55% When I feel upset.....there is someone I can talk to. 81.16%	2021-22 Spring Survey Actual Data I feel safe in school = 97.44% I feel supported by school staff. = 92.31% I feel staff truly care for me. = 91.03% When I feel upset.....there is someone I can talk to. = 78.21%	2022-23 Spring Survey Actual Data I feel safe in school = 98.78% I feel supported by school staff. = 93.90% I feel staff truly care for me. = 97.56% When I feel upset.....there is someone I can talk to. = 78.05%	not available yet	I feel safe in school 90% I feel supported by school staff. 90% I feel staff truly care for me. 90% When I feel upset.....there is someone I can talk to. 90%
Pupil Graduation Rate	2019/20 - 82.4%	2020-21 = 72.7%	2021-22 = 78.60%	2022/23 = 100%	95%
# of SEL workshops conducted	2021/22 will be our baseline year	2021-22 = 10 workshops	2022-23 = 45	2023/24 = 8	10

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Highly Qualified Staff Continue to employ and maintain certificated and classified employees with appropriate skills, credentials, and authorizations to work with students.	No	Fully Implemented			\$1,869,156.24	\$591,495.94
3.3	Facility and Equipment The school has always been in the Good/Exemplary rating on the Facility Inspection Tool (FIT). To maintain this, the school will ensure adequate facilities conducive to learning through upgrades of buildings and equipment as needed. Maintenance and Operation costs and costs for the replenishment of devices are included in this action. {partially funded by Title I, Part A}	No	Partially Implemented			\$717,608.58	\$591,495.94
3.4	Positive Behavior Incentives Provide incentives to students to encourage participation, positive behavior, and connection with the school. Incentive points will be tracked utilizing the school's PBIS system.	No	Partially Implemented			\$27,017.50	\$805.34
3.5	MTSS Tiered Intervention System - Social/Emotional	No	Fully Implemented			\$196,793.01	\$73,255.43

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	The school will utilize and refine the tiered social/emotional learning system to provide appropriate supports for students facing trauma and other adverse experiences. The school counseling team will identify students in the universal, strategic, and targeted support categories. {WASC Action 2.3}						
3.6	Social/Emotional Workshops Through surveys from all stakeholders, the school identified the importance of providing students with the proper coping skills to build resiliency. The counseling team will conduct workshops so students can work on such topics as stress management, intrapersonal skills, dealing with trauma, building positive view of self, and so forth.	No	Partially Implemented			\$29,158.40	\$972.63
3.7	Community Engagement and Outreach To better support the needs of students facing adverse conditions, the school will partner with community agencies and seek resources to better support the needs of the whole students. Through marketing and promotion, the school will create partnerships and seek donations to support a student and their families economic and social emotional needs.	Yes	Partially Implemented	CCSPP Coordinator position unfilled		\$115,182.22	\$9,938.52

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.8	School Events and Activities Continue with school events such as Open House, Back to School Night, Awards Night, etc. to involve students and their families with the school.	No	Partially Implemented			\$5,403.50	\$286.17
3.9	Curriculum and Instructional Materials Students of all backgrounds must be held to high levels of academic rigor and expectations. To support this belief, the school maintain, refine, and/or revise the curriculum offerings and materials. This includes revising current a-g offerings and providing more in not only the core curriculum, but in CTE options as well. {WASC Action 1.1, 1.2, & 2.6}	No	Fully Implemented			\$34,582.40	\$21,633.39

