

**AGENDA
MERCED COUNTY BOARD OF EDUCATION
May 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: _____

II. Flag Salute - Pledge of Allegiance to the Flag

III. Presentation

- A. Presentation of Certificates of Recognition Stacie Arancibia
1. California Science & Engineering Fair - Top Finishers
2. Merced Scholars Charter & Valley Community School - Atwater
- Speech Festival, Seal of Biliteracy & Writing Festival
- B. Presentation of Certificates for Improved Attendance Andrea Valtierra-Gongora
Merced County District Attorney's Office
1. Mario Diaz
2. Bridget Hill
3. Leah Sanchez

IV. 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 April 15, 2024
- Motioned by _____ Seconded by _____ Vote _____

V. Written Communications

- A. Correspondence Received By Chairperson
B. Correspondence Received By Board Members
C. Correspondence Received By Superintendent:
1. Merced COE 2023-24 Second Interim Report
2. Communication Letter from CSBA – Integrate CCBE into CSBA

VI. 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*).

VII. Future Agenda Items

- A. Special Board Meeting, June 10, 2024 – Public Hearing: Adoption of 2024-2025 Merced County Office of Education Budget and Local Control Accountability Plan (LCAP).

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

- A. Board Member's Report (*if any*) Board Members
- B. Superintendent's Report Steve M. Tietjen
1. MCOE Schools Graduation Dates
- Atwater Valley Community School - June 4, 2024 @ 6:00 pm (Atwater Educational Center)
 - Come Back Charter – June 3, 2024 @ 6:00 pm (Downtown PDC-Mondo)
 - Los Banos Valley Community School – June 5, 2024 @ 6:00 pm (Los Banos VCS Gym)
 - Merced Scholars Charter School/DLI [Kindergarten] – June 5, 2024 @ 9:00 am (Wardrobe Gym)
 - Merced Scholars Charter School [Atwater Complex]
 - Middle School – May 30, 2024 @ 10:00 am
 - High School – May 30, 2024 @ 6:00 pm
 - Merced Valley Community School – June 4, 2024 @ 6:00 pm (Downtown PDC-Mondo)

IX. Business Items for Action

- A. Expanded Learning Opportunities Program Plan Guide May Moua
Director, Ed. Svcs.
- It is recommended that the Board of Education approve the Merced Scholars Charter School ELO-P Plan
- Motioned by _____ Seconded by _____ Vote _____
- B. Uniform Complaint Report Summary Emily Tietjen
Coordinator-Ed. Svcs.
- It is recommended that the Board of Education review and approve the Uniform Complaint Report Summary for the Quarterly Period January 2024 through March 2024
- Motioned by _____ Seconded by _____ Vote _____
- C. Special Education Extended Year Calendar Laura Fong
Asst. Supt.-Sp. Ed.
- It is recommended that the Board of Education approve the Special Education Extended Year Calendars for June 2024 and July 2024
- Motioned by _____ Seconded by _____ Vote _____
- D. CSBA County Board Member Services Conference Steve M. Tietjen
County Superintendent
- It is recommended that the Board of Education authorize Board Members to attend the County Board Member Services Conference, September 13-15, 2024, at the Hyatt Regency, Monterey
- Motioned by _____ Seconded by _____ Vote _____

E. CSBA 2024 Annual Education Conference and Trade Show

Steve M. Tietjen
County Superintendent

It is recommended that the Board of Education authorize Board Members to attend the California School Boards Association (CSBA) 2024 Annual Education Conference and Trade, Dec. 5-7, 2024, held at the Anaheim Convention Center.

Motioned by _____ Seconded by _____ Vote _____

The Board will proceed into a Closed Session.

X. **Closed Session Pursuant to Education Code 35146 for Board to Meet as Thurman Agricultural Scholarship Committee to Review Applications**

The Board will proceed into Open Session.

A. Selection of 2024 Thurman Agricultural Scholarship Recipient

Steve M. Tietjen
County Superintendent

Motioned by _____ Seconded by _____ Vote _____

XI. **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 before 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
April 15, 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 Honoré, Dennis Hanks, Tim Razzari, Frank Fagundes, and Geneva Brett.
- C. Others present: Pat Atkins, Janet Riley, Maria Cuevas, Martin Macias, Nathan Quevedo, Rosa Barragan, 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 March 20, 2024
- B. Retirement **Resolution No. 2024-14** Honoring Pamela Simmons

Geneva Brett moved, and **Frank Fagundes** seconded the motion to approve the Consent Agenda as submitted. The motion was carried with a vote of 5-0.

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 on Attendance of MCSBA Spring Dinner on Monday, March 25, 2024, Board member, Geneva Brett reported that she attended the meeting along with Steve Tietjen, Maria Cuevas, and Yolanda Campos. Awards from various districts were issued.
- B. Board Member's Report: Dennis Hanks and Frank Fagundes reported on the CVEC Legislative Luncheon that took place on Thursday, April 14, 2024. Beautiful facility with a

great lunch and entertainment with Mariachi. They recognized all those who served or assisted in the event.

C. Superintendent's Report: None.

VIII. Business Items for Action

A. Merced County School Board Association (MCSBA) Fall Conference

It is recommended that the Board of Education authorize Board Members to attend the Annual MCSBA Fall Conference, October 18-20, 2024, at the Hyatt Regency Monterey

Tim Razzari moved and **Dennis Hanks** seconded a motion to approve MCOE Employee Recognition Resolutions as submitted. The motion carried with a vote of 5-0.

B. MCOE Employee Recognition Resolutions

It is recommended that the Board of Education approve MCOE Employee Recognition Resolutions as submitted

1. **Resolution No. 2024-10** in Recognition of California Day of the Teacher, May 8, 2024, **Merced County Office Teachers Association (MCOTA)**
2. **Resolution No. 2024-11** in Recognition of California Day of the Teacher, May 8, 2024, **CSEA Chapter 856, Unit B – Head Start**
3. **Resolution No. 2024-12** in Recognition of Classified School Employee's Recognition Week – May 19-25, 2024, **CSEA Chapter 541**
4. **Resolution No. 2024-13** in Recognition of Classified School Employee's Recognition Week – May 19-25, 2024, **CSEA Chapter 856, Unit A – Head Start**

Tim Razzari moved and **Geneva Brett** seconded a motion to approve MCOE Employee Recognition Resolutions as submitted. The motion carried with a vote of 5-0.