Goal 4

Goal Description

Student Engagement - Improve attendance rates to a level of 97% by 2024 and decrease chronic absenteeism to a level under 10% by 2024.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Attendance Rate as measured by P2 - All Students	2019-20 - 94.71%	2021-22 = 88.74%	2022-23 = 91.76%	not available yet	97%
Chronic absenteeism rate from Dataquest (K-8)	2018-19 - 13%	2020-21 = 30.1%	2021-22 = 42.30%	2022/23 = 31.1%	9%
Local data plan-students with 90% or better attendance in fall semester	2021/22 will be our baseline year	2021-22 = 231 (72%)	2022-23 = 208 (86.67%)	2023/24 = 307 (86%)	85%
Local data plan - students with 10 or more absences in fall semester for students enrolled longer than 30 days	2021/22 will be our baseline year	2021-22 = 58 (18%)	2022-23 = 46 (19.17%)	2023/24 = 22 (7.2%)	10%
# of parent workshops (i.e., Dolphin Cafes)	2021/22 will be our baseline year	2021-22 = 10	2022-23 = 2	2023/24 = 6	20
# of SART meetings	2021/22 will be our baseline year	2021-22 = 8	2022-23 = 35	2023/24 = 15	20
# of referrals to intervention for attendance	2021/22 will be our baseline year	2021-22 = 22	2022-23 = 69	2023/24 = 80	20

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	MTSS Tiered Intervention System - Attendance The school will utilize and refine the tiered attendance system outlined in the Learning Continuity and Attendance Plan. The School Attendance Review Team (SART) will identify students in the universal, strategic, and targeted support categories and identify re-engagement strategies to decrease absences. {partially funded by Title I, Part A}	Yes	Fully Implemented			\$277,748.75	\$79,836.79

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.2	School Field Trips To create a sense of belonging and engagement with the school and staff, the school will provide field trips to better connect students with the school and other students.	No	Partially Implemented			\$17,291.20	\$830.65
4.3	Parent Workshops The school understands the importance of parent involvement in all aspects of their child's education, especially when it comes to school attendance and work completion. To better support parents, the school will conduct monthly workshops and trainings to support parents with the school program. The parents of unduplicated pupils will be the main focus as this group has shown in the data to have the greatest needs.	No	Partially Implemented			\$32,475.58	\$10,621.27
4.4	Parent Communication Ensure staff is in regular contact with the parent. Such contact will include the use of Parent Square for messages to all students or a select group of students, conference calls with parents and staff, individual meetings with parents, students, and staff. Bilingual staff will translation supports for families that require it.	Yes	Fully Implemented			\$238,485.91	\$74,161.56

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.5	Supplemental Staff To provide more opportunities for student support, the school will seek tutors through internal programs and/or service providers. Supplemental staff will provide additional tutoring hours and support applications to college and completing financial aid applications. Additional staff also includes other staff such as mentors or health aides.	Yes	Partially Implemented			\$205,855.13	\$31,767.98

LCFF Budget Overview for Parents: Data Input

LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) name:	Merced Scholars Charter School
CDS code:	24102490106518
LEA contact information:	Cindy Gentry - Coordinator Phone: 209-381-6788
Coming School Year:	2023-24
Current School Year:	2023-24

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2023-24 School Year		Amount
Total LCFF funds	\$	4,073,999
LCFF supplemental & concentration grants	\$	1,029,190
All other state funds	\$	401,608
All local funds	\$	59,000
All federal funds	\$	363,731
Total Projected Revenue	\$	4,898,338
Total Budgeted Expenditures for the 2023-24 School Year		Amount
Total Budgeted General Fund Expenditures	\$	5,495,895
Total Budgeted Expenditures in the LCAP	\$	5,396,352
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,254,665
Expenditures not in the LCAP	\$	99,543
Expenditures for High Needs Students in the 2023-24 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	1,254,665
Actual Expenditures for High Needs Students in LCAP	\$	379,380



Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school

district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Come Back Charter School	Cindy Gentry Coordinator	cgentry@mcoe.org 209-381-6788

Goal 1

Goal Description
Positive School Climate: Maintain a welcoming and comfortable learning environment where students feel connected to the school and community.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Teachers credentialed/assignments as measured by the SARC	20/21 - 100%	2021-22 - data not available on CDE website	2022-23 - data not available on CDE website	2021/22 - 25% Fully credentialed and proper placement 75% Using the local assignment option 2023/24 - 5 teachers - 1 fully credentialed and properly assigned 20% 4 teachers - Local Assignment Option 80%	100%
Sufficient core instructional materials by annual Board resolution	20/21 - 100%	2021-22 = 100%	2022-23 = 100%	2023/24 - 100%	100%
School facilities are maintained and in good repair as measured by the SARC	20/21 - 100%	2021-22 = 100%	2022-23 = 100%	2023/24 - Overall Rating Exemplary	100%
Pupil Suspension Rate	2019/20 - 0%	2020-21 = 0%	2021-22 = 0%	2023/24 - 0%	0%
Pupil Expulsion Rate	2019/20 - 0%	2020-21 = 0%	2021-22 = 0%	2023/24 - 0%	0%
Spring School Climate Surveys % Students reporting strongly agree or agree	2020/21 - I feel safe in school 91% I feel supported by school staff. 93%	2021-22 Spring Survey Actual Data I feel safe in school. = 100%	2022-23 Spring Survey Actual Data I feel safe in school. = 97.78%	not available yet	I feel safe in school 90% I feel supported by school staff. 90% I feel staff truly care for me. 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
	I feel staff truly care for me. 94% When I feel upset.....there is someone I can talk to. 82%	I feel supported by school staff. =100% I feel staff truly care for me. = 95.65% When I feel upset.....there is someone I can talk to. = 91.30%	I feel supported by school staff. =95.56% I feel staff truly care for me. = 97.78% When I feel upset.....there is someone I can talk to. = 93.33%		When I feel upset.....there is someone I can talk to. 90%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	Highly Qualified Staff Continue to employ and maintain certificated and classified employees with appropriate skills, credentials, and authorizations to work with students.	No	Fully Implemented	Open position filled in Atwater		\$643,536.95	\$232,394.67
1.3	Facility Maintenance The school has always been in the Good/Exemplary rating on the Facility Inspection Tool (FIT). To maintain this, the school will ensure adequate facilities conducive to learning through adding and upgrading buildings and equipment as needed. Maintenance and Operation costs are also included in this action.	No	Fully Implemented			\$43,202.06	\$36,302.87
1.4	Positive Behavior Incentives Provide incentives to students to encourage participation, positive behavior, and connection with the	Yes	Planned			\$8,645.60	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	school. Incentive points will be tracked utilizing the school's PBIS system.						
1.5	Technology Ensure students have access to updated computer devices and Internet connections by maintaining an adequate supply of technology equipment.	Yes	Partially Implemented			\$126,631.50	\$18,422.60
1.6	Curriculum and Instructional Materials Students of all backgrounds must be held to high levels of academic rigor and expectations. To support this belief, the school maintain, refine, and/or revise the curriculum offerings and materials. This includes revising current a-g offerings and providing more in not only the core curriculum, but in CTE options as well.	No	Fully Implemented			\$11,347.35	\$13,062.20