XIII. Adjournment

Frank Fagundes moved, and **Tim Razzari** seconded the motion to adjourn the regular meeting of the Merced County Board of Education at 3:10 PM. The motion was carried with a vote of 5-0.

Respectfully submitted,

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

SMT/mc

Merced County Board of Education

Written Communication



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



April 5, 2024

Dear California County Board of Education Trustees,

This letter is prompted by communications the CSBA Board of Directors has received from several county offices of education, including the Los Angeles County Office of Education, the Placer County Office of Education, the Riverside County Office of Education, and the San Mateo County Office of Education. It also responds to informal feedback and misinformation we have heard from some members regarding the decision to integrate the former California County Boards of Education (CCBE) into CSBA County Board Member Services.

I think it is important to understand the Board's decision is rooted in an overarching principle — CSBA is and will continue to be fully committed to supporting county boards. We are determined to work in a collaborative manner to achieve the association's shared vision of success: serving as the essential voice of public education. Realizing that vision requires that we work through this transitional period to ensure you have the tools, services, supports, and networking opportunities needed to flourish in your governance role.

We understand that for some county trustees, the decision to integrate CCBE activities more deeply into CSBA has created a sense of loss and frustration. Conversely, other trustees have welcomed this change and the opportunity it presents. Regardless of how one views the Board's decision, I think it's important to expand on the rationale behind it, correct the record where appropriate, and address some of the concerns raised in the aforementioned letters to the CSBA Board of Directors.

We acknowledge that in our effort to develop an even stronger organization for all governing board trustees through this restructuring, we underestimated the amount of dialogue some county trustees may have

CCBE leadership to the Working Group, as well as then-CCBE President John McPherson identifying county trustees to serve on the Transitional Working Group, provides strong evidence that this body is broad enough to represent the interests of county trustees at large. Additionally, county trustees are disproportionately represented on the Legislative Committee, accounting for more than one-fifth of committee membership, another sign of CSBA's commitment to elevating the input of county board members.

Transitional Working Group: Activities

The Transitional Working Group, tasked with providing CSBA's Board of Directors with recommendations about the future services and supports county board members need, held its first meeting on January 12, 2024, indicating our desire to prioritize this work at the very start of the new year. The group then met twice a month from January through March and will continue meeting monthly from April through October. These convenings are in addition to numerous meetings of different Transitional Working Group subcommittees dedicated to providing specific recommendations for the September CSBA County Board Member Conference, the County Trustees Handbook, the County Masters in Governance program, and the Jack Bedell Award for county board excellence.

The Transitional Working Group will continue to address issues of concern to county trustees, including, but not exclusive to, many of the items raised in the letters received by CSBA from the aforementioned county boards. Out of respect for the Transitional Working Group and our desire to allow them to reach conclusions free from duress or influence, the Board of Directors will not offer definitive pronouncements on the exact form CCBE legacy items and activities such as the handbook or fall conference, for example, might assume under the new CSBA County Board Member Services. This understandably causes some trepidation, particularly for those who committed time and energy to these endeavors over the years. Please be assured that our reticence to confirm the status of these legacy items is simply a product of our respect for the integrity of the process and the talent and knowledge of those trustees serving on the Transitional Working Group.

transition from CCBE to County Board Member Services is challenging and that it may take time for members to become comfortable with the new configuration. Nevertheless, I am optimistic that a sense of ownership will grow as CSBA demonstrates continued commitment to county boards and as county trustees help guide and influence County Board Member Services.

I would also be remiss if I failed to point out that overexuberance where ownership is concerned led CCBE to repeatedly negotiate and make agreements with the leadership of other organizations without the knowledge of CSBA's Board of Directors. This occurred despite warnings that such action was ill-advised and that, as the legal body assuming liability on behalf of the association, such action was not welcomed by CSBA. As noted in the FAQ, CSBA's Board of Directors also expressed concern about CCBE taking positions on legislation outside of the CSBA structure, maintaining separate Bylaws and Standing Rules, and having separate officers and a separate Board of Directors.

This is where our shared, stated vision is most instructive: CSBA is the essential voice of public education, not two voices in recurring conflict with one another. We firmly believe that vision is fully compatible with and, in fact, best served when county services are crafted by county trustees, for county trustees, and under the banner of CSBA. The Transitional Working Group is currently engaged in forging this path. From this new beginning, that sense of ownership will re-emerge absent any questions of legality as part of the foundational structure of CSBA.

Influence

On the topic of influence, it bears mentioning that, back in January, the Board of Directors increased the number of dedicated county seats in three of our nine standing committees, including some of our most impactful: Education Legal Alliance, Policy Platform, and Annual Education Conference and Trade Show. This is a significant increase in county representation in some of the most important seats at the CSBA table, even though county trustees were already disproportionately represented on the Board of Directors, in the Delegate Assembly and on the Legislative Committee. And with respect to the Legislative Committee — perhaps the most sought-after committee in CSBA — county board members are disproportionately

county trustees during the initial stages of the bill development process. County trustees should have been consulted earlier. We acknowledge this error and staff is already planning to take steps to improve their internal process so this type of oversight does not happen again. In the meantime, we will continue working with our members to address serious concerns with the charter authorizing process and push SB 1380 forward as it will help ensure county boards have a seat at the table when important policy changes to the Charter Schools Act are being discussed by the Legislature this year.

In closing, it is our desire to develop County Board Member Services so it is fully inclusive, effective, and empowering to all county trustees. It is a work in progress, and it is one to which we are completely committed. CSBA will not shy from the effort needed to make this initiative a success, nor will we be deterred by criticism or difficult conversations. We will navigate this transitional period to a safe harbor where county trustees feel supported, valued, and engaged. This change represents a new horizon for CSBA and its support of county board members, and I believe there is significant opportunity for further collaboration, advocacy, and training under one unified trustee association. I look forward to working with you as we build a better future for our members and the association.