Goal 2

Goal Description

Academic Performance: Students, staff, and stakeholders work together to develop an academic and career plan that moves students towards higher education/technical training and better job opportunities.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
NWEA Data Average Annual Growth	Baseline - NWEA Norm Reference Growth Chart by grade level and averaged for grade span	2021-22 = not available. Sample size too small.	2022-23 = no data. School moving to a different assessment system.	NWEA no longer used	ELA 9-12: 1.56 Math 2.66
Access to Broad Course of Study - master schedule/courses	2020-21 = 100%	2021-22 = 100%	2022-23 = 100%	2023/24 = 100%	100%
EL reclassification rate	2019-20 = 0%	2020-21 = 0%	2021-22 = 0%	2022/23 = 0% 2023/24 - 60%	10%
State reflection tool - Providing Professional Learning for teaching ELA/Math/ELD	20/21- 5 point rating Actual - ELA avg ELD avg Math avg	2021-22 (5 point rating) Actual - ELA avg = 3.50 ELD avg = 3.50 Math avg = 3.50	2022-23 (5 point rating) Actual - ELA avg = 3.80 ELD avg = 3.40 Math avg = 3.80	not available yet	ELA avg 4.0 ELD avg 4.0 Math avg 4.0
State reflection tool - Having CCSS aligned instructional materials in ELA/Math/ELD	20/21- 5 point rating Actual - ELA avg ELD avg Math avg	2021-22 (5 point rating) Actual - ELA avg = 4.00 ELD avg = 3.50 Math avg = 4.00	2022-23 (5 point rating) Actual - ELA avg = 4.00 ELD avg = 3.00 Math avg = 4.20	not available yet	ELA avg 4.0 ELD avg 4.0 Math avg 4.0
State reflection tool - Implementing programs to support staff in instructional improvement aligned to CCSS in ELA/Math/ELD	20/21- 5 point rating Actual - ELA avg ELD avg Math avg	2021-22 (5 point rating) Actual - ELA avg = 3.25 ELD avg = 3.25 Math avg = 3.25	2022-23 (5 point rating) Actual - ELA avg = 3.80 ELD avg = 3.80 Math avg = 3.60	not available yet	ELA avg 4.0 ELD avg 4.0 Math avg 4.0
STAR360 data from Star Summary report in Reading and Math - median GE as measured by Benchmark 2	2023-24 will serve as baseline year.			not available yet	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	MTSS Tiered Intervention System - Academic	No	Fully Implemented	Teacher on Special Assignment		\$25,400.85	\$6,638.41

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	School data shows a need for improvement in academics. To address this need, the school will utilize a tiered intervention system based on diagnostic, curriculum embedded, and state assessments as well as students grades and staff.						
2.2	Instructional Support Staff School data shows a need for supplemental instructional opportunities for low income, foster youth, English learner, and special education students. The school will hire and maintain additional instructional support staff to provide individualized and small group tutoring. Students will be identified for additional support based on assessment data, grades, and social/emotional needs.	Yes	Fully Implemented	Staff transition and position filled again		\$40,122.17	\$7,706.94
2.3	Instructional Support Materials Students in need of additional instructional support may need access to materials for intervention and remediation. Funds will be utilized for primarily English language arts and math intervention materials and software. Additional materials in other subject areas will be purchased based on teacher recommendation.	Yes	Fully Implemented			\$7,555.50	\$6,916.44

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	Professional Development Based on the data and staff input, professional development will be provided in the form of coaching in instructional strategies to support adult learners. Staff will also be encouraged to attend workshops and conferences provided by MCOE and other districts.	No	Partially Implemented			\$10,550.44	\$818.95
2.5	Supplemental Staff To provide more opportunities for student support, the school will seek tutors through internal programs and/or service providers. Supplemental staff will provide additional tutoring hours and support applications to college and completing financial aid applications.	Yes	Planned	Student Workers will begin in Spring		\$119,812.00	\$0.00
2.6	Schoolwide Data Plan The school will review and refine the assessment system used to determine where students are at academically and to determine the need for intervention and remediation. The system will include the use of diagnostic testing and surveys to identify student needs and supports. {WASC Action 1.3}	Yes	Fully Implemented			\$38,743.62	\$16,235.39

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 3

Goal Description

Career and College Ready: Ensure graduating students are career and college ready.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CCI	2019/20 - 1.1%	2020-21 - data not available on California Dashboard website	2021-22 - data not available on California Dashboard website	2022/23 CCI - 0% prepared	10%
# of Merced College courses taken by students	21-22 will serve as baseline	2021-22 = 0	2022-23 = 0	2023/24 - 0	
# of students enrolled in training courses	21-22 will serve as baseline	2021-22 = data not available	2022-23 = no data available	2023/24 - 0	
# of students concurrently enrolled at Merced College	21-22 will serve as baseline	2021-22 = 0	2022-23 = 0	2023/24 - 0	
# of Advisory Board Meetings	2019/20 - 2	2021-22 = 2	2022-23 = 2	2023/24 - 0	5