Respectfully,

Albert Gonzalez

CSBA President



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

May 8, 2024

Steve Tietjen, Ed.D., Superintendent
Merced County Office of Education
632 West 13th Street
Merced, CA 95341-5908

Dear Superintendent Tietjen, Ed.D.:

Subject: 2023–24 Second Interim Report

Pursuant to California *Education Code* Section 1240(l), the California Department of Education (CDE) has reviewed the Merced County Office of Education's (MCOE) Second Interim Report and the accompanying positive certification of financial solvency to determine whether it complies with the Criteria and Standards for fiscal stability adopted by the State Board of Education and is consistent with a financial plan that will enable the county office of education to satisfy its multiyear financial commitments, including all financial obligations in the current year. The CDE concurs with the MCOE's assessment that, based on current projections, the MCOE will be able to meet its financial obligations for the current and subsequent two fiscal years and that a positive certification is appropriate.

The CDE appreciates the submission of your Second Interim Report. If you have any questions or concerns, you may email us at SACSINFO@cde.ca.gov.

Sincerely,

/s/

John Miles, Administrator
Fiscal Oversight and Support Office

JM:jp
2024-0201-24

cc: Janet Riley, Assistant Superintendent, Business Services

Merced County Board of Education

Business Items for Action



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

Expanded Learning Opportunities Program (ELO-P) Plan

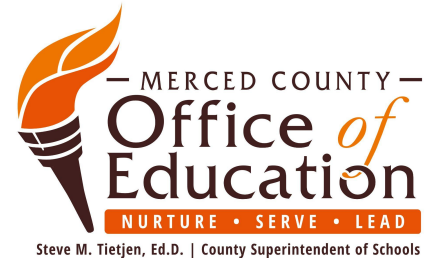
- Grant Requirements

- 180 days during school year - operate 9 hour days
 - Braided funding with After School Education and Safety (ASES) Grant
- 30 days during intersessions - operate 9 hour days
 - Saturday, Breaks, and Summer

- ASSETS Program Partnership

- Homework Help
- Snack
- Physical Activity
- Enrichment
- Study Trips

- Recommendation: Approval



Expanded Learning Opportunities Program Plan Guide

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by: Expanded Learning Division

California Department of Education 1430 N Street, Suite 3400
Sacramento, CA 95814-5901
916-319-0923

This Program Plan Template Guide is required by California Education Code (EC) Section 46120(b)(2)

Note: This cover page is an example, programs are free to use their own logos and the name of their program.

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Name of Local Educational Agency or Equivalent:	Merced Scholars Charter School
Contact Name:	Lee Vang
Contact Email:	levang@mcoe.org
Contact Phone:	209-381-4561

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Merced Scholars Charter School

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it

may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at <https://www.cde.ca.gov/ls/ex/qualstandcqi.asp>.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

The Merced Scholars Charter School's expanded learning plan will follow the same comprehensive school safety plan protocols. Site Coordinators and line staff work directly with site administration to plan and coordinate safety drills during expanded learning program hours. All expanded learning employees are trained in emergency procedures, so they will be aware of actions to take in cases of accident, illness, lockdown, evacuation, and other serious situations. Monthly lockdown and fire drills will be conducted to train students how to respond in these situations. The expanded learning program has a Red Emergency Folder for each staff member that consists of a campus map that details evacuation routes and crisis response protocols. Each employee will be provided with a first aid kit and at least two employees at each program site are trained in CPR and First Aid. Employees will receive annual training on how to recognize signs of child abuse and neglect and how to comply with mandated reporting requirements. Health, safety, or discipline incidents will be documented and communicated as appropriate according to the program's safety policy. Clear communication about where students will be located on the campus during program operations will be shared with all stakeholders. Daily sign-out procedures will ensure that children will only be released to a parent or authorized adult. Child custody issues will be noted and communicated to expanded learning program staff to prevent release to parents not authorized to pick up their children. Each employee will be provided with a list of authorized and emergency contacts for each student under their supervision. This list will be kept current and will be easily accessible to employees at all times. Staff will wear program identifying employee vests or aprons at all times during program operating hours to ensure that they are easily identifiable to students, parents, and other stakeholders.

The expanded learning program focuses on cultivating a safe and supportive environment for all students. The program focuses on the developmental and social-emotional needs of all students through the utilization of tools such as Sanford Harmony, a social emotional learning program, and Positive Behavioral Interventions and Supports (PBIS), a proactive approach to establishing the behavioral supports and social culture needed for all students to achieve social, emotional and academic success. Sanford Harmony is a social emotional learning program designed to build healthy relationships among students by engaging them in lessons and activities that promote empathy, understanding, diversity, and respect. These effective practices help students build supportive relationships and encourage communication, collaboration, and mutual respect. Through the implementation of activities such as community building circles ("meet-up"), our students are able to foster social connections with peers and adults. The regular implementation of meet-up allows each class to build a supportive classroom community and for students to demonstrate leadership by expressing positive highlights and areas of growth with one another. The use of the Sanford Harmony program has supported students with their social, emotional, and cognitive skills as well as gaining interpersonal competencies.

Positive Behavioral Interventions and Supports (PBIS), is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. PBIS focuses on the prevention and instruction of social behavior through the implementation of clear expectations, positive reinforcement, specific feedback, and rewards systems. The afterschool program intentionally collaborates with the regular school day program to understand and implement similar PBIS. This ensures that students experience a similar environment and feedback that they are familiar with from the regular school day. These practices support students in making healthy choices and exhibiting positive behaviors. Students who benefit from more specific support participate in the check-in/check-out intervention. Check-In/Check-Out is an intervention where students regularly check-in with an adult to discuss their expectations, daily goals, and progress. This allows students to receive specific feedback while also building a supportive relationship with an adult. Program staff also work with students to create and implement a reward system that pupils find interesting and rewarding. The implementation of positive and proactive PBIS practices in our programs provides students with a safe, supportive, and positive environment.

The expanded learning program is offered on the school campus. Opportunities for expanded learning program study trips will be provided off campus and school provided transportation will be provided for such events.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Students will choose from a broad menu of enrichment activities. Active learning will be central to all activities. Enrichment activities will foster peer and adult relationship building, which is informed by research demonstrating that expanded learning activities that promote meaningful peer and adult relationships are likely to produce positive academic outcomes among participants. As a program, our goals are to develop partnerships with schools and support the enrichment of children's academic achievement specifically in English Language Arts and Mathematics.

Book Buddies is a customized teaching strategy aligned with Common Core state standards. Book Buddies uses the Book, Head, Heart (BHH) Framework. The framework is a simple way to help students think about what they've read and organize their responses to factual, intellectual, and emotional aspects of a book (Book, Head, and Heart). It keeps them focused on where to begin (the facts of what they've read) and where they end up (how it's changing their world view). Program staff will implement Book Buddies during the program. Reading materials are provided to all sites specifically to support program goals and the teaching of the BHH strategies. Those reading materials are reading books in various reading levels and a BHH journal to capture student progress. Program staff are trained to focus on the basics of reading and techniques of the BHH Framework. In the "Book" portion of the program, students are asked to reflect on the factual aspects of the text they've read. These questions give students a pausing point to make sure that they understand the content and context of the book. It's after this point that they are ready to expand upon literal aspects of the text to intellectual and emotional interpretations and responses. In the "Head" portion of the program, students will see how the text strikes them, and how what it says fits with their own thinking. We want them to reflect on what they are finding in the text. When students discuss the questions included in this section they are connecting the content from the text with what they already know from other experiences, memories, and events. This is the basis for identifying text-to-self, text-to-text, and text-to-world connections. Finally, the "Heart" portion of the program refers to the feelings and emotional reactions that can be sparked by reading a piece of text, and staff is encouraged to use the language that is relevant to students and their experiences.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

The program will follow the framework and guides of the Quality Standards for Expanded Learning Programs in California. The following are a few select examples of how the quality standards will be implemented to promote academic achievement and overall student success:

- 1) Active and engaged learning – students will be provided with hands-on, project-based opportunities to build a sense of responsibility, citizenship, and connections with their communities
- 2) Skill building – staff will use research-based strategies and practices to engage students in building their academic skills and 21st century skills
- 3) Youth voice and leadership – student leaders will be elected by their peers to lead the planning and selection of activities in the program
- 4) Healthy choices and behaviors – daily physical activities and nutrition education will promote overall health that is beneficial to student learning and success.

The program is also aligned with the Learning in Afterschool and Summer Principles of Learning in numerous ways, including the following examples:

- 1) Learning that is active – students are provided with a variety of activities that are project-based
- 2) Learning that is collaborative – students are provided with opportunities to build their teams and leadership skills through their individual site program student leadership councils
- 3) Learning that is meaningful – students provide input on the development of learning projects that are relevant to their own interests, experiences, and the real world in which they live
- 4) Learning that supports mastery – in collaboration with regular school day teachers, students are provided with additional practice and support of academic subjects to increase achievement.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

The program will conduct surveys of students and teachers to garner feedback on which activities are most desired and needed in the areas of academic assistance, youth enrichment, and parent/community engagement. Surveys will evaluate the desired levels of homework assistance, enrichment activities, and other program components that will be most utilized by students and teachers and most likely to lead to student success. Beyond the survey process, the overall site needs will be assessed through analysis of standardized test scores, academic achievement levels, feedback from School Site Council Meetings and Advisory Committee meetings, and various other qualitative and quantitative data points.

Student academic assistance will be developed in collaboration with regular school day instructional staff. Collaboration with regular staff assures that the program will contribute to meeting overall school goals. Collaboration also creates awareness of the value of the program in the development of social skills and the discovery of talents that make a student better equipped for learning during the day. There will be daily verbal and written communication between teachers, parents and program staff regarding individual students' needs. Individual academic assistance will be provided every day of program operation. This will be an ongoing collaborative cycle that continues each month throughout the school year, and will inform the development of the program's curricula and projects, as well as the associated professional development required for its employees.

Students will regularly participate in surveys and discussions to provide feedback regarding their sense of safety in the Expanded Learning environment and their perspectives on continual improvement. All students will have a voice in providing feedback to staff on what projects they would like to participate in for the enrichment component of the program. Students also have a voice in selecting and designing study trip opportunities. Students can also exercise choice in deciding which annual service learning opportunities to participate in (examples may include canned food drives, gathering blankets for NICU patients, writing cards to senior citizens, collecting socks for military service members, etc.).

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programming.

The school's wellness plan incorporates goals and guidelines regarding student nutrition and physical activity. The plans are reviewed and efforts to ensure that all proposed health and wellness activities are aligned with the expanded learning program. The program also incorporates a healthy snack that meets state and federal guidelines, regular physical activity that meets California After School Physical Activity Guidelines, and educational information about nutrition and exercise that is based on both academic standards and best practices for Expanded Learning

Programs. Students will take a 15-minute break each day and will be served a nutritious snack. All sites will monitor their monthly snack schedule to ensure adherence to all state and federal standards. Reasonable accommodations are made for children with allergies. Instruction on nutrition and healthy eating will be incorporated into the program according to best-practices for expanded learning environments.

The expanded learning program offers a dynamic menu of physical activities that meet California After School Physical Activity (CASPA) guidelines. All students participate in moderate to vigorous physical activity for between 30 and 55 minutes per day. Physical activities are designed to foster positive youth development and include educational and social components that are aligned to regular school day activities. Through various sports and games, such as intramural sports, obstacle courses, PowerUp Fitness, and Coordinated Approach To Student Health (CATCH), students will have fun while learning how to live active, healthy lifestyles and maintain good sportsmanship. The program will offer a number of other physical activities throughout the year according to feedback from student interest surveys and assessments. The Merced County Public Health Department's Cal Fresh program helps to create healthier communities that support healthy eating and active living. The organization uses a policy and environmental change approach to help community members, parents and students gain access to healthy food, beverages, and safe places to be physically active. CalFresh provides curriculum and resources to the program to support these goals.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

Several different strategies will be employed to promote diversity and celebrate a wide-variety of backgrounds and cultures within the program. Students are taught about the importance of diversity in their country and world in their month-long units on Cultures and Black History and numerous enrichment activities will also include a cultural competency component. Additionally, many of the program's partners have cultural competency and celebration of diversity as key aspects of their missions, and will contribute their expertise to this issue. The program will explicitly state its commitment to diversity and equity through its outreach materials and policies. Sanford Harmony promotes positive peer relations among students through lessons and activities that encourage communication, collaboration, and mutual respect, helping students learn how to build healthy relationships beginning at childhood. The program plans to develop collaboration with the Merced County Office of Education's equity-focused work groups so that they may advise on diversity, inclusion, and equity related topics. The equity-focused work groups include the Merced LGBTQ Success Network and the Council for African American Student Success, as well as groups focused on improving outcomes for Hispanic and Hmong students and residents.