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	Workforce Investment Maintain agreements with agencies supported by the Workforce Innovation and Opportunity Act (WIOA). Such agencies will include Empower and Worknet. Partnerships will provide a more seamless transition and support structure once students achieve the	No	Planned			\$5,403.50	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	minimum qualifications for training. {WASC Action 3.1 and 3.3}						
3.2	College and Career Activities To help students understand their college and career options, the school will provide workshops on colleges, universities, technical training programs, and select businesses to help students gain a better idea of the opportunities available for them.	Yes	Fully Implemented			\$77,487.25	\$25,570.80
3.3	Counseling and Career Guidance Staff will provide opportunities for students to do career assessments, portfolio development, and workshops on career and college guidance. Support will include signing up for college and financial aid and/or other training opportunities. {WASC Action 3.2}	Yes	Fully Implemented			\$19,435.00	\$3,988.63
3.4	Elective Course Options To support students with college and career exploration, the school will add more elective courses for students to explore areas of interest.	Yes	Fully Implemented			\$8,645.60	\$4,798.09

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.5	Career Technical Education (CTE) Courses Incorporate Career Technical Education (CTE) course(s) as part of the student's course requirements and qualifications for graduation to allow students to explore more career pathway opportunities.	No	Fully Implemented			\$2,161.40	\$8,672.19

Goal 4

Goal Description

Improved Graduation Rates: Increase the graduation rate of the school to 50% by 2024.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Graduation Rate	28.6%	2020-21 = 27.3%	2021-22 = 39.5%	2022/23 = 24.1%	50%
Attendance Rate as measured by P2	2019/20 - 82%	2021-22 = 66.21%	2022-23 = 71.40%	not available yet	85%
Local data plan-students with 90% or better attendance in Fall Semester	2021/22 will be our baseline year	2021-22 (fall) = 34 (37.78%)	2022-23 (fall) = 66 (41%)	2023/24 = 55%	50%
Local data plan - students with 10 or more unexcused absences in Fall Semester for students enrolled longer than 30 days	2021/22 will be our baseline year	2021-22 (fall) = 50 (55.56%)	2022-23 (fall) = 56 (37%)	2023/24 = 51/139 = 37%	30%
# of SART meetings	2021/22 will be our baseline year	2021-22 = 6	2022-23 = 10	2023/24 = 11 meetings	10
# of referrals to intervention for attendance	2021/22 will be our baseline year	2021-22 = data not available	2022-23 = 0	2023/24 = 35	30

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
Annual Credit completion averages - Quarters 1-3	2023-24 will serve as baseline year			not available yet	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	MTSS Tiered Intervention System - Attendance The school will utilize a tiered attendance system outlined in the Learning Continuity and Attendance Plan. The school will establish an attendance review team to review attendance data on a biweekly basis and identify universal, strategic and targeted support for students to re-engage them in their education. {WASC Action 1.1}	Yes	Fully Implemented			\$31,900.21	\$8,490.83
4.2	School Events Continue with school events such as orientations, Open House, and graduation to involve students and their families with the school.	No	Planned			\$7,564.90	\$0
4.3	Family Support Workshops The school understands the importance of supporting CBCS students and their families, especially when it comes to school attendance and work completion. To better support students and their families, the school will conduct workshops and/or trainings to support families with the school program and students with	Yes	Partially Implemented			\$18,901.52	\$5,818.38

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	developing effective coping and resiliency skills to improve their overall well being. {WASC Action 2.2}						
4.4	Staff to Student Communication Ensure staff is in regular contact with students. Such contact will include the use of Parent Square for messages to all students or a select group of students. Regular contact will be done through conference calls, Zoom meetings, or individual meetings between students and staff. Bilingual staff will provide translation support for families that require it.	Yes	Fully Implemented			\$32,018.61	\$9,617.17
4.5	Community Engagement and Outreach To better support the needs of students facing adverse conditions, the school will partner with community agencies and seek resources to better support the needs of the whole students. Through market and promotion, the school will create partnerships and seek donations to support a student and their families economic and social emotional needs. {WASC Action 2.3}	Yes	Partially Implemented	CCSPP Coordinator position open		\$142,814.98	\$21,557.10