Students with disabilities will be supported in a variety of ways. The MCOE Special Education Department will assist the program in attracting students with disabilities to enroll, and will provide the necessary guidance on how to best serve students in the program. Expanded learning program staff, regular day staff, and special education staff will collaborate closely to ensure that disabled students are being served to the highest level and given the individualized supports they may require. Similarly, English language learners will also be actively recruited to the program and will be provided with all necessary supports required to ensure their participation. The school and program will collaborate to ensure that each English Learner student has the resources needed, including personalized academic support, to fully participate in and succeed in the program. Additionally, MCOE is the operator of the Homeless Youth Education program and the Foster Youth Services program, and will ensure that foster and homeless students have the resources required to participate and in the event that interest in the program exceeds capacity, foster and homeless youth will be given priority in enrollment.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

The expanded learning program staff must meet the same minimum qualifications of regular school day staff. Paraprofessionals must have a minimum of a high school diploma and pass a rigorous competency assessment of literacy and math or have 48 units of college coursework. To ensure all employees meet these minimum qualifications, recruitment and hiring is done through the human resources department. The school does not subcontract with outside agencies for employees to staff programs. The employee selection process includes factors such as the potential to relate to youth, communicate effectively, and build on students' strengths. School Principals are involved in the recruitment and interview panels for the selection of site coordinators. Employees who are bilingual and biliterate are hired to staff programs with high concentrations of English Learners.

Program volunteers over the age of 18 are fingerprinted and have health clearances before working with students. Volunteers under the age of 18 have health clearances before working with students. All volunteers go through an orientation with site coordinators on policies, procedures, and expectations of the program. Volunteers are provided with opportunities to attend employee trainings. Volunteers are not left alone supervising students; they are always under the direct supervision of expanded learning program staff. There is an ongoing partnership with local high schools to provide service-learning hours and experience for students to reach their goals for graduation.

All new employees go through a new hire training to learn the curriculum, policies, procedures, and expectations of the program. It is an interactive session for them to start planning for their first week of activities with students. Before starting with a group of students, new employees go through a week of job shadowing, preferably at their assigned site. This gives the employee an opportunity to get to know the program and students. Site coordinators and program supervisors provide one-on-one coaching sessions to line staff as needed. Each year, after school employees receive professional development through an annual summer conference, Saturday trainings, and weekday trainings. Professional development opportunities are planned, developed and provided based on needs observed through program walkthroughs, employee evaluations, advisory committee input, and stakeholder surveys. Professional development topics have included classroom management, social emotional learning, Common Core State Standards alignment and implementation, English Learner strategies, engaging physical activities, STEAM components, Quality Standards, Continuous Quality Improvement, employee professionalism, effective communication, safety, emergency response plans, leadership, youth development and project-based learning.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

The school's expanded learning opportunity program is a part of the Merced County Office of Education ASSETS consortia. The vision of the ASSETS consortia is "Success through Teamwork" and is aligned to the Merced County Office of Education's vision of "Nurture, Serve, Lead." The mission of the expanded learning program is to improve outcomes for students in a safe learning environment.

The consortia conducts ongoing needs assessments at all expanded learning program sites to inform program goals. With the extended geographical locations of the consortia, the program takes pride in ensuring each program meets the individual needs of its school and community. The consortia operate within Merced County, located in the heart of the Central San Joaquin Valley. The County's population is 286,461. Agriculture is Merced County's number one industry and the local economy suffers from seasonal highs and lows. Unemployment is consistently high, with 6.2% of County residents being unemployed in October 2022, compared to the state rate of 4% and the national rate of 3.7%. The County's poverty rate is similarly high at 16.3%, compared to the state rate of 12.3% and the national rate of 11.6%. Only 70% of Merced County residents have a high school diploma and only 14% have a Bachelor's Degree or

higher, compared to the statewide rates of 84% and 35% and the nationwide rates of 89% and 34%. The juvenile felony arrest rate in the county is 4.1 per 1,000, compared to the state rate of 2.7. The chronic absenteeism rate countywide is 30% compared to the state rate of 14%. 77% of Merced County students are socioeconomically disadvantaged, 25% are English learners, 3% are Migrant students, and 2% are homeless.

All of these statistics combine to paint a picture of a county where youth are in desperate need of intervention programs to improve their academic and economic outcomes, their attendance and behaviors. The expanded learning program supports student access to extracurricular opportunities at no cost. Most of the communities have minimal to no offerings of enrichment activities for youth and are located in rural, isolated, and or unincorporated areas within Merced County. The program activities and program configuration are carefully designed to address the needs of each school and community that support a high quality program to meet the state's Quality Standards for Expanded Learning Programs. The needs assessment data is reviewed by the management team, then shared with Site Coordinators at the monthly Leader Collaboration Meeting as well as the Advisory Committee which meets semi-annually. Program goals are then adjusted to meet the needs identified to align with the Quality Standards for Expanded Learning Programs. Each site will also hold monthly staff meetings to assess site needs and engage in discussions around program quality improvements at the site level. Program goals support the enrichment of children's academic achievement in English Language Arts and Mathematics, improve school attendance of students, provide a safe and enriching place, and develop partnerships between schools and community.

Outcomes data will be collected to inform program success. Data to be collected include, attendance (regular day and expanded learning), positive behavioral changes, evaluations from school staff, parents, students, and program staff, and walkthrough observation forms. The feedback on mission, vision, goals, and expected outcomes for the program are garnered from the program's Advisory Committee, which meets twice a year. Stakeholders on the committee include school administrators, parents, community members, community partners, and staff. At the site level, input will be gathered via School Site Councils, which include administrators, principals, teachers, staff, and parents. Input will be garnered from students through the Student Leadership program. Program mission, vision, goals, and expected outcomes will be disseminated through a variety of avenues. These will include formal meetings, such as the Advisory Committee, School Site Councils, and Student Leadership. Information will also be shared at community events and through program publications such as websites, social media, newsletters, and brochures.

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

The school's expanded learning opportunity program is a part of the Merced County Office of Education ASSETS consortia. The school's Expanded Learning Opportunity Program (ELO-P) funds are folded with the school's existing After School Education and Safety (ASES) grant to provide expanded learning services for students. This collaborative use of funds allows the school to serve all students interested in participating in expanded learning programs, which includes providing a 9-hour day on all school days and the addition of 30 days of intersession.

Collaborative partnerships are in place to support the expanded learning program at the school. Partners include consortia schools and districts, community-based organizations, and state and federally funded programs. On a semi-annual basis, the Advisory Committee meets to review progress, plan, coordinate, and evaluate program activities.

The program currently has the following collaborative partners:

California Department of Public Health (Cal Fresh) - Nutrition curriculum & resources to encourage healthy food choices & physical activity

MCOE Educational Technology Center - Print and online resources in the content areas for instruction and support as well as STEAM related activities

Merced Arts Council - Artists provide hands-on experience in Visual and Performing Arts.

QuiqLabs - Activity plans with hands-on science, technology, engineering, math learning experience to students

System of Support for Expanded Learning Programs - Technical assistance, staff professional development, and support

Every effort will be made to prospect and secure new collaborations from school community partners to benefit the program.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

The expanded learning program utilizes a variety of strategies to engage stakeholders in the Program Quality Improvement process at all levels of the program. Every spring, the program surveys students, parents, site administrators and teachers. The information is collected and shared at the Advisory Meeting every fall. It is also shared with Site Coordinators at the monthly Leadership Collaboration meetings and at the Professional Staff Development for Continuous Quality Improvement (CQI) Training in the Fall. At each meeting, the surveys are analyzed and reviewed. The survey responses are charted according to the "glow and grows" based on CDE's 12 Quality Standards. As a consortia of TK-8 systems, we review the overall survey results and come to a consensus on a standard to focus on. We train staff with the CQI process and help sites start their processes on developing their individual site goals. At the site level, each school principal is part of the planning and decision making process of their site's expanded learning program. The site coordinator meets with the principal to discuss program needs and the use of program funds to purchase supplies, materials, and equipment. The principal, site coordinator and student leadership collaboratively plan community partner assemblies and study trips for the program. Each site holds monthly staff meetings to assess site needs and engage in discussions around program quality improvements at the site level. Site coordinators attend School Site Council (SSC) meetings to provide updates and obtain input from committee members for the program. Parents, teachers, and the community are kept up to date on program activities and events through monthly calendars of events and flyers. At the consortia level, there are Leader Collaboration Meetings for all Site Coordinators to assess the needs of the consortia, review progress of annual goals, and share input from their site to improve program quality.

11—Program Management

Describe the plan for program management.

The school's expanded learning program is a part of the MCOE ASSETS Consortia. The consortia creates and annually updates manuals that address fiscal management, personnel policies, and program operations. Clearly defined policies, procedures, practices, and staff/partner roles allow the program to adhere to federal, state, and local requirements. The consortia has a clear organizational structure, which allows staff to focus on the needs of students, and includes staff job descriptions, lines of supervision, how to access resources, and program budgets. Program funding is aligned to the program vision, mission, and goals for each site guided by the California Quality Standards for Expanded Learning Programs and ensures resources to provide academic support, enrichment activities, a safe, accessible program and college/career readiness opportunities to students. The consortia employs administrative staff, such as a Consortia Manager and Program Supervisors, to monitor the expanded learning program operations. Site Coordinators work with the school principal to lead the program with site level paraeducators, community partners, and volunteers.

Organizational Structure:

MCOE Superintendent - Responsible for grant implementation.

Assistant Superintendent - Administrative oversight of grant responsibilities.

MCOE Director - Administrative oversight of grant responsibilities, technical assistance and compliance.

Consortia Manager - Program leadership, planning, and overall management, grant compliance, site visits, and staff professional development

Program Supervisors - Supervise multiple sites, oversee daily program operations, conduct staff evaluations, conduct site visits, and provide coaching and staff professional development

Site Leaders - Oversee program at the site level, work directly with students, coordinate site schedules, schedule events, collaborate with principals, teachers, and parents.

Paraeducators - Work directly with students, plan activities, provide tutoring, work collaboratively with teachers

Each site will hold monthly staff meetings to assess site needs and engage in discussions around program quality improvements at the site level. At the consortia level, there will be collaborative Leader Collaboration Meetings for all Site Coordinators to gather with the Consortia Manager and Program Supervisors to assess the needs of the program, review progress, and discuss program quality. Twice yearly meetings of all staff and stakeholders will also be conducted. The program plan is reviewed once a year, at a minimum, for any updates and changes based on input from the Advisory Committee and Leader Collaborations.

Fiscal accounting and reporting requirements:

The Merced County Office of Education has managed ASES funding and administered expanded learning programs since 2005. School and district administrators assist with the coordination and implementation of expanded learning programs at their schools. School principals collaborate with site coordinators to oversee and plan program projects, study trips, purchases and other program needs. In collaboration with the Merced County Office of Education's Business Services office, all expenses in the ASSETS program are tracked separately by school. The Fiscal Services Manager prepares, monitors and reviews the budget, expenditures, and reports to ensure grant compliance. The Merced County Office of Education (MCOE) consortia administrators and fiscal staff are responsible for collection, compilation, and submission of all fiscal accounting and reporting requirements of the grant.

Obtaining Local Match for After School Education and Safety (ASES) Grant :

Each school in the MCOE After School Student Education: Teamwork for Success (ASSETS) Program consortia funded by the ASES grant is required to provide a minimum of 33% in-kind match. Only 25% of that match may be from facilities. In addition to the school-provided in-kind, community volunteers and agencies also provide in-kind services, discounts, and donations to the program. Schools provide documentation listing all in-kind provided to ASSETS on an annual basis to ensure that the 33% match was reached. Community in-kind services and donations are documented with internal forms stating the amount of donations.

Attendance Tracking, including sign-in and sign-out procedures:

On a daily basis, each student signs-in to the program after regular day dismissal. At the end of the day, parents sign students out. No one under the age of 16 is allowed to sign students out. To ensure student safety, individuals picking up students must have identification with them when signing out. If the student walks home, the program staff signs them out at the appropriate time to ensure safe home arrival before it gets dark (per MCOE Policy 5148.2 Before After School Programs). Daily student attendance is entered into an electronic file for data gathering and reporting purposes. The consortia manager prepares, monitors, and reviews monthly attendance and reports to ensure grant compliance.

Program Schedule:

The expanded learning program operates on all regular school days and 30 days of intersession for 9 hours each day of operation. The 30 intersession days of operation may include operation on Saturdays, school breaks, and summer as necessary.