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.6	Support for Children Students with young children have the need for daycare or support so that they can receive the extra support needed. The school will establish connections with local community groups to see about providing time for parents to study and/or come to the school for extra support. {WASC Action 2.1}	Yes	Planned			\$10,807.00	\$0
4.7	Credit Completion Through an analysis of number of credits completed by quarter, students were achieving 62.15% of the attempted credits assigned. To improve credit completion, and thereby, graduation completion, the school will develop, implement, and monitor student credit completion in order to increase credit accumulation and thereby, graduation rates.	No	Fully Implemented			\$38,743.62	\$12785.40

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Come Back Charter School
CDS code:	24102490138032
LEA contact information:	Cindy Gentry - Coordinator Phone: 209-381-6788
Coming School Year:	2023-24
Current School Year:	2023-24

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2023-24 School Year		Amount
Total LCFF funds	\$	1,375,322
LCFF supplemental & concentration grants	\$	327,043
All other state funds	\$	100,564
All local funds	\$	54,000
All federal funds	\$	188,893
Total Projected Revenue	\$	1,718,779
Total Budgeted Expenditures for the 2023-24 School Year		Amount
Total Budgeted General Fund Expenditures	\$	1,737,087
Total Budgeted Expenditures in the LCAP	\$	1,293,082
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	375,571
Expenditures not in the LCAP	\$	444,005
Expenditures for High Needs Students in the 2023-24 School Year		Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$	375,571
Actual Expenditures for High Needs Students in LCAP	\$	97,189

MERCED COUNTY

Dream Big Conference

• PARENT INSTITUTE •

DATE:

SATURDAY, MARCH 2, 2024

*"The future belongs to
those who believe in the
beauty of their dreams"*

- ELEANOR ROOSEVELT

CLICK [HERE](#) OR
SCAN TO REGISTER

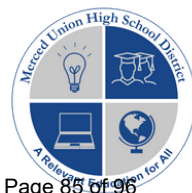
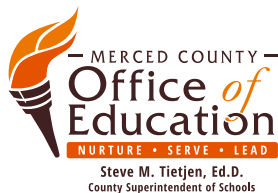


REGISTRATION: 7:30AM
8:00AM - 3:00PM

*THERE IS A LIMITED SPACE FOR THE YOUTH CONFERENCE AND
FOR CHILD CARE SERVICES.

GOLDEN VALLEY HIGH SCHOOL
2121 E CHILDS AVE, MERCED, CA 95341

FOR QUESTIONS CALL: (209) 381-6793



MCSBA SPRING DINNER

HOSTED BY AESD

Juniper Elementary School

Multi-purpose Room

MARCH 25, 2024

5:00 PM Tour & Registration

6:00 PM Dinner

CLICK HERE



TO REGISTER

\$30.00 PER PERSON

For more information, contact
Ceci 209-381-6634

Merced County Board of Education

Business Items for Action



Steve M. Tietjen, Ed.D. | County Superintendent of Schools

Quarterly Williams Reports

2023-2024

Merced County Districts Quarterly Williams Uniform Complaint Summary Reports	1st Qrt. July-Sep	2nd Qrt. Oct-Dec	3rd Qrt. Jan-March	4th Qrt. Apr-June
<i>Atwater Elementary</i>	0	0		
<i>Ballico-Cressey</i>	0	0		
<i>Delhi Unified</i>	0	0		
<i>Dos Palos/Oro Loma Unified</i>	0	0		
<i>El Nido Elementary</i>	0	0		
<i>Gustine Unified</i>	0	0		
<i>Hilmar Unified</i>	0	0		
<i>Le Grand Elementary</i>	0	0		
<i>Le Grand Union High</i>	0	0		
<i>Livingston Union High</i>	0	0		
<i>Los Banos Unified</i>	0	0		
<i>McSwain Union Elementary</i>	0	0		
<i>Merced City</i>	0	0		
<i>Merced County Office of Education</i>	0	0		
<i>Merced River Union Elementary</i>	0	0		
<i>Merced Union High</i>	0	0		
<i>Plainsburg Union Elementary</i>	0	0		
<i>Planada</i>	0	0		
<i>Snelling-Merced Falls Union Elementary</i>	0	0		
<i>Weaver Union Elementary</i>	0	0		
<i>Winton Elementary</i>	0	0		