Early Release (MCOE Education Policy 5148.2 regarding After School Programs):

Merced County After School Student Education Teamwork for Success (ASSETS) will operate every regular school day for a minimum of 15 hours per week, and at least until 6:00 pm. The program will begin right after regular school day

dismissal. To meet the special needs of students and their families, ASSETS may allow exceptions in any of the following circumstances provided an Early Release Request is signed by the parent/guardian:

- Students who walk home will be released in time to be home before dark. This time will be adjusted with "Daylight Savings Time".
- Parents/guardians will be informed each month regarding release time.
- Students will be released early when Site Leaders determine weather conditions are bad.
- Students, who leave the ASSETS Program to attend a parallel program, must complete the Early Release Request area of the Student Enrollment Form.
- Students who have emergencies/incidents such as a death in family, catastrophic incidents, and the like.
- Students who have appointments.
- Student accidents/incidents that occur during program time which require the student to leave early. In these instances, ASSETS staff will contact the parent/guardian.
- Students with special needs or circumstances may arrive later to the program and attend fewer hours or days per week.

On any given day, a student not attending the full program based on these exceptions shall be counted in that day's attendance. Students who meet one or more of the exceptions, and do not attend five (5) days a week, shall be considered present in daily attendance for the days he/she attends. ASSETS staff shall record the date and time of the early release departure and reason for not attending five (5) days per week. The parent, guardian, or program staff will sign out the student. (EducationCodes 8482.8, 8483 (a)(1), 8483 (a)(2), 8483.7) Although there are early release exceptions, enrollment priority will be given to students who are able to attend the full program five (5) days a week. Students not attending the full program time may be dropped from the program to allow another student from the waiting list to take advantage of the full program.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

The school partners with the MCOE ASSETS Consortia to operate one comprehensive and universal expanded learning program, which is co-funded by both ASES and ELO-P. All students in the school have the opportunity to participate in the comprehensive expanded learning program.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

The school services transitional kindergarten and kindergarten students and will maintain the pupil to staff ratio of no more than 10 to 1. Staffing ratios will be continuously monitored by consortia and principal. As more students in these grade levels are enrolled, additional staff members will be hired to maintain 10 to 1 ratios.

All students in the school will have similar program schedules to maintain student engagement and learning. Targeted recruitment efforts will be made for staff who have experience working with early education, preschool and young children. Teachers of these grade levels will provide guidance to expanded learning program staff on developmentally appropriate academic, behavioral, and social skills support. Additional professional development will be provided for staff on developmentally appropriate classroom management and enrichment activities.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Regular School Year - Sample Schedule

8:15 - 10:10	Instructional Time
10:10 - 10:25	Recess
10:25 - 11:30	Instructional Time
11:30 - 12:10	Lunch & Recess
12:10 - 2:15	Instructional Time
2:15 - 2:20	Sign-In (ASES/ELOP)
2:20 - 3:20	Homework/Reading (ASES/ELOP)

3:20 - 3:30	Bathroom Break (ASES/ELOP)
3:30 - 4:00	Snack Time (ASES/ELOP)
4:00 - 4:10	Bathroom Break (ASES/ELOP)
4:10 - 5:00	Physical Activity (ASES/ELOP)
5:00 - 5:45	Enrichment Activity (ASES/ELOP)
5:45 - 6:00	Reflection & Stations (ASES/ELOP)

Intersession Days - Sample Schedule (ELOP)

8:00 - 8:30	Sign-in & Breakfast
8:30 - 9:00	Building Sets
9:00 - 9:30	Daily Writing/Journaling
9:30 - 10:30	Outdoor Play (Organized Games & Recess)
10:30 - 11:00	Math Enrichment
11:00 - 12:00	Board Games, Arts & Crafts
12:00 - 1:00	Lunch & Recess
1:00 - 2:00	Literacy Enrichment
2:00 - 2:30	Physical Activity
2:30 - 3:00	Learning in Technology
3:00 - 4:00	STEAM kits
4:00 - 4:15	Snack Time
4:15 - 5:00	Gym & Sensory Activities

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.

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	0	
<i>Ballico-Cressey</i>	0	0	0	
<i>Delhi Unified</i>	0	0	0	
<i>Dos Palos/Oro Loma Unified</i>	0	0	0	
<i>El Nido Elementary</i>	0	0	0	
<i>Gustine Unified</i>	0	0	0	
<i>Hilmar Unified</i>	0	0	0	
<i>Le Grand Elementary</i>	0	0	0	
<i>Le Grand Union High</i>	0	0	0	
<i>Livingston Union High</i>	0	0	0	
<i>Los Banos Unified</i>	0	0	0	
<i>McSwain Union Elementary</i>	0	0	0	
<i>Merced City</i>	0	0	0	
<i>Merced County Office of Education</i>	0	0	0	
<i>Merced River Union Elementary</i>	0	0	0	
<i>Merced Union High</i>	0	0	0	
<i>Plainsburg Union Elementary</i>	0	0	0	
<i>Planada</i>	0	0	0	
<i>Snelling-Merced Falls Union Elementary</i>	0	0	0	
<i>Weaver Union Elementary</i>	0	0	0	
<i>Winton Elementary</i>	0	0	0	

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

Email: ETietjen@mcoe.org

Note: 3rd Qrt (23-24) - Sent to Yolanda via email 5/2/24

June 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6 <u>Last day of School</u> Delhi/Dos Palos/ Selma Herndon/ Schelby/MUHSD/ MCSD/WEC/ATC/ Wolfe/Traditional	7 <u>Last day of School</u> Atwater/Los Banos/ Romero/Winton	8
9	10 <u>First Day of ESY</u> All Special Education Sites	11	12	13	14	15
16	17	18	19 <u>HOLIDAY</u> Juneteenth	20	21	22
23/30	24	25	26	27	28	29

July 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4 <u>Holiday</u> Independence Day	5 <u>Last day of ESY</u> All Special Education Sites	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

About **Leadership, organizational structure, benefits, and business partners and affiliates**

[About CSBA](#)
[Benefits of Membership](#)
[Leadership](#)
[County Board Member Services](#)
[CSBA County Board Member Services Conference](#)
[Become a Business Affiliate](#)
[Careers](#)
[Contact Us](#)
[My CSBA](#)

CSBA County Board Member Services Conference



The CSBA County Board Member Services Conference will take place from Sept. 13-15, 2024, at the Hyatt Regency Hotel in Monterey. This conference provides a unique opportunity for county board leaders to come together and discuss students' futures in light of domestic policies and global trends. County board members, superintendents and educational partners from throughout the state will come together to gain valuable knowledge and information in five key areas: advocacy and community engagement; county board core; funding and finances; shared governance and the roles of county boards; and wellness, safety and learning. Pre-conference events will take place on Sept. 12 and are open to all CSBA members, including those from school districts.

As the role of county offices of education continues to evolve, CSBA is committed to providing COE board members with the necessary tools and information to become effective elected education leaders. The conference provides an excellent opportunity to meet and share ideas with fellow county board members. The conference offers exciting breakout sessions, great keynote speakers and ample networking opportunities — making it a must-attend event!

Submit your proposals now to present at the conference! [Click here to learn more about proposal deadlines and conference strands.](#)

Early bird registration opens May 1 for pre-conference, conference and spouse passes. [Click here to learn more about registration.](#)

[Click here](#) to view the event schedule.

Call for Proposals

The CSBA County Board Transitional Working Group is seeking innovative and engaging ideas for its 2024 County Board Member Services Conference. County trustees are encouraged to submit proposals that will spark meaningful discussions and collaborative learning opportunities. Share your expertise in workshop sessions that dive deep into the specific themes or challenges most relevant to county board members. Proposals are being accepted through Monday, May 27.

[Click here](#) to view the submissions page or fill out the form below.

Proposals should correspond to one or more of the major strands identified for this year's conference:

Advocacy and Community Engagement



CSBA's County Board Conference Call for Proposal

Proposal Submission Form

CSBA County Board Conference Committee is seeking trailblazing ideas for its 2024 County Board Conference in Monterey, California, Sept. 13 - 15. From **April 27 to May 27**, we're inviting members from across the state to submit proposals that will spark meaningful conversations and shape the future of public education in California.

Registration and housing information

Registration and housing for the pre-conference and conference will be available soon, but you can plan ahead using the information below!

Pre-conference registration, Sept. 12

Pre-conference events will take place on Sept. 12 and are open to all CSBA members, including those from school districts. Registration will open May 1 with the following fee schedule:

- Bundle Package: Ethics Training and Brown Act Training: \$225, starting May 1 through the event dates
- County Board Ethics Training: Price: \$125, starting May 1 through the event dates
- County Board Brown Act Training: \$125, starting May 1 through the event dates

Main conference registration, Sept. 13-15

Registration for this conference will open on May 1 with the following registration fee schedule:

- Early bird rate: \$499, available May 1 to Aug. 4
- Regular rate: \$550, starting Aug. 5 through the event dates
- Spouse pass rate: \$285, starting May 1 through the event dates

Housing

Lodging will be available at the Hyatt Regency Monterey Hotel And Spa On Del Monte Golf Course, located at 1 Old Golf Course Road in Monterey. A block of rooms has been secured for attendees with a \$299 single/double room rate per night. Please make reservations by Aug. 12, 2024, by contacting the hotel at 877-803-7534 and mentioning that you are with the CSBA County Board Member Services group to receive this discounted rate.

Please note that the cutoff date to reserve a room through the group block is Aug. 12, 2024. This room block is limited, so make your room reservation today! If the group rate is no longer available, prevailing rates may be offered for some or all of your preferred dates.

Sponsor this event

The CSBA County Board Member Services Conference is scheduled to take place from Sept. 13-15, 2024, at the Hyatt Regency Monterey Hotel in Monterey, California. This conference is specifically designed for county board members, who attend for professional development and networking opportunities that focus on

Home / CCSA Annual Workshop

CCSA ANNUAL WORKSHOP

OVERVIEW

The CCSA Annual Workshop is a members-only, MCLE-approved program providing up-to-date information and materials that are designed for lawyers and tailored to the practice of school law. This annual two-day workshop provides a combination of plenary sessions on matters of general interest to school attorneys, and break-out sessions that cover areas of specialized expertise such as special education, facilities and labor relations. Don't miss this opportunity to earn MCLE credits. For questions and/or to obtain the registration code(s), please email ccsa@csba.org.

Before registering, please be sure to review the 2024 CCSA Annual Workshop Registration and Cancellation Matters.

Date / Time: Thursday, Dec. 5 and Friday, Dec. 6 from 8:30 a.m. – 4:30 p.m. each day

Location: Anaheim Marriott

The California Council of School Attorneys 2024 Annual Workshop and Luncheon provides plenary sessions on matters of interest to school law attorneys and break-out sessions covering areas of specialized expertise. The luncheon on Friday, Dec. 6 is also available as a stand-alone purchase for luncheon-only attendees who are also registered for AEC. Registrants may register for one or both days and registration includes continental breakfast, workshop workbook, and lunch each day. Please review the 2024 CCSA Annual Workshop [Registration and Cancellation Matters](#) before registering for the program. In-Person CCSA Annual Workshop attendees will be required to complete a release of liability form upon check-in.

Registration for the CCSA Annual Workshop does not include access to CSBA AEC-related events.

☒ **EARLY/REGULAR REGISTRATION FEES (VALID JUNE 4 – NOV. 12)**



CSBA Annual Education Conference & Trade Show
Dec. 5-7, 2024 | ANAHEIM, CA

188
days

12
hrs

28
min

CONFERENCE ▾

CALL FOR PROPOSALS

EXHIBITORS ▾

CONFERENCE ▾

CALL FOR PROPOSALS

EXHIBITORS ▾

Home / Registration

REGISTRATION


The Annual Education Conference and Trade Show pricing is listed below. You must be a CSBA Member to receive the member rate. Registration will open on **Tuesday, June 4, 2024, at 8 a.m. (PDT).**

REGISTRATION RATES	
Early Registration (June 4 – August 13)	\$775
Regular Registration (August 14 – November 12)	\$835
Late Registration (November 13 – Onsite)	\$935

Type and press enter to search

CONTACT

 3251 Beacon Blvd., West Sacramento, CA 95691

 800-266-3382

 aec@csba.org

CONTACT

California School Boards Association
Association Education Department
3251 Beacon Boulevard, West Sacramento, CA 95691
(800) 266-3382 | FAX: (916) 371-3407

FUTURE DATES

2025 AEC: Dec. 4-6, 2025 | Sacramento, CA

2026 AEC: Dec. 3-5 | San Diego