Details of District Complaints can be obtained from Emily Tietjen 23-24

Note: 2nd Qrt (23-24) - Sent to Yolanda via email - 2/05/24



REQUIRES BOARD ACTION

January 31, 2024
MEMORANDUM

To: CSBA Member Boards and Even-numbered County Board Presidents and Superintendents
From: Albert Gonzalez, CSBA President
Re: 2024 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Fri. March 15**

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Friday, March 15, 2024.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district or county office must be clearly printed in the space provided.

The ballot must be signed by the Board President, Board Clerk, or Superintendent as a designee of the board, and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's or county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked on or before April 30. Results will be published by May 11, 2024.

For County Boards of Education Only:

Per Standing Rule 52, in regions with more than one county, each county board of education has one vote to elect the county board member who represents the county board(s) in the region in the Delegate Assembly. One-county regions will appoint the county Delegate. Your county board may vote for only one candidate to fill the Delegate position representing the county boards within your region. Enclosed is the ballot material for election to CSBA's Delegate Assembly of the county board representative from

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **FRIDAY, MARCH 15, 2024**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2024 DELEGATE ASSEMBLY BALLOT
COUNTY DELEGATE REGION 8
(San Joaquin, Amador, Calaveras, Tuolumne, Stanislaus, and Merced Counties)

Number of seats: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2024 - March 31, 2026

**denotes incumbent*

☐

Juliana Feriani (Tuolumne COE)*

Provision for Write-in Candidate Name

COE

Signature of Superintendent or Board Clerk

Title

COE Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

View results

Respondent

18

Anonymous

444:38

Time to complete

1. I have been... *

☐ Appointed☒ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Yes

3. Full name *

Juliana Feriani

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I believe in the work that CSBA and the DA does in supporting board members through its conferences, professional development and training opportunities, legislative advocacy, and policies. This work helps all board members to ensure that all students fulfill their potential and provides a rigorous education based on critical thinking skills. I have served on my board for 24 years and have served on many committees and panels for my board, CSBA, CCBE, and in my community. Being on the DA energizes me and I try to pass along that energy to region, county, and trustee area boards. All this work has one goal: to improve student outcomes.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I attend school functions: school openings, special programs, and graduations from our county programs. I attend community meetings on educational issues as well as community issues. I am on a BOD that raises scholarship money for graduating HS seniors and facilitates a town clean up each Spring. I am/or have been on many committees: Policy, LCAP, Superintendent compensation, and new member orientation. I have served on CSBA's Policy Platform, Small Schools, Conference, Legislative, and the Adequacy Task Force. I have served on CCBE's Legislative, Conference, Board Member Training, Policy Platform, and Superintendent Compensation Task Force. I am a CCBE past president. I am interested in anything that will further student learning and outcomes and support board members.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

There is a looming state deficit and we are going to have to be very vigilant about proposed cuts to education and we are going to have to be ready to make our case. Student, administrative, staff, and teacher mental health is another challenge: we need to be able to help our students and support all our school staff. We also need to fight for local control--what funding comes our way seems to have more restrictions and stipulations.

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **FRIDAY, MARCH 15, 2024**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. A *PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

**OFFICIAL 2024 DELEGATE ASSEMBLY BALLOT
SUBREGION 8-D
(Merced County)**

Number of seats: 1 (Vote for no more than 1 candidate)

Delegates will serve two-year terms beginning April 1, 2024 - March 31, 2026

**denotes incumbent*

☐

Francisca Briones (Delhi USD)

☐

Zachery Ramos (Gustine USD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District Name

Date of Board Action

See reverse side for list of all current Delegates in your Region.

Delegate Assembly Biographical Sketch Form for 2024 Election



Deadline: Sunday, January 7, 2024 | No late submissions accepted

This form is required. An optional, one-page, single-sided, résumé may also be submitted. Do not state "see résumé." Do not re-type this form. Please submit completed form via e-mail to nominations@csba.org by no later than 11:59 p.m. on January 7, 2024. Forms may also be submitted via mail, to CSBA's Executive Office, at 3251 Beacon Blvd., West Sacramento, CA 95691, with a postmark of no later than January 7, 2024. It is the candidate's responsibility to confirm that CSBA has received nomination materials prior to the deadline.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: _____

Date: 1/4/24

Name: Francisca Briones

CSBA Region & subregion #: _____

District or COE: Delhi Unified

Years on board: 1

Profession: Retired Teacher Contact Number (☒ Cell ☐ Home ☐ Bus.): (209) 620-0671

Primary E-mail: fbriones@delhiusd.org

Are you an incumbent Delegate? ☐ Yes ☒ No If yes, year you became Delegate: _____

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

I want to make sure that important information is brought to our board members.

Please describe your activities and involvement on your local board, community, and/or CSBA.

I am new to the school board but I have been active with the community for over 20 years. I have been a member of the Delhi Municipal Advisory Council for 20 years including over 5 years of being a chairperson

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

The biggest challenge is agreeing on what is best to the students and focusing on the academics. I believe it is very important to realize that our whole state is in great need of improving the academics in both Language Arts and Math. We need to search and find an approach that works.

View results

Respondent

1

Anonymous

10:19

Time to complete

1. I have been... *

☐ Appointed☒ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Zachery Ramos

3. Full name *

Zachery David Ramos

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I am interested in continuing as a Delegate for the California School Board Association (CSBA) because my experiences and skills have proven valuable in advancing the mission of the organization. I have a track record of effective communication and collaboration, as evidenced by my creation of the first region-specific school board-oriented newsletter. This newsletter not only benefits our regional delegates but also serves the broader community in Merced County by providing information tailored to our local needs.

Furthermore, my ability to work with government officials, from local government to assemblymen, senators, and congressmen, has allowed me to address the pressing issues that schools in our region face. This collaboration has fostered a strong working relationship that is recognized as valuable to our region and local boards within Merced County.

In my role as a delegate, I have also dedicated significant efforts to amplify the voices of our board members in Merced County. I have effectively conveyed their concerns, ideas, and issues to CSBA, facilitating the search for solutions and access to relevant information. Through these endeavors, I have not only contributed to the betterment of our county's schools but also shone a spotlight on the excellent work being done in our region, ultimately benefiting schools across the state. My commitment to promoting education and collaboration aligns with the goals of the CSBA, and I look forward to continuing to serve in this capacity to make a meaningful impact.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I have a track record of effective communication and collaboration, as evidenced by my creation of the first region-specific school board-oriented newsletter. This newsletter not only benefits our regional delegates but also serves the broader community in Merced County by providing information tailored to our local needs.

I have worked with government officials, from local government to assemblymen, senators, and congressmen, has allowed me to address the pressing issues that schools in our region face. This collaboration has fostered a strong working relationship that is recognized as valuable to our region and local boards within Merced County.

In my role as a delegate, I have also dedicated significant efforts to amplify the voices of our board members in Merced County. I have effectively conveyed their concerns, ideas, and issues to CSBA, facilitating the search for solutions and access to relevant information. Through these endeavors, I have not only contributed to the betterment of our county's schools but also shone a spotlight on the excellent work being done in our region, ultimately benefiting schools across the state. My commitment to promoting education and collaboration aligns with the goals of the CSBA, and I look forward to continuing to serve in this capacity to make a meaningful impact